

# PROGRAM AND RESOURCE GUIDE



# NCCORE 2005

18TH ANNUAL  
**National Conference on Race & Ethnicity  
in American Higher Education**  
May 31 through June 4, 2005 ♦ New York City

Sponsored by  
The Southwest Center for Human Relations Studies  
Public and Community Services Division ♦ University Outreach  
**THE UNIVERSITY OF OKLAHOMA**

# EXECUTIVE COMMITTEE

## The 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.



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S. N. Goldman Professor and  
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Norman, Oklahoma



**Tulio E. Ramirez**  
Owner  
Tulio's Mexican Restaurant  
Commissioner, Oklahoma City  
Planning Commission, Oklahoma  
Private Vo-Tech Commission, and  
State Human Rights Commission  
Norman, Oklahoma

**ON THE COVER: Times Square Crossing;** 1998, Oil/Collage-Mixed Media on canvas, 44x36 inches, by Suzanne Hodes. We each see the world through the bias or lens of our own individual experience. Suzanne tries to capture this flux of shifting aspects and perceptions through her paintings. Technically, she is interested in the combination of opposites: fluid form with accurate drawing, energetic surface with atmospheric wash. Often Suzanne uses optical reflections in which changes of form and color suggest the ambiguity of our perception. For many years Suzanne attempted to portray her experience of city life. She was drawn to collage and collage-like images that combine disparate and unexpected elements, in hopes that these impressions may reveal multiple perceptions and interpretations; also to suggest associations of time and memory, and the relationship and interaction of images, both past and present, in an attempt to mirror the workings of the mind. Courtesy of The Joan Whalen Fine Art.

# PROGRAM SCHEDULE AT A GLANCE

## MONDAY, MAY 30

<input type="checkbox"/> Registration and On-Site Check-in . . . . .	1:00-8:00 p.m. . . . .	5
(Open 8:00 a.m.-5:00 p.m. daily through Saturday, June 4)		
<input type="checkbox"/> Latino/a Meetings		
Latino/a Think Tank Institute Discussion . . . . .	3:00-5:00 p.m. . . . .	5
Pre-conference Orientation for Latino/a Caucus Executive Board . . . . .	6:00-8:00 p.m. . . . .	5

## TUESDAY, May 31

<input type="checkbox"/> Pre-Conference Institute Sessions . . . . .	8:30 a.m.-6:15 p.m. . . . .	8-22
<input type="checkbox"/> Pre-Conference Institute Luncheon . . . . .	9:30 a.m.-1:00 p.m. . . . .	23
<input type="checkbox"/> Students and Student Scholars Reception . . . . .	6:00-7:00 p.m. . . . .	23
<input type="checkbox"/> Latino/a Meetings		
Pre-conference Orientation for Latino/a Caucus West, Midwest, and East Cost Regional Chairs. . . . .	6:00-7:30 p.m. . . . .	23
<input type="checkbox"/> JDOT Board Meeting . . . . .	6:00-8:00 p.m. . . . .	23
<input type="checkbox"/> Informal Networking Meetings . . . . .	6:00-8:00 p.m. . . . .	23
<input type="checkbox"/> Special Event: "Uncle Tom Deconstructed" . . . . .	8:30-10:30 p.m. . . . .	23

## WEDNESDAY, JUNE 1

<input type="checkbox"/> Pre-Conference Institute Sessions . . . . .	8:30 -11:30 a.m. . . . .	26-35
<input type="checkbox"/> Workshop Sessions . . . . .	9:30 a.m.-5:30 p.m. . . . .	36-45
<input type="checkbox"/> Exhibitor Showcase Opens . . . . .	10:00 a.m.-6:00 p.m. . . . .	36
<input type="checkbox"/> Informal Networking Meetings . . . . .	noon-12:45 p.m. . . . .	36
<input type="checkbox"/> Opening Keynote Address: Clarence Page . . . . .	12:45-1:45 p.m. . . . .	37
<input type="checkbox"/> Dialogue With Clarence Page . . . . .	2:30-3:30 p.m. . . . .	37
<input type="checkbox"/> Special Feature: Interactive Presentation and Dialogue by: Gary Okihiro . . . . .	4:00-5:30 p.m. . . . .	45
<input type="checkbox"/> Job-Alike Networking Meetings . . . . .	5:30-6:30 p.m. . . . .	45
<input type="checkbox"/> Welcoming Reception . . . . .	7:00-8:30 p.m. . . . .	45

## THURSDAY, JUNE 2

<input type="checkbox"/> First Official National Advisory Committee Meeting . . . . .	8:00-9:00 a.m. . . . .	48
<input type="checkbox"/> Continental Breakfast . . . . .	8:00-9:00 a.m. . . . .	48
<input type="checkbox"/> Keynote Address: Charlotte Black Elk . . . . .	9:00-9:45 a.m. . . . .	48
<input type="checkbox"/> Dialogue With Charlotte Black Elk . . . . .	10:30-11:30 a.m. . . . .	49
<input type="checkbox"/> Workshop Sessions . . . . .	10:30 a.m.-5:30 p.m. . . . .	49-65
<input type="checkbox"/> Video Previews and Discussions . . . . .	11:00-11:30 a.m. . . . .	57
<input type="checkbox"/> Informal Networking Meetings . . . . .	12:00-1:00 p.m. . . . .	58
<input type="checkbox"/> Video Previews and Discussions . . . . .	1:30-5:30 p.m. . . . .	58, 61, 66
<input type="checkbox"/> Special Feature: Interactive Presentation and Dialogue by: Mildred Garcia . . . . .	3:30-5:30 p.m. . . . .	66
<input type="checkbox"/> JDOT Summit Meeting . . . . .	6:30-8:30 p.m. . . . .	67
<input type="checkbox"/> Latino/a Caucus: Discussion on Latino/a in Higher Education . . . . .	6:30-8:30 p.m. . . . .	67
<input type="checkbox"/> Informal Networking Meetings . . . . .	7:00-8:30 p.m. . . . .	67
<input type="checkbox"/> Special Event: "James Baldwin—Down From the Mountain Top" . . . . .	8:30-10:30 p.m. . . . .	67

## FRIDAY, JUNE 3

<input type="checkbox"/> Continental Breakfast . . . . .	7:30-8:30 a.m. . . . .	70
<input type="checkbox"/> Workshop Sessions . . . . .	8:30 a.m.-6:00 p.m. . . . .	70-95
<input type="checkbox"/> Keynote Address: Carlos Muñoz Jr. . . . .	1:00-1:45 p.m. . . . .	83
<input type="checkbox"/> Book Signing— <i>Youth Identity, Power: The Chicano Movement</i> . . . . .	1:50-2:15 p.m. . . . .	83
<input type="checkbox"/> Dialogue With Carlos Muñoz Jr. . . . .	2:30-3:30 p.m. . . . .	83
<input type="checkbox"/> Video Previews and Discussions . . . . .	2:30-5:30 p.m. . . . .	83, 84, 90
<input type="checkbox"/> Informal Networking Meetings . . . . .	7:00-8:30 p.m. . . . .	95
<input type="checkbox"/> Special Event: "Project 2050: Environmentalism" . . . . .	8:30-10:30 p.m. . . . .	95

## SATURDAY, JUNE 4

<input type="checkbox"/> Workshop and Dialogue Sessions . . . . .	8:30 a.m.-5:30 p.m. . . . .	98-114
<input type="checkbox"/> Video Previews and Discussions . . . . .	9:30 a.m.-4:00 p.m. . . . .	104, 110, 111
<input type="checkbox"/> Closing Luncheon . . . . .	11:45 a.m.-1:00 p.m. . . . .	109
<input type="checkbox"/> Closing Keynote Address: Bob H. Suzuki . . . . .	1:00-1:45 p.m. . . . .	110
<input type="checkbox"/> Dialogue With Bob H. Suzuki . . . . .	2:00-3:00 p.m. . . . .	110

# PRE-CONFERENCE INSTITUTES

## INSTITUTE ON BUILDING COALITIONS: RENEWING OUR COMMITMENT TO DO THE PERSONAL, INTERPERSONAL, AND SYSTEMIC WORK THAT IS REQUIRED

- Part I**—Tuesday, May 31—8:30-11:30 a.m. . . . . 8
- Part II**—Tuesday, May 31—1:15-5:15 p.m. . . . . 8
- Part III**—Wednesday, June 1—8:30-11:30 a.m. . . . . 26-27

## INSTITUTE ON CLASS ISSUES: PREPARATIONS, METHODS AND CAUTIONS FOR INCLUDING SOCIO-ECONOMIC CLASS IN TEACHING AND LEARNING ABOUT DIVERSITY AND DISCRIMINATION

- Part I**—Tuesday, May 31—8:30-11:30 a.m. . . . . 9
- Part II**—Tuesday, May 31—1:15-5:15 p.m. . . . . 9
- Part III**—Wednesday, June 1—8:30-11:30 a.m. . . . . 27

## INSTITUTE ON CONFLICT RESOLUTION AND SOCIAL JUSTICE IN HIGHER EDUCATION

- Part I—The Mediation of Conflicts on Campus: How Racial Privilege is Re-enacted Through Resolution**  
Tuesday, May 31—8:30-11:30 a.m. . . . . 10
- Part II—Racial Power Imbalances and Conflict on Campus**  
Tuesday, May 31—1:15-5:00 p.m. . . . . 10
- Part III—A Social Justice Approach to Conflict Intervention on Campus**  
Tuesday, May 31—5:15-6:15 p.m. and continuing Wednesday, June 1—8:30-9:30 a.m. . . . . 10
- Part IV—Developing a Social Justice Conflict Intervention Program on Your Campus**  
Wednesday, June 1—9:30-11:30 a.m. . . . . 26

## INSTITUTE ON DIALOGUE: RACISM—ENHANCING POSITIVE OUTCOMES OF ANTI-RACISM WORK IN THIS ERA OF ANTI-ETHNIC BACKLASH

- Part I—Definitions of Eight Forms of Mutually Reinforcing Forms of Racism and Discussions of How Racism was Created and is Perpetuated**  
Tuesday, May 31—8:30-11:30 a.m. . . . . 11
- Part II—Individual Racism: Unaware Racism in the Dominant Subculture and Internalized Racism in the Oppressed Subcultures**  
Tuesday, May 31—1:15-3:15 p.m. . . . . 11
- Part III—Cultural and Institutional Forms of Racism**  
Tuesday, May 31—3:30-5:30 p.m. . . . . 11
- Part IV—On the Way to Self-Empowerment and Healing: My Next Steps**  
Wednesday, June 1—8:30-11:30 a.m. . . . . 28

## INSTITUTE ON DIVERSITY AND INTERNATIONAL FUNDRAISING: CULTIVATING ALUMNI, FRIENDS, AND CORPORATE PARTNERS

- Part I—Diversity and International Fundraising: Building Institutional Change From the Ground Up**  
Tuesday, June 1—8:30-9:50 a.m. . . . . 12
- Part II: ■ ADMINISTRATOR FUNDRAISERS ■ FACULTY FUNDRAISERS ■ STUDENT FUNDRAISERS ■ ALUMNI, FRIENDS AND COMMUNITY ■ BEGINNING FUNDRAISERS**  
Tuesday, June 1—10:00-11:45 a.m. . . . . 12-13
- Part III—Opening Remarks**  
Tuesday, May 31—1:15-1:45 p.m. . . . . 13
- Part IV—Corporate and Foundation Roundtable**  
Tuesday, May 31—2:00-3:50 p.m. . . . . 13
- Part V—Non-traditional Fundraising**  
Tuesday, May 31—4:00-5:00 p.m. . . . . 13
- Part VI—Closing Session**  
Tuesday, May 31—5:00-5:30 p.m. . . . . 13
- Part VII—Expanding Beyond Our Boundaries Into International Fundraising Markets: Case Studies**  
Wednesday, June 1—8:30-10:00 a.m. . . . . 35
- Part VIII—Fundraising: Up Close and Personal**  
Wednesday, June 1—10:15 a.m.-noon. . . . . 35

## INSTITUTE FOR DIVERSITY TRAINING AND ASSESSMENT

- Part I—Diagnosing Work Culture: Who Are We? Where Are We Going? What Can We Expect?**  
Tuesday, May 31—8:30-11:30 a.m. . . . . 14
- Part II—Planning for Diversity Change Progress: Using the Models**  
Tuesday, May 31—1:15-5:15 p.m. . . . . 14
- Part III—Assessment of Organizational Culture: Evaluation Tools**  
Wednesday, June 1—8:30-11:30 a.m. . . . . 28-29

**INSTITUTE ON EDUCATING PEOPLE FROM PRIVILEGED GROUPS: PROCESS AND PEDAGOGY**

**Part I—Knowing Your Audience**  
Tuesday, May 31—8:30-11:30 a.m. . . . . 14-15

**Part II—Preventing and Addressing Resistance**  
Tuesday, May 31—1:15-5:15 p.m. . . . . 15

**Part III—Engaging People in Diversity and Social Justice Issues**  
Wednesday, June 1—8:30-11:30 a.m. . . . . 29

**INSTITUTE ON GLOBAL MULTICULTURALISM: ISSUES OF INTERNATIONAL ETHNICITY**

**Part I—Establishing a Common Ground**  
Tuesday, May 31—8:30-11:30 a.m. . . . . 15

**Part II—Cultural Competence in International Settings**  
Tuesday, May 31—1:15-5:15 p.m. . . . . 15

**Part III—Creating Citizens of the World: Strategies for Campus Competence for Creating a More Global World View**  
Wednesday, June 1—8:30-11:30 a.m. . . . . 29

**INSTITUTE ON A JOURNEY TO THE PH.D.: HOW TO NAVIGATE THE PROCESS**

**Part I—Entering the Academy**  
Tuesday, May 31—8:30-11:30 a.m. . . . . 16

**Part II—Adapting to the Academy**  
Tuesday, May 31—1:15-5:15 p.m. . . . . 16

**Part III—Surviving the Academy**  
Wednesday, June 1—8:30-11:30 a.m. . . . . 30

**INSTITUTE ON MIDDLE EAST TRUTHS AND CONSEQUENCES: EXPLORING CULTURE, IDENTITY, AND POLITICS OF ARABS AND MUSLIMS IN A POST-9/11 AMERICA**

**Part I—History, Demographics and U.S. Diversity of Immigrants From Arab and Muslim East**  
Tuesday, May 31—8:30-11:30 a.m. . . . . 17

**Part II—Arab/Islamic Cultural Foundations and Identity**  
Tuesday, May 31—1:15-5:15 p.m. . . . . 17

**Part III—Campus Culture and the Politics of 9/11**  
Wednesday, June 1—8:30-11:30 a.m. . . . . 31

**INSTITUTE FOR MINORITY AFFAIRS PROFESSIONALS**

**Part I—The Minority Affairs Office**  
Tuesday, May 31—8:30-11:30 a.m. . . . . 18

**Part II—Retention! Retention! Retention! Creating Retention Programs of Substance and Style**  
Tuesday, May 31—1:15-5:15 p.m. . . . . 18

**Part III—Impact or Impression: Does Your Mentoring Program Really Make a Difference?**  
Wednesday, June 1—8:30-11:30 a.m. . . . . 31

**INSTITUTE ON MULTICULTURAL ORGANIZATIONAL DEVELOPMENT (MCOD)**

**Part I—Transforming Our Institutions Using Multicultural Organizational Development**  
Tuesday, May 31—8:30-11:30 a.m. . . . . 18

**Part II—University of Massachusetts’ Community, Diversity and Social Justice (CDSJ) Initiative: A Case Study Illustration of MCO**  
Tuesday, May 31—1:15-5:15 p.m. . . . . 19

**Part III—Creating the Conditions for Success**  
Wednesday, June 1—8:30-11:30 a.m. . . . . 32

**INSTITUTE ON MULTIRACIAL STUDENTS AND IDENTITY**

**Part I—Racial Identity in Multiracial Students: An Overview of Models and Their Application to Teaching, Counseling, and Advising Students**  
Tuesday, May 31—8:30-11:45 a.m. . . . . 19

**Part II—Creating Greater Understanding Through Dialogue, Reflection, and Coalition Building**  
Tuesday, May 31—1:15-5:15 p.m. . . . . 19-20

**Part III—Responding to Student Needs on Campus and the Creation of Action Plans**  
Wednesday, June 1—8:30-11:45 a.m. . . . . 32-33

**INSTITUTE FOR PROFESSIONAL WOMEN IN THE ACADEMY**

**Women’s Movements in Higher Education: Accountability and the Politics of Power and Privilege**  
Tuesday, May 31—8:30-11:30 a.m. . . . . 20

**Feeling Like a Fraud and Other Signs of Internalized Oppression**  
Tuesday, May 31—1:15-5:15 p.m. . . . . 20

**Systemic Discrimination at Research Universities? Many Women Students...Few Women Professors**  
Wednesday, June 1—8:30-11:30 a.m. . . . . 33

## INSTITUTE ON TEACHING FOR EQUITY AND EXCELLENCE ACROSS ACADEMIC DISCIPLINES

<input type="checkbox"/> <b>Part I—Frameworks for Examining Equity and Excellence</b>	
Tuesday, May 31—8:30-11:30 a.m. . . . .	21
<input type="checkbox"/> <b>Part II—Knowledge and Skills Development</b>	
Tuesday, May 31—1:15-5:15 p.m. . . . .	21
<input type="checkbox"/> <b>Part III—Strategies for Change</b>	
Wednesday, June 1—8:30-11:30 a.m. . . . .	33-34

## INSTITUTE ON THE EXCELLENCE THROUGH DIVERSITY INSTITUTE: MAINSTREAMING ASSESSMENT FOR EFFECTIVE LEADERSHIP AND PROGRESSIVE CHANGE

<input type="checkbox"/> <b>Part I—Helping the Helpers: Who? What? Why? How?</b>	
Tuesday, May 31—8:30-11:30 a.m. . . . .	21-22
<input type="checkbox"/> <b>Part II—Spotlighting the Inside-Out Agenda: Self as Responsive Instrument and Progressive Change Agent Work</b>	
Tuesday, May 31—1:15-5:15 p.m. . . . .	22
<input type="checkbox"/> <b>Part III—Enacting Authentically Inclusive and Responsive Environments: Putting Wheels Under Your Campus Vision</b>	
Wednesday, June 1—8:30-11:30 a.m. . . . .	34

## INSTITUTE ON LEADERSHIP AND EMPOWERING THE ACTIVISTS IN STUDENTS

<input type="checkbox"/> <b>Empowering the Activists in Students: Building Campus Coalitions for Social Change</b>	
Tuesday, May 31—8:30-11:30 a.m. . . . .	22
<input type="checkbox"/> <b>Uncovering Our Hidden Biases: Doing Our Own Work</b>	
Tuesday, May 31—1:15-5:15 p.m. . . . .	22
<input type="checkbox"/> <b>Outside the Circle</b>	
Wednesday, June 1—8:30-11:30 a.m. . . . .	34-35

## DIALOGUES

<input type="checkbox"/> <b>Developing Intergroup Dialogue Programs on College Campuses</b>	
Saturday, June 4—8:30-11:30 a.m. . . . .	104
<input type="checkbox"/> <b>Successfully Communicating Across Difference: Methods for Engaging Students in Dialogue</b>	
Saturday, June 4—2:30-5:30 p.m. . . . .	112

## VIDEO PREVIEWS AND DISCUSSIONS

<input type="checkbox"/> <b>Challenging Hispanic Stereotypes</b>	
Thursday, June 2—11:00-11:30 a.m. . . . .	57
<input type="checkbox"/> <b>Victim of Two Cultures</b>	
Thursday, June 2—1:30-3:00 p.m. . . . .	58
<input type="checkbox"/> <b>The Color of Fear</b>	
Thursday, June 2—1:30-3:30 p.m. . . . .	61
<input type="checkbox"/> <b>The Rise and Fall of Jim Crow</b>	
Thursday, June 2—4:15-5:15 p.m. . . . .	66
<input type="checkbox"/> <b>The College Track: America's Sorting Machine</b>	
Friday, June 3—2:30-3:45 p.m. . . . .	83
<input type="checkbox"/> <b>Blue-Eyed/Brown-Eyed Exercise</b>	
Friday, June 3—4:00-5:30 p.m. . . . .	90
<input type="checkbox"/> <b>Making Whiteness Visible: Searching for Wholeness and Equity</b>	
Saturday, June 4—9:00-11:30 a.m. . . . .	104
<input type="checkbox"/> <b>Skin Deep</b>	
Saturday, June 4—2:30-3:30 p.m. . . . .	110
<input type="checkbox"/> <b>RACE: The Power of an Illusion</b>	
Saturday, June 4—2:30-4:00 p.m. . . . .	111

## DAY AT A GLANCE

■ Tuesday, May 31 . . . . .	6-7
■ Wednesday, June 1 . . . . .	24-25
■ Thursday, June 2 . . . . .	46-47
■ Friday, June 3 . . . . .	68-69
■ Saturday, June 4 . . . . .	96-97

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**NCORE 2005**  
**18th ANNUAL**  
**NATIONAL CONFERENCE ON RACE & ETHNICITY**  
**IN AMERICAN HIGHER EDUCATION**

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

**MONDAY, MAY 30, 2005**

1:00-8:00 p.m.  
**METROPOLITAN WEST FOYER**  
Second Floor

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

(Registration will remain open daily 8:00 a.m.-5:00 p.m. through Saturday, June 4)

For other meetings for Latino/a  
group, see pages 23 and 67

**LATINO/A CAUCUS**

Meetings are hosted by the Latino/a Caucus Group organized during NCORE Conference. During NCORE 2005 the Latino/a caucus will meet to discuss a series of issues affecting Latinos faculty, administrators, and students in higher education.

3:00-5:00 p.m.  
**CENTRAL PARK EAST**  
Second Floor

**Latino/a Think Tank Institute Discussion**

6:00-8:00 p.m.  
**CENTRAL PARK EAST**  
Second Floor

**Pre-Conference Orientation for Latino/a Caucus Executive Board**

**DAY AT A GLANCE ■ TUESDAY, MAY 31**

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## TUESDAY, MAY 31, 2005

8:00 a.m.-5:00 p.m.  
**METROPOLITAN WEST FOYER**  
Second Floor

### REGISTRATION AND ON-SITE CHECK-IN

(Registration will remain open daily 8:00 a.m.-5:00 p.m. through Saturday, June 4)

### PRE-CONFERENCE INSTITUTE SESSIONS

A series of 17 Institutes is scheduled all day Tuesday, May 31 and the first half day of Wednesday, June 1. 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 Building Coalitions: Renewing Our Commitment To Do the Personal, Interpersonal, and Systemic Work That Is Required, see page 2

#### **INSTITUTE ON Building Coalitions: Renewing Our Commitment To Do the Personal, Interpersonal, and Systemic Work That Is Required**

The focus of this day and half long institute is the critical question of what keeps us from being willing and able to let go of our identity group's agenda to build coalitions that can bring about institutional change. Because of the desire to move directly to that question rather than examining underlying systems first, this institute has been designed for a limited number of participants who are at an advanced level in regard to systems—how and why they are set up to function as they do; privilege—how privilege systems and their intersections impact our daily lives; and self—knowing the processes you go through to choose to remain comfortable or to risk change. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**EMPIRE WEST**  
Second Floor

#### **Part I**

1:15-5:15 p.m.  
**EMPIRE WEST**  
Second Floor

#### **Part II**

**Jim Bonilla**, Ed.D., Assistant Professor, Conflict Studies and Graduate School of Public Administration and Management, Hamline University—St. Paul, Minnesota

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

**Harry Gibbs**, M.D., Vice President, Institutional Diversity, University of Texas M.D. Anderson Cancer Center—Houston, Texas

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

**Patricia M. Lowrie**, Director, Women's Resource Center, Michigan State University—East Lansing, Michigan

**Franci L. Taylor**, Cross-Cultural Competency Consultant—Bozeman, Montana

**Hugh Vasquez**, Co-Director, Center for Diversity Leadership, and Founder, TODOS Institute—Walnut Creek, California

**Tim Wise**, Anti-Racism Educator, ZNet Columnist, and Director, Association for White Anti-Racist Education (AWARE)—Nashville, Tennessee

**Catherine Wong**, Founder and Director, Catherine Wong & Associates—Quincy, Massachusetts

For an overview of sessions comprising the Institute on Class Issues: Preparations, Methods and Cautions for Including Socio-Economic Class in Teaching and Learning About Diversity and Discrimination, see page 2

**INSTITUTE ON Class Issues: Preparations, Methods, and Cautions for Including Socio-Economic Class in Teaching and Learning About Diversity and Discrimination**

A three-part institute designed to explore the issues of socio-economic 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 them back on their own campuses. Presenters will provide guidelines for implementing similar exercises with groups of students, faculty, administrators and/or other staff at their institution, as well as a bibliography of references and resources. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**NEW YORK BALLROOM WEST**  
Third Floor

**Part I**—This session will focus on the basic information about socio-economic class and class status in the U.S. Participants will partake in discussions and several exercises designed to provide a basis of understanding of the following: (1) the differences in definitions between socio-economic class and class status, (2) the socio-economic family and household structures in the U.S., (3) the wealth and income distributions in the U.S. and how they have changed over the last 30 years, and (4) how popular culture confuses and distorts information about class and status.

1:15-5:15 p.m.  
**NEW YORK BALLROOM WEST**  
Third Floor

**Part II**—This session will expand the information from PART I to explore class and class status differences as they are associated with race, ethnicity, gender, education and other factors. Exercises and discussions 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 other public policy issues.

**Donna Harshaw Albro, J.D.**, Director, Peer Education and Human Relations, Hobart and William Smith Colleges—Geneva, New York

**Cristine Clifford Cullinan, Ph.D.**, Training and Development Administrator, University of Oregon—Eugene, Oregon

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

For an overview of sessions comprising the Institute on Conflict Resolution and Social Justice in Higher Education, see page 2

### **INSTITUTE ON Conflict Resolution and Social Justice in Higher Education**

A four-part institute designed to explore the integral relationship between social justice, racial privilege, and the ways that disputes are mediated in higher education. Conflict resolution programs are touted as an effective means for resolving disputes, reducing tensions, and improving communication on campuses. However, while most programs have demonstrated some success in these areas, recent research has shown that they also routinely 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 examine why, despite our intentions, they often do not serve a social justice agenda. Participants will have an opportunity to view actual mediation sessions on video for a racial privilege analysis. Presenters will introduce theories from Critical Race Studies, Postcolonial Studies, and Communication to analyze the ways in which racial privilege is enacted or undermined by the mediators' interventions. A new approach to mediation that seeks to account for racial privilege will also be introduced. In the final segment of the institute, we will explore effective strategies for intervening in campus disputes, as well as developing and implementing a social justice conflict intervention program on campus. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**NEW YORK BALLROOM EAST**  
Third Floor

#### **Part I—The Mediation of Conflicts on Campus: How Racial Privilege is Re-enacted Through Resolution**

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 that privilege white and anglophone participants. Part I of this institute will examine the dynamics of white and anglophone privilege as they surface in the mediation of interracial disputes in higher education. It will provide a critique of typical mediation practice by presenting useful theoretical frameworks grounded in the fields of Postcolonial Studies, Critical Race Studies, Multicultural Education, and Conflict Resolution.

1:15-5:00 p.m.  
**NEW YORK BALLROOM EAST**  
Third Floor

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

Part II will utilize case studies to examine the impact of racial identity and power imbalances on actual campus conflicts. Participants will have the opportunity to work in small groups to analyze common dilemmas facing dispute resolvers on campuses. For example, we will consider the complexities of attempting dispute resolution when one party sees race as an issue and another does not. In addition, we will consider the impact of the mediator's racial identities on interventions.

5:15-6:15 p.m.  
**NEW YORK BALLROOM EAST**  
Third Floor

#### **Part III—A Social Justice Approach to Conflict Intervention on Campus**

After having considered challenges racism raises for campus conflict resolvers, an introduction to a social justice approach to mediation will be offered. This approach is premised on both a commitment to social justice and the undermining of racial privilege in particular. It is grounded in a process that is still designed to help disputing parties reach mutually agreeable solutions.

Part III continues Wednesday,  
June 1—8:30-9:30 a.m.

**Deepika Marya**, Ph.D., Assistant Professor, English Department, University of Southern Maine—Portland, Maine  
**Leah Wing**, Ph.D., Lecturer, Department of Legal Studies, University of Massachusetts—Amherst, Massachusetts

For an overview of sessions comprising the Institute on Dialogue: Racism—Enhancing Positive Outcomes of Anti-Racism Work in This Era of Anti-Ethnic Backlash, see page 2

### **INSTITUTE ON Dialogue: Racism—Enhancing Positive Outcomes of Anti-Racism Work in This Era of Anti-Ethnic Backlash**

A four-part institute is designed for those who train trainers, as well as those who are in training to conduct anti-racism work in difficult situations with resistant and challenging populations. The training is based on the Dialogue: Racism process that has been tested over 15 years in hundreds of programs presented by the Center for the Healing of Racism. This method of facilitating dialogue has proven to be effective with over 30,000 individuals of all ages. Participants will learn how to develop inter-ethnic co-facilitator teams, develop trusting and supportive relationships, and conduct dialogue sessions that focus upon healing by hearing and being heard. It enables participants to begin to heal from their racial conditioning in a safe environment in order to effectively conduct dialogue. Growing up in a society in which racism is endemic to the culture has left us all with varying degrees of racial conditioning; yet, to our peril, we often ignore the extent to which we have been adversely affected. If we are to help others rid themselves of their own racial conditioning we must first heal ourselves. The healing process that is fundamental to Dialogue: Racism will be explored through Dialogue exercises. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**CONFERENCE ROOM B**  
Executive Conference Center  
Lower Lobby

#### **Part I—Definitions of Eight Forms of Mutually Reinforcing Forms of Racism and Discussions of How Racism was Created and is Perpetuated**

The very concept of race was socially constructed as a social tool to enable the privileged to benefit from the labor of peoples defined as different and inferior. The histories of oppression of Africans, Mexicans, and Asians in the United States of North America have taken slightly different forms, but all with the outcome of providing cheap labor for a developing nation. The cognitive dissonance created for Americans by living in a democracy and pledging allegiance to a nation based upon the expressed belief in the equality of all and at the same time oppressing some on dubious, even though Church-endorsed, grounds has led to multiple forms of defense mechanisms and progressively subtle forms of maintenance of the system of oppression. In Part I, we will define eight forms of racism and show how they have evolved over the centuries to maintain the advantage of the dominant groups. And, we will begin to use the Dialogue: Racism process that enables individuals to begin the process of healing the damage done to them by racism.

1:15-3:15 p.m.  
**CONFERENCE ROOM B**  
Executive Conference Center  
Lower Lobby

#### **Part II—Individual Racism: Unaware Racism in the Dominant Subculture and Internalized Racism in the Oppressed Subcultures**

We have all been damaged by the pervasive systems of oppression in our culture. For the dominant group unaware racism and for the non-dominant groups internalized racism serve to diminish our humanity and effectiveness in the world. Through video presentations and small group discussion participants will become familiar with the use of Dialogue: Racism in healing the personal damage done to us all.

3:30-5:30 p.m.  
**CONFERENCE ROOM B**  
Executive Conference Center  
Lower Lobby

#### **Part III—Cultural and Institutional Forms of Racism**

Cultural racism, stereotyping, separate-but-equal, institutional racism and environmental racism will be explored to reveal their dynamics and the interactive role they play in maintaining white privilege in our society. Overt bigotry, the rise of hate groups, and the return of David Duke will be discussed as another institutional threat to egalitarianism.

**Sandra Boyd**, Co-Director, Center for the Healing of Racism; and Psychology Faculty, Houston Community College System—Houston, Texas

**Cherry Steinwender**, Co-Executive Director, Center for the Healing of Racism—Houston, Texas

For an overview of sessions comprising the Institute on Diversity and International Fundraising: Cultivating Alumni, Friends, and Corporate Partners, see page 2

### **INSTITUTE ON Diversity and International Fundraising: Cultivating Alumni, Friends, and Corporate Partners**

From the classrooms to the board rooms, administrators, faculty, staff, students, and alumni have to work with diverse and international donors. In development today, the changing demographics in America coupled with the lessening of public funding for higher education, are forcing our universities to look beyond the traditional means of fundraising. Higher education institutions must begin to cultivate and train development officers who can meet this paradigm shift into diversity and international fundraising. An eight-part institute will provide strategic tips on how to cultivate and solicit diverse donors from your alumni pool, corporate and foundation supporters, and from non traditional donors. From the baby boomers to the generation X'ers participants will gain insights into successful techniques to reach fundraising goals. The institute is designed for both the novice and experienced fundraiser or volunteer. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-9:50 a.m.  
**EMPIRE EAST**  
Second Floor

#### **Part I—Diversity and International Fundraising: Building Institutional Change From the Ground Up**

This first part of the institute introduces the facilitators and panelists, the format for the institute and how best to take what you learn and put it into practice. This institute will be customized as much as possible to meet the specific needs of the participants, so we have divided it into five tracks —Fundraising for Administrators, Faculty, Students, Alumni and Friends, and a Beginners Track for those who want to know from the basics 101 to the specialized (GLBT fundraising).

**Grace Y. Hwang**, J.D., Director of Development, International Programs and Hale Library; Assistant Professor, Leadership Studies, Kansas State University—Manhattan, Kansas  
**Suzanne Mayo-Theus**, CEO, Mynette Management—Manhattan, Kansas; Fundraising Consultant, Kansas State University Foundation—Manhattan, Kansas

10:00-11:45 a.m.  
**EMPIRE EAST**  
Second Floor

#### **Part II—Administrator Fundraisers**

Institutional Change in Fundraising for Diversity and International Programs

**Mordean Taylor Archer**, Ph.D., Vice Provost, Diversity and Equal Opportunity, University of Louisville—Louisville, Kentucky  
**Suzanne Mayo-Theus**, CEO, Mynette Management—Manhattan, Kansas; Fundraising Consultant, Kansas State University Foundation—Manhattan, Kansas (Facilitator)  
**Sylvia Robinson**, Ph.D., President, RSR Consultants; Former Member, Board of Regents, State of Kansas—Kansas City, Kansas

#### **Part II—Faculty Fundraisers**

Building Bridges in Philanthropy From the Classroom to the Boardroom

**Kenna Morgan Franklin**, Instructor, Department of History/Social Science, School of Social Work, Louisiana State University—Shreveport, Louisiana  
**Cecil Rochelle**, Manager, Business Development, Minority and Diversity Programs, Ford Motor Company—Detroit, Michigan  
**Be Stoney**, Ph.D., Assistant Professor, College of Education, Kansas State University—Manhattan, Kansas (Facilitator)

#### **Part II—Student Fundraisers**

The New Faces of Philanthropy

**Claudia Abercumbie**, Ph.D., Fundraising Consultant  
**George Foreman Jr.**, Director, Planned Giving, Wiley College—Marshall, Texas  
**Chris Hernandez**, Graduate Student, Penn State University; Engineer, Dow Chemical Company—University Park, Pennsylvania  
**William Stovall**, Director of Development, University of Cincinnati—Cincinnati, Ohio  
**Roland E. Wallace**, President, Edutrainer Educational Consultants, former Diversity Manager for Dow Chemical Company—Midland, Michigan (Facilitator)

## **Part II—Alumni, Friends and Community**

Creating Relationships That Last and Can Change Your Institution

**Steve Green**, Vice President, State Street Investment Company—Kansas City, Missouri  
**Smallwood Holloman**, Director, DOW's Promise, DOW Chemical Company—Midland, Michigan  
**Adrienne Johnson**, President, Infinity Worldwide Solutions—Jonesboro, Georgia  
**Mary Malone**, President, Malco Steel Company—Kansas City, Missouri  
**Raymond Malone**, President, Malco Steel Company—Kansas City, Missouri  
**Joseph Searles**, Commonwealth Holding Company—New York, New York (Facilitator)

## **Part II—Beginning Fundraisers**

Fundraising 101—From the Basics to GLBT Fundraising - The Specialized

**Walter Booth**, MBA, Vice President, Prudential Wachovia Services  
**Jeff Gates**, Gates Management Company—New York, New York  
**Grace Y. Hwang**, J.D., Director of Development, International Programs and Hale Library;  
Assistant Professor, Leadership Studies, Kansas State University—Manhattan, Kansas (Facilitator)  
**Joseph Johnson**, Esquire, Founder, Infinity Worldwide Solutions—Jonesboro, Georgia  
**Rosalind Washington**, Development Director, YMCA—Detroit, Michigan

## **Part III—Opening Remarks**

**John B. Slaughter**, Ph.D., President and CEO, National Action Council for Minorities in  
Engineering (NACME)—White Plains, New York

## **Part IV—Corporate and Foundation Roundtable**

Creating Partnerships That Work

**Michael Barrera**, Esquire, Ombudsman, Small Business Administration—Washington, D.C.  
**Bernard Franklin**, Director, The Kauffman Scholars, Ewing Marion Kauffman Foundation—Kansas  
City, Missouri  
**Clovis Jones**, Captain, Federal Express  
**Mary Malone**, President, Malco Steel Company—Kansas City, Missouri  
**Raymond Malone**, President, Malco Steel Company—Kansas City, Missouri  
**Roy Robinson**, Executive Vice President, ADM Corporation Inc.—Kansas City, Kansas  
**Weldon Rougeau**, Executive Director, Congressional Black Caucus Foundation—Washington,  
D.C.  
**John B. Slaughter**, Ph.D., President and CEO, National Action Council for Minorities in  
Engineering (NACME)—White Plains, New York  
**Hilton Smith**, Vice President, Turner Construction Company—New York, New York  
**Floyd Washington**, Contributions Manager, Education, Health and Social Welfare, Ford Motor  
Company Fund—Detroit, Michigan

## **Part V—Non-traditional Fundraising**

Special Fundraising Techniques That Work in Attracting New Donors

**Grace Y. Hwang**, J.D., Director of Development, International Programs and Hale Library;  
Assistant Professor, Leadership Studies, Kansas State University—Manhattan, Kansas  
**Suzanne Mayo-Theus**, CEO, Mynette Management—Manhattan, Kansas; Fundraising Consultant,  
Kansas State University Foundation—Manhattan, Kansas

## **Part VI—Closing Session**

Overview of the Day, Questions and Answers

1:15-1:45 p.m.  
**EMPIRE EAST**  
Second Floor

2:00-3:50 p.m.  
**EMPIRE EAST**  
Second Floor

4:00-5:00 p.m.  
**EMPIRE EAST**  
Second Floor

5:00-5:30 p.m.  
**EMPIRE EAST**  
Second Floor

For an overview of sessions comprising the Institute for Diversity Training and Assessment, see page 2

### **INSTITUTE FOR Diversity Training and Assessment**

A three-part institute designed for change agents, leaders and strategists in the diversity movement field. This includes diversity trainers, diversity council members, administrators, organizational strategists, and other professionals who are responsible for developing, assessing and implementing a diversity plan. The institute is action oriented, instructional, thought provoking and problem focused. It includes two theoretical models “The Eclipse Diversity Change Process Model” and “Partners to Improve Multi-cultural Effectiveness Model” derived from over 20 years of consulting in the education, government, human service, business and health care fields. This institute moves beyond awareness to creating work climates designed to deliver powerful diversity plans. The two models were developed by the presenters to impact on leadership behavior in understanding the systemic aspect of change. One model focuses on participant’s transformation into multi-cultural change agents, the other model includes an organizational focus assessment, diagnosis and a plan for change. The institute will illustrate what consultants should focus on with leadership, and how to develop relevant research questions to evaluate program effectiveness. Integrating diverse groups into traditional organizations is much more than providing fragmented consciousness-raising workshops. Using a synergistic, developmental framework, both models explain complex relationships between various groups from different social classes, racial/ethnic backgrounds and other dimensions of diversity. Participants will be able to diagnose their organization, as well as forecast the nature of intergroup conflicts and major turning points in the transformation process once diversity work starts. The interactive part of this institute will include the participant’s candid discussion of their organization’s dynamics. Both of the referenced models will be used to help participants plan a course of action which leads their organization to understand change, incorporate diversity values, and transform the organization and its members to meet the workplace vision of the future. This institute is not for beginners. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.

#### **CONFERENCE ROOM D**

Executive Conference Center  
Lower Lobby

1:15-5:15 p.m.

#### **CONFERENCE ROOM D**

Executive Conference Center  
Lower Lobby

### **Part I—Diagnosing Work Culture: Who Are We? Where Are We Going? What Can We Expect?**

### **Part II—Planning for Diversity Change Progress: Using the Models**

**Laurene Finley**, Ph.D., Consultant and Project Director, PRIME in Partnership with Drexel University; Faculty, Multi-Cultural Training and Research Institute, Temple University—Philadelphia, Pennsylvania

**Portia Hunt**, Ph.D., Professor, Counseling Psychology, Psychological Studies in Education, Temple University—Philadelphia, Pennsylvania

**Anita Pernell-Arnold**, Consultant and Faculty, Multi-Cultural Training and Research Institute, Temple University—Philadelphia, Pennsylvania

For an overview of sessions comprising the Institute on Educating People From Privileged Groups: Process and Pedagogy, see page 3

### **INSTITUTE ON Educating People From Privileged Groups: Process and Pedagogy**

A three-part institute examines how to effectively educate people from privileged groups about diversity and social justice issues (e.g., whites about racism, men about sexism, heterosexuals about heterosexism). Many educators find that working with students from dominant groups is one of the greatest challenges. This interactive institute will blend theory and practice so that participants will have useful methods to both make sense of people and situations and processes to address them. Common concerns such as resistance, fostering commitment to social justice, and the teacher/student relationship will be discussed. Participants will have an opportunity to draw on their own experiences and apply the material to their own situations. While geared for educators of students, this institute would also be useful to those who work with people from privileged groups on diversity and social justice issues. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.



8:30-11:30 a.m.  
**CONFERENCE ROOM C**  
Executive Conference Center  
Lower Lobby

**Part I—Knowing Your Audience**

This session will present various perspectives that can help us better understand and work with people from privileged groups. It will examine how being part of a privileged group can affect one's world view, assumptions, and behavior. Common characteristics of dominant groups and dominant group members will be presented. The session will also discuss how social (racial) identity theory can help us anticipate and understand students' responses to the course content, reactions to the educator, and classroom dynamics.

1:15-5:15 p.m.  
**CONFERENCE ROOM C**  
Executive Conference Center  
Lower Lobby

**Part II—Preventing and Addressing Resistance**

Most educators find resistance from students representing dominant groups one of the more challenging aspects of educating about diversity and social justice. This session will discuss many of the reasons for resistance and numerous ways to prevent, reduce, and address resistance. Participants will gain a range of concrete strategies to deal with resistance and enhance their educational efforts.

**Diane J. Goodman**, Ed.D., Diversity and Human Relations Consultant—Nyack, New York

For an overview of sessions comprising the Institute on Global Multiculturalism: Issues of International Ethnicity, see page 3

**INSTITUTE ON Global Multiculturalism: Issues of International Ethnicity**

A three-part Institute with a multinational panel will build on the groundbreaking work at two previous NCORE years. The institute will define and shape the "concept of global multiculturalism," the issues of international ethnicity, and what it means to work with and teach citizens of the world with different world views. Strategies for the classroom and cultural competence work in international settings in higher education environments will be a focus at this institute. The institute will benefit greatly those who are working in areas of international education/affairs, teacher-training programs, and business education. The goal of this institute is to help participants take away a better sense of what the overall concept can mean, and formulate their own thinking/ideas about how these ideas fit into daily praxis and campus life. It provides some food for thought for those who make international contacts on a regular basis, or intend to. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**CENTRAL PARK EAST**  
Second Floor

**Part I—Establishing a Common Ground**

This interactive session will build further on groundwork laid through presentations and open discussions at the two previous NCORE sessions where priority issues were defined and shaped the meaning of "global multiculturalism," and what it means to be a "citizen of the world." Some ideas were generated on how we can shape such citizens on our campuses.

1:15-5:15 p.m.  
**CENTRAL PARK EAST**  
Second Floor

**Part II—Cultural Competence in International Settings**

This session will start with exploring the topic of international ethnicity through video presentation, special focus presentations, and personal experience stories from the presenters which will be used as a basis for discussion and interactive activities. Next, through small group discussions, participants will further delineate what they saw/heard as potential issues they might face on their campuses, create a list and share their work. This information will be collected, compiled, and included in the bridge-building and information-gathering work of the Institute.

**Lindsay Dunn**, Special Assistant to the President for Advocacy, Gallaudet University—Washington, D.C.

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

**Mercedes Martin**, Co-CEO/President, In Partnership Consulting, Inc.; and Adjunct Faculty, San Francisco State University—San Francisco, California

**Janice D. M. Mitchell**, Ph.D., Professor, German and Intercultural/International Education; and Chair, Department of Foreign Languages, Literatures and Cultures, Gallaudet University—Washington, D.C.

**Kyra C. Mitchell**, J.D., Legal Consultant, Network Enterprises; Mentor Coordinator, The East of the River Clergy, Police and Community Partnership—Washington, D.C.

**Kamakshi P. Murti**, Ph.D., Professor and Chair, German Department, Middlebury College—Middlebury, Vermont

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

For an overview of sessions comprising the Institute on A Journey to the Ph.D.: How to Navigate the Process, see page 3

8:30-11:30 a.m.  
**CONFERENCE ROOM K**  
Executive Conference Center  
Lower Lobby

1:15-5:15 p.m.  
**CONFERENCE ROOM K**  
Executive Conference Center  
Lower Lobby

### **INSTITUTE ON A Journey to the Ph.D.: How to Navigate the Process**

A three-part institute will highlight some disturbing trends in the continuous under-representation of African Americans and other ethnic groups in higher education. The institute will discuss examples of personal and professional experiences of female and male Ph.D. students of color relative to their academic research, academic disciplines, personal adjustments to doctoral programs, professional goals in academia, balancing school and family obligations, decisions to pursue a doctorate degree, and understanding individualism in an exclusive and elite environment. In the end, surviving and obtaining the Ph.D. degree is the ultimate sacrifice and reward for all students. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

#### **Part I—Entering the Academy**

Any student interested in pursuing a graduate degree must be equipped with one's own bag of tricks to master the trade of academia. In this session, information is provided that discusses (1) reasons for pursuing a doctorate; (2) offering advice on financial issues; (3) the choice of a university and doctoral program; (4) relocation; and (5) the process and timetable of application, interviews, acceptance and rejection letters. This session by no means professes to be the absolute "how to" but it offers an individual options and advice on how to increase their bag of tricks with successful tools prior to entering a Ph.D. program of their choice.

#### **Part II—Adapting to the Academy**

A student must possess a sense of persistence, identity and balance while matriculating through the academy. Each of us comprises a framework of diversity regarding our cultures, dialect and language, prior educational training, academic area of interests and age to name a few. These personal qualities are important because these are characteristics that we are identified by and how we distinguish ourselves. Expressing our identity as graduates of a Historically Black College and University (HBCU) or Predominantly White Institution (PWI) and being the first one in our families to graduate from college and attend graduate school can also affect our adaptation within the academy. This session will discuss factors that aid and hinder in the persistence of higher education degrees based on the above-mentioned factors. Furthermore, presenters will offer suggestions on how to balance our (1) personal, (2) professional, and (3) family lives throughout the matriculation process of graduate school to ensure retention and graduation.

**Wanda Costen**, Ph.D., Assistant Professor, William F. Harrah College of Hotel Administration, University of Nevada—Los Vegas, Nevada

**Anthony Graham**, Ph.D., Assistant Professor, Department of Curriculum and Instruction, North Carolina A&T State University—Greensboro, North Carolina

**Anna L. Green**, Ph.D., Assistant Professor, School of Business and Industry, Florida A&M University—Tallahassee, Florida

**Carolyn Walker Hopp**, Ph.D., Director, Clinical Experiences, College of Education, University of Central Florida—Orlando, Florida

**Lekita V. Scott**, Ph.D., Director, Institutional Advancement and Stewardship, Claflin University—Orangeburg, South Carolina

For an overview of sessions comprising the Institute on Middle East Truths and Consequences: Exploring Culture, Identity, and Politics of Arabs and Muslims in a Post-9/11 America, see page 3

8:30-11:30 a.m.  
**CONFERENCE ROOM L**  
Executive Conference Center  
Lower Lobby

1:15-5:15 p.m.  
**CONFERENCE ROOM L**  
Executive Conference Center  
Lower Lobby

**INSTITUTE ON Middle East Truths and Consequences: Exploring Culture, Identity, and Politics of Arabs and Muslims in a Post-9/11 America**

A three-part institute will provide a timely and provocative exploration into the often vexing and stereotyped issues of Middle East culture, identity and politics, and how they play out in American society and on U.S. campuses. The institute offers a range of learning opportunities: essential facts about the history and trends of Middle Eastern populations in the U.S., exposure to first-hand accounts of how culture and identity shape immigrants and their children, and the challenges brought by new, often negative visibility and “Islamophobia” in America. There will be a discussion on the impact of racial profiling and persistent 9/11 backlash on affected communities, race relations and today’s political discourse. Participants will learn about how Middle East politics impact academic freedom on U.S. campuses from the dual perspectives of a student activist and a social science faculty member, and consider ways to break down barriers to open debate. Finally, participants will get acquainted with the latest films, web sites, publications, teaching materials, student networks and other resources on Arab, Islamic and Middle East issues. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

**Part I—History, Demographics and U.S. Diversity of Immigrants From Arab and Muslim East**

The session will present information on experience of the oldest and largest sub-group—Arab Americans, and on selected non-Arab groups, including Iranian-Americans, noting similarities, differences, and political context of each immigration wave. Data on student age groups, educational achievement and trends will be provided, as well as a review of U.S. race classification issues facing this population.

**Part II—Arab/Islamic Cultural Foundations and Identity**

This session will open feature a “cultural experience” of a live demonstration of traditional Arabic music. Presenters will offer (1) a multi media presentation on Arab/Islamic culture and identity issues in American society, focusing on interactions between immigrant generations and Arab/Muslim youth and the outside world; and examining the context of world events involving the U.S. and Middle East; and (2) the direct and indirect impact of post-9/11 backlash and discrimination on the Arab, Muslim and South Asian communities in America, including some findings of a study by the City University of New York Middle East and Middle Eastern American Center, and a review of racial profiling policies and their consequences since 9/11. An open dialogue on these issues will follow this segment.

**Samuel Bazzi**, Arab Student Coalition of California, Middle East Students Association, University of Southern California—Los Angeles, California

**Mehdi Bozorgmehr**, Ph.D., Professor of Sociology and Co-Director, Middle Eastern and Middle Eastern American Center, Graduate Center, City University of New York—New York, New York

**Fadwa El Guindi**, Ph.D., Professor of Anthropology, University of Southern California—Los Angeles; and Visiting Professor of Anthropology, Center for Contemporary Arab Studies, Edmund A. Walsh School of Foreign Service, Georgetown University—Washington, D.C.

**Rosina Hassoun**, Ph.D., Professor, Center for Integrative Studies, Michigan State University—East Lansing, Michigan

**Helen Hatab Samhan**, Executive Director, Arab American Institute Foundation—Washington, D.C.

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

8:30-11:30 a.m.  
**CONFERENCE ROOM H**  
Executive Conference Center  
Lower Lobby

1:15-5:15 p.m.  
**CONFERENCE ROOM H**  
Executive Conference Center  
Lower Lobby

For an overview of sessions comprising the Institute on Multicultural Organizational Development (MCOOD), see page 3

8:30-11:30 a.m.  
**CONFERENCE ROOM J**  
Executive Conference Center  
Lower Lobby

### **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 sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

#### **Part I—The Minority Affairs Office**

Minority Affairs offices play a very important role in the recruitment and retention of minority students at predominately white institutions. These offices often find themselves responsible for many functions in the education and socialization of the students they serve, regardless if they have the proper resources to be effective in carrying out these functions. Some of these functions include retention, recruitment, diversity education, and program development. This session is designed to help Minority Affairs offices become an integral part of the campus community by offering practical solutions in helping them survive the sometimes unrealistic expectations that have been placed on them. Discussion in this session will focus on effective ways to weave these offices into the fabric of the institution, and assist them with becoming sound administrative and student friendly offices that make a positive difference in the lives of the students and communities they are designed to serve.

#### **Part II—Retention! Retention! Retention! Creating Retention Programs of Substance and Style**

One of the major themes in the retention research discusses how vital it is for students to build multiple and complex connections to the institutions they attend. This session will provide information on innovative ways for minority students to become better connected with the institution in order to have a positive impact on their success. Discussion in this session will include information on the components of a successful retention program, critical characteristics affecting the success of these programs, and replicating these programs on various campuses. This session will greatly benefit those who are involved in the practical application of minority student retention programs.

**Kevin R. Carreathers**, Director, Office of Institutional Diversity, Salisbury University—Salisbury, Maryland

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

A three-part institute 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 (MCOOD) as a framework for envisioning, directing and sustaining long-term systemic multicultural change efforts. Participants will become familiar with the stages of multicultural organization development, and learn how to implement a multicultural organizational change process. A case study using the Community, Diversity and Social Justice (CDSJ) initiative from the University of Massachusetts at Amherst will be used to illustrate the implementation of an MCOOD approach in higher education. Throughout the institute, experiential activities, as well as small- and large group discussions, will provide participants with opportunities to apply theory to practice and to develop an action plan for implementation in their institutions. **MAXIMUM BENEFIT WILL BE DERIVED FOR PARTICIPANTS WHO CAN ATTEND THIS INSTITUTE AS PART OF AN INSTITUTIONAL TEAM**, (consisting of faculty, staff, students and a senior campus administrator), if at all possible. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

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

This session will explore some of the reasons why efforts to effect systemic multicultural change in higher education institutions often meet with 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. Participants will be introduced to an organizational change process that institutional teams can use to assess their organization's current status, plan and implement change strategies to evaluate and monitor results.

1:15-5:15 p.m.  
**CONFERENCE ROOM J**  
Executive Conference Center  
Lower Lobby

**Part II—University of Massachusetts’ Community, Diversity and Social Justice (CDSJ) Initiative: A Case Study Illustration of MCOB**

Following the introduction to the MCOB theory and model for systemic change, a case study will be used to illustrate the implementation of an MCOB approach in higher education. The CDSJ initiative at the University of Massachusetts will be highlighted as an institutional effort to engage the whole system in making changes around the issues of social diversity and social justice. Emphasis will be placed on the development of an assessment plan, the organization of executive area teams and the development of measurable change goals and strategies.

**Representatives** from the CDSJ leadership group (**Vice Chancellor and Dean level administrators**)  
**Bailey Jackson**, Ph.D., former Dean and current Faculty, Social Justice Education Program, School of Education, University of Massachusetts—Amherst, Massachusetts  
**Linda Marchesani**, Ph.D., Manager, Workplace Learning and Development and Adjunct Faculty, Social Justice Education Program, School of Education, University of Massachusetts—Amherst, Massachusetts

For an overview of sessions comprising the Institute on Multiracial Students and Identity, see page 3

**INSTITUTE ON Multiracial Students and Identity**

A three-part, highly interactive institute provides a greater understanding of racial identity development in multiracial people from theoretical and applied perspectives. Using racial identity development as a guiding framework, the sessions also explore the response of different racial communities to the topics of multiracial people and multiracial identity. The institute allows participants to assess their own campus’ level of inclusion of multiracial students, and to develop specific, detailed action plans to implement at their institutions. Sessions provide an overview of prominent models of racial identity development, opportunities to explore theoretical and personal assumptions about multiracial identity, and avenues for coalition building between different racial communities and multiracial people. The institute utilizes presentations, small- and large-group discussion, case studies, and a dialogue with a panel of multiracial students. Each participant will develop a specific action plan related to increasing the participation and inclusion of multiracial students in various areas of campus life. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:45 a.m.  
**CONFERENCE ROOM I**  
Executive Conference Center  
Lower Lobby

**Part I—Racial Identity in Multiracial Students: An Overview of Models and Their Application to Teaching, Counseling, and Advising Students**

This session provides an overview of several prominent models of multiracial identity development, and allows participants to analyze the content, assumptions, and biases of each theory. Participants discuss the usefulness of these models in working with students in classroom, counseling, intergroup relations, and other campus settings. In addition, select models of Black and White identity development are reviewed and discussed as a way to understand intergroup conflict related to multiracial issues. Using these models, discussion, and case studies, participants begin to examine the effect of their own beliefs and assumptions about multiracial people on their ability to work with students.

**Eric Hamako**, Doctoral Student, Social Justice Education, University of Massachusetts—Amherst, Massachusetts

**Charmaine L. Wijeyesinghe**, Ed.D., Consultant in Organizational Development and Social Justice—Delmar, New York

1:15-5:15 p.m.  
**CONFERENCE ROOM I**  
Executive Conference Center  
Lower Lobby

**Part II—Creating Greater Understanding Through Dialogue, Reflection, and Coalition Building**

This session continues the personal exploration begun by participants in Part I by providing deeper examination of dynamics between multiracial people, other people of color, and whites. For the first part of this session, participants meet in facilitated groups to examine historical, community, and personal issues that influence relationships with multiracial people. In addition, participants discuss key questions related to racial identity development, including: “Should racial identity be chosen by an individual or assigned by others, or society?”; “What role do physical appearance, family ancestry, and social and political climate play in racial identity development?”; and “Are there certain racial identities that multiracial people should choose over others?” Through large group discussion and synthesis, participants will explore intergroup dynamics related to multiracial people and identity, as well as factors that facilitate and block coalition building.

**Jim Bonilla**, Ed.D., Assistant Professor, Conflict Studies and Graduate School of Public Administration and Management, Hamline University—St. Paul, Minnesota  
**Rochelle Calhoun**, Executive Director, Alumnae Association, Mount Holyoke College—South Hadley, Massachusetts  
**Carolyn O’Grady**, Ed.D., Associate Professor, Department of Education, Gustavus Adolphus College—St. Peter, Minnesota  
**Charmaine L. Wijeyesinghe**, Ed.D., Consultant in Organizational Development and Social Justice—Delmar, New York

For an overview of sessions comprising the Institute for Professional Women in the Academy, see page 3

#### **INSTITUTE FOR Professional Women in the Academy**

This institute is designed for professional women in the academy who seek to develop personal goals and strategies for leadership development. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**CONFERENCE ROOM E**  
Executive Conference Center  
Lower Lobby

#### **Women’s Movements in Higher Education: Accountability and the Politics of Power and Privilege**

This session places women’s status in higher education in the historical context of women’s and feminist organizing for respect, equality, and justice in the academy, including struggles around affirmative action, sexual harassment, discrimination, climate and safety issues, among others. While women have made many gains over the past 35 years, these gains have most benefitted women who are privileged by class, race, sexual orientation, and citizenship. This differential impact is often invisible in women’s equality agendas in higher education. Drawing upon a framework of interlocking systems of oppression and privilege, the session will engage participants in an exploration of the dynamics of power and privilege among women faculty, staff and students, and the implications for women’s organizing within institutions of higher education. Through this exploration, the goal is to generate strategies to build a collective sense of accountability for equality across groups of women in the academy.

**Ann Russo**, Ph.D., Associate Professor of Communication and Director, Women’s and Gender Studies Program, DePaul University—Chicago, Illinois

1:15-5:15 p.m.  
**CONFERENCE ROOM E**  
Executive Conference Center  
Lower Lobby

#### **Feeling Like a Fraud and Other Signs of Internalized Oppression**

The session will contain a talk, a panel, and interactive discussion, as well as experiential reflection with the participants in the Institute. Many people experience feelings of fraudulence when singled out for praise, press, prizes, and even promotion. While such feelings of fraudulence may be deplorable, especially if people in some groups experience them more acutely than do people in other groups, these feelings may also indicate a wise reluctance to believe in the validity of absolute rankings within hierarchical judgment systems. So feeling like a fraud may be construed as deplorable and also as applaudable. Peggy McIntosh will give a Moebius strip analysis of this paradox, using her interactive phase theory. The session will then turn to focus on some of the more deplorable aspects of feeling like a fraud. People may feel like frauds because the systems of society told them that they didn’t belong, or were illegitimate in having power and recognition. Then they took these messages in and believed them, or acted as though they believed them. This debilitating phenomenon can also be seen as a form of internalized oppression, in which the oppressed essentially do the oppressors’ work for them, with regard to race, ethnicity, gender, region, religion, language, sexuality, or any other axis of power. Presenters will discuss some of their own experiences of internalized oppression, which can take subtle, blatant, and wide-ranging forms, in both women and men. We will then have interactive participation from all who attend, recording in writing or in conversation some of their own experiences of internalized oppression and/or feelings of fraudulence. The aim is to understand and become less vulnerable to internalized oppression, while increasing the ability to be aware of fraudulence in the public roles we are asked to play, or rewarded for playing.

**Nancy Livingston**, Staff Member, National SEED Project on Inclusive Curriculum; and 5th Grade Teacher, Littlebrook School—Princeton, New Jersey

**Michael Livingston**, Executive Director, International Council of Community Churches—Frankfort, Illinois

**Hugo Mahabir**, Staff Member, National SEED Project on Inclusive Curriculum; Dean and English Teacher, Fieldston School—Bronx, New York

**Tasneem Dewji**, Instructor, Yoga for Bliss—Bronx, New York

**Peggy McIntosh**, Ph.D., Associate Director, Center for Research on Women, Wellesley College; Founder and Co-Director, National SEED Project on Inclusive Curriculum—Wellesley, Massachusetts

For an overview of sessions comprising the Institute on Teaching for Equity and Excellence Across Academic Disciplines, see page 4

8:30-11:30 a.m.  
**CONFERENCE ROOM F**  
Executive Conference Center  
Lower Lobby

1:15-5:15 p.m.  
**CONFERENCE ROOM F**  
Executive Conference Center  
Lower Lobby

For an overview of sessions comprising the Institute on The Excellence Through Diversity Institute: Mainstreaming Assessment for Effective Leadership and Progressive Change, see page 4

### **INSTITUTE ON Teaching for Equity and Excellence Across Academic Disciplines**

A three-part, interactive institute designed primarily for university and college faculties from a range of academic disciplines who want to examine issues of equity in their home institutions or academic departments, their own classrooms, and their teaching practice. The institute will present frameworks for examining equity and excellence, explore ways to expand and enrich faculties' knowledge and skills, and develop strategies for change in their own institutions. Our underlying theme will be the importance of equitable teaching practice in supporting academic excellence from diverse groups of students. Faculties from all academic disciplines are invited to participate. Participants are urged to bring to this Institute the curricular and teaching/learning materials from one course they wish to examine and transform. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

#### **Part I—Frameworks for Examining Equity and Excellence**

College faculty often teach the way they were taught, without clear or explicit models for achieving equity and excellence in our course curricula or our pedagogical practice. This first session of the three-part interactive faculty institute offers frameworks for examining and critiquing the course curricula currently taught by faculty participants as well as participants' preferred pedagogical practice. The session will present frameworks that value the differing knowledge and skills our students bring to our classrooms and draw upon the cultural differences in learning styles as positive classroom resources. In this session, we will also consider the cultural and climate toward equity and excellence in the participants' home institutions.

#### **Part II—Knowledge and Skills Development**

Faculty participants will engage in activities that enable them to identify the specific knowledge and skills that characterize inclusive curricular and pedagogical practice. Together we will examine ways to access new knowledge and multicultural perspectives in various academic areas, and to develop more culturally nuanced and responsive facilitation and teaching skills needed for a more equitable curricular and pedagogical practice. Participants will engage in assessments of component parts of their course curricula (syllabus, assignments, resources, information and examples in lecture and discussion, examinations) and their pedagogical practice (how they do what they do). Participants will consider opportunities and obstacles to their equitable practice within their home institutions.

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

**Barbara Love**, Ph.D., Professor of Education, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

### **INSTITUTE ON The Excellence Through Diversity Institute: Mainstreaming Assessment for Effective Leadership and Progressive Change**

A three-part institute introduces participants to the Excellence Through Diversity Institute and its role as a leadership development resource for many campus and community initiatives. At the University of Wisconsin, there are 5-year long diversity-grounded professional development opportunities serving the full workforce—faculty, classified staff, academic staff and administrators. They address the critical need for a world-class educational institution to move beyond simply acknowledging and celebrating diversity toward proactively engaging diversity for excellence. These systemic capacity-building communities help advance higher education's diversity and multicultural vision beyond a basic access agenda toward a much more challenging success-for-all agenda. They jointly offer a multi-tiered menu of learning and networking resources—multiple points of entry that require different levels of preparation and commitment for participation. Also, they support the creation of authentically inclusive and vibrantly responsive teaching, learning and working environments that are conducive to success for all. This institute will focus on the mission, vision and dynamically developmental work of the Excellence Through Diversity Institute. It will especially spotlight the interactive role of responsive assessment, evaluation and action planning at multiple levels—personal, interpersonal and organizational. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**RIVERSIDE BALLROOM**  
Third Floor

**Part I—Helping the Helpers: Who? What? Why? How?**

This session provides a comprehensive campus climate improvement model as a framework for examining the Excellence Through Diversity Institute (EDI) mission, vision, and transformation agenda for experienced practitioners. EDI is an intensive train-the-trainers/facilitators learning community and an organizational change support network organized around responsive assessment at multiple levels. The Institute cultivates connections among four core elements to foster conceptual and experiential learnings that help participants build capacity in others, as well as themselves, and promote organizational transformation for educational excellence. Participants will sample some of the best of EDI processes and exercises, and start mapping campus climate improvement initiatives on their campus.

1:15-5:15 p.m.  
**RIVERSIDE BALLROOM**  
Third Floor

**Part II—Spotlighting the Inside-Out Agenda: Self as Responsive Instrument and Progressive Change Agent Work**

The Excellence Institute focuses on the “Textbooks of the Self” rather than the “Textbooks on the Shelf.” EDI mindfully and heartfully cultivates multilateral self-awareness through knowing and using SELF as Responsive Instrument: understanding self in dynamically diverse contexts within power and privilege hierarchies and understanding the contexts embodied in the self. EDI embeds assessment and evaluation processes in order to facilitate and support development of border-crossing, bridge-building proficiencies, (e.g., the Internet-based Starfish Portfolio and Journey Mapping system). Participants will complete selected assessments and explore their implications for cultivating and sustaining vibrant intercultural/multicultural relations.

**Hazel Symonette**, Ph.D., 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 Leadership and Empowering the Activists in Students, see page 4

**INSTITUTE ON Leadership and Empowering the Activists in Students**

This institute is designed to address critical student issues and concerns. The overall intent is to have the students complete the institute with an enhanced sense of self, campus community and world at large; to explore leadership development, as well as cross-cultural communications; and to find the passion to become an activist. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**RIVERSIDE SUITE**  
Third Floor

**Empowering the Activists in Students: Building Campus Coalitions for Social Change**

This interactive session will provide students the tools to move from apathy to action by examining through models, case studies, dialogue, and approaches to building coalitions committed to creating social change on campus. Students are asked to explore the many issues and challenges that fall within the expansive category of social justice by examining concepts of power, privilege, race, ethnicity, sexual orientation, gender identity/expression, religious affiliation, and access. Presenters will provide frameworks for creating social justice initiatives that include constructive student, staff, and faculty coalitions centered on identifying and dismantling barriers to institutional change. Participants will construct a collective plan of action that can be utilized on their college campuses.

**Monroe France**, Coordinator, Social Justice Program, Office of Student Activities, New York University—New York, New York

**Jessica Lila Gonzalez-Rojas**, Program Administrator, Office for African American, Latino, and Asian American Student Services, New York University—New York, New York

**Sonia Lazreg**, Undergraduate Student, Anthropology and Linguistics Major, College of Arts and Sciences, New York University—New York, New York

**Todd Smith**, Manager, Office of LGBT Student Services, New York University—New York, New York

1:15-5:15 p.m.  
**RIVERSIDE SUITE**  
Third Floor

**Uncovering Our Hidden Biases: Doing Our Own Work**

This session focuses upon uncovering hidden biases, prejudices and assumptions. Through the use of video-driven exercises followed by extensive processing, this session provides participants with an enriching, introspective look at themselves. The highly interactive approach will have participants completely engaged in the process from start to finish.

**Rodney Patterson**, Assistant to the Vice President, Student Affairs, Michigan State University—East Lansing, Michigan



11:45 a.m.-1:00 p.m.  
**METROPOLITAN BALLROOM**  
Second Floor

### PRE-CONFERENCE INSTITUTE LUNCHEON

- **NCORE 101:** The Southwest Center for Human Relations Studies Executive Committee and NCORE Review Members will provide a brief summary.
- **Presentation on “How to Process Your Experience of Attending NCORE”:**
  - Representative From Rutgers University
  - Thomas L. Hill, Ph.D., Vice President, Student Affairs, Iowa State University-Ames, Iowa; Executive Committee Member, Southwest Center for Human Relations Studies, The University of Oklahoma—Norman, Oklahoma

6:00-7:00 p.m.  
**CENTRAL PARK WEST**  
Second Floor

### NCORE STUDENT SCHOLARS AND STUDENTS RECEPTION

**Only for NCORE 2005 Student Scholars and Students** (Special admission required)

**Keynote Address:**

**Beth Wilson, J.D.,** Executive Assistant to the President, and Director, Institutional Access and Equity, Southern Methodist University-Dallas, Texas; and Executive Committee Member, Southwest Center for Human Relations Studies, The University of Oklahoma—Norman, Oklahoma

7:00-8:00 p.m.  
**NCORE 101:** Orientation for Students

6:00-7:30 p.m.  
**CENTRAL PARK EAST**  
Second Floor

### LATINO/A CAUCUS

**Pre-Conference Orientation for Latino/a Caucus West, Midwest, and East Coast Regional Chairs**

The meeting is hosted by Latino/a Networking Group. Discussion on Latino/a in Higher Education, Thursday, June 2—6:30-8:30 p.m.

6:00-8:00 p.m.  
**CONFERENCE ROOM D**  
Executive Conference Center  
Lower Lobby

### 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 67

6:00-8:00 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: American Indian, Asian/Pacific Islander (APINCORE), Black/African American, 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.

8:30-10:30 p.m.  
**METROPOLITAN EAST**  
Second Floor

### SPECIAL EVENT



**“UNCLE TOM: DECONSTRUCTED” A RITUAL PLAY**

THE CONCILIATION PROJECT presents “uncle tom: deconstructed,” a play in seven cycles that examines from historic to contemporary times, the archetype of uncle tom and his legacy, while interrogating “created caricature” and the stereotypes that inform our perceptions and beliefs on RACE. Cast uses the influence of minstrelsy in this 95 minute performance. There is a facilitated dialogue that is essential and required as a part of the performance.

The dialogue is NOT included in the 95 min. The play is performed in 2 Acts and has a 15 min intermission break.

8:30-9:30 a.m.

■ **INSTITUTE ON Conflict Resolution and Social Justice in Higher Education**  
 Part III—A Social Justice Approach to Conflict Intervention on Campus . . . . .26

8:30-11:30 a.m.

■ **INSTITUTE ON Building Coalitions: Renewing Our Commitment To Do the Personal, Interpersonal, and Systemic Work That Is Required**  
 Part III . . . . .26-27

■ **INSTITUTE ON Class Issues: Preparations, Methods and Cautions for Including Socio-Economic Class in Teaching and Learning About Diversity and Discrimination**  
 Part III . . . . .27

■ **INSTITUTE ON Dialogue: Racism—Enhancing Positive Outcomes of Anti-Racism Work in This Era of Anti-Ethnic Backlash**  
 Part IV—On the Way to Self-Empowerment and Healing: My Next Steps . . . . .28

■ **INSTITUTE FOR Diversity Training and Assessment**  
 Part III—Assessment of Organizational Culture: Evaluation Tools . . . . .28-29

■ **INSTITUTE ON Educating People From Privileged Groups: Process and Pedagogy**  
 Part III—Engaging People in Diversity and Social Justice Issues . . . . .29

■ **INSTITUTE ON Global Multiculturalism: Issues of International Ethnicity**  
 Part III—Creating Citizens of the World: Strategies for Campus Competence for Creating a More Global World View . . . . .29-30

■ **INSTITUTE ON A Journey to the Ph.D.: How to Navigate the Process**  
 Part III—Surviving the Academy . . . . .30

■ **INSTITUTE ON Middle East Truths and Consequences: Exploring Culture, Identity, and Politics of Arabs and Muslims in a Post-9/11 America**  
 Part III—Campus Culture and the Politics of 9/11 . . . . .31

■ **INSTITUTE FOR Minority Affairs Professionals**  
 Part III—Impact or Impression: Does Your Mentoring Program Really Make a Difference? . . .31

■ **INSTITUTE ON Multicultural Organizational Development (MCOD)**  
 Part III—Creating the Conditions for Success . . . . .32

■ **INSTITUTE ON Multiracial Students and Identity**  
 Part III—Responding to Student Needs on Campus and the Creation of Action Plans . . . .32-33

■ **INSTITUTE FOR Professional Women in the Academy**  
 Systemic Discrimination at Research Universities? Many Women Students...Few Women Professors .33

■ **INSTITUTE ON Teaching for Equity and Excellence Across Academic Disciplines**  
 Part III—Strategies for Change . . . . .33-34

■ **INSTITUTE ON The Excellence Through Diversity Institute: Mainstreaming Assessment for Effective Leadership and Progressive Change**  
 Part III—Enacting Authentically Inclusive and Responsive Environments: Putting Wheels Under Your Campus Vision . . . . .34

■ **INSTITUTE ON Leadership and Empowering the Activists in Students**  
 Outside the Circle . . . . .34-35

8:30 a.m.-noon

■ **INSTITUTE ON Diversity and International Fundraising: Cultivating Alumni, Friends, and Corporate Partners**  
 Part VII—Expanding Beyond Our Boundaries Into International Fundraising Markets:  
 Case Studies . . . . .35  
 Part VIII—Fundraising: Up Close and Personal . . . . .35

9:30-11:30 a.m.

■ **INSTITUTE ON Conflict Resolution and Social Justice in Higher Education**  
 Part IV—Developing a Social Justice Conflict Intervention Program on Your Campus . . . . .26

9:30 a.m.-noon

■ **MAJOR WORKSHOP 1: Equity, Excellence, and Accountability** . . . . .36

10:00 a.m.-6:00 p.m.

EXHIBITOR SHOWCASE AND RESOURCE CENTER Opens . . . . .36

noon-12:45 p.m.

INFORMAL NETWORKING MEETINGS . . . . .36

12:45-1:45 p.m.

CONFERENCE WELCOMING REMARKS—By Belinda P. Biscoe . . . . .36  
 CONFERENCE OPENING PLENARY SESSION—Keynote Address by: Clarence Page . . . . .37

2:30-3:30 p.m.

INFORMAL DIALOGUE WITH CLARENCE PAGE . . . . .37

<b>2:30-3:45 p.m.</b>	<ul style="list-style-type: none"> <li>■ Curriculum Transformation: Alternative Approaches to Change . . . . .37</li> <li>■ Ball State University's Guide to Recruiting a More Diverse Faculty . . . . .38</li> <li>■ Posse: College Access, Youth Leadership and Campus Change . . . . .38</li> <li>■ What We Know About Hispanic Test Takers in the United States: Issues, Trends, and Potential for Enhancing Achievement Levels . . . . .38</li> <li>■ Study Abroad: One Approach to Educating Students of Color . . . . .39</li> <li>■ Undergraduate Research: The Effects of Programmatic Socialization for Graduate School and Career . . . . .39</li> <li>■ Cross Racial Female Mentoring at a Predominantly White Southern University: Teaching and Learning From Personal Experiences . . . . .39</li> </ul>
<b>2:30-4:00 p.m.</b>	<ul style="list-style-type: none"> <li>■ Recruitment, Retention and Career Enhancement Programs for African-American Faculty and Upper-Level Administrators: A Look at Three Programs Implemented at Tennessee Board of Regents Institutions . . . . .40</li> </ul>
<b>2:30-4:30 p.m.</b>	<ul style="list-style-type: none"> <li>■ I've Read the Articles, Seen the Movie, Attended the Workshops, Now What? Moving to Further Action on Systems of Privilege . . . . .40</li> <li>■ It's Great to Be a Girl/THREADS Program: An Innovative Approach to College Students Mentoring Middle Students and Learning From Each Other . . . . .40-41</li> <li>■ Diversity Scorecard: A Model for Long- and Short-Range Planning for Institutional Change . .41</li> <li>■ 10 Ways to Fight Hate on Campus . . . . .41</li> </ul>
<b>2:30-5:30 p.m.</b>	<ul style="list-style-type: none"> <li>■ <b>MAJOR WORKSHOP 2:</b> Practical Steps Toward Promoting the Educational Benefits of Diversity: How Federal Laws Can Operate to Enhance Effective Strategic Planning for Higher Education Institutions . . . . .42</li> <li>■ <b>MAJOR WORKSHOP 3:</b> Doors of Opportunity Opening or Closing: We are Using Tax Credits and Tuition Discounts to Appease Middle-Class Voters—Instead of Expanding Educational Opportunity . . . . .42</li> <li>■ <b>MAJOR WORKSHOP 4:</b> Faculty Diversity: Problems and Solutions . . . . .42</li> <li>■ <b>MAJOR WORKSHOP 5:</b> Sovereignty of Indigenous Education: Our Voice in Native Language, Culture and Literacy . . . . .43</li> <li>■ <b>MAJOR WORKSHOP 6:</b> Afro-Latino Popular Culture . . . . .43</li> <li>■ <b>MAJOR WORKSHOP 7:</b> Caucus for Experienced Professionals: What Do We Need to Do the Work We Do? . . . . .43</li> <li>■ <b>MAJOR WORKSHOP 8:</b> Ethics Today: On Campus and in the World . . . . .44</li> <li>■ The SMILE Program: A University Model That Supports the Higher Education Aspirations, Academic Success, and Educational Attainment of Underrepresented Students . . . . .44</li> <li>■ From the Source—Multiracial Students Share Their Experiences on the Evolving Multiracial Movement: Practical Information for Faculty, Administrators, Counselors, and Students When Working With Multiracial Students . . . . .44-45</li> </ul>
<b>4:00-5:30 p.m.</b>	SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE—By Gary Okihiro . . . . .45
<b>5:30-6:30 p.m.</b>	JOB-ALIKE NETWORKING MEETINGS . . . . .45
<b>7:00-8:30 p.m.</b>	WELCOMING RECEPTION . . . . .45

## WEDNESDAY, JUNE 1, 2005

### PRE-CONFERENCE INSTITUTE SESSIONS

A series of 17 Institutes is scheduled all day Tuesday, May 31 and the first half day of Wednesday, June 1. 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 Conflict Resolution and Social Justice in Higher Education, see page 2

#### **INSTITUTE ON Conflict Resolution and Social Justice in Higher Education**

A four-part institute designed to explore the integral relationship between social justice, racial privilege, and the ways that disputes are mediated in higher education. Conflict resolution programs are touted as an effective means for resolving disputes, reducing tensions, and improving communication on campuses. However, while most programs have demonstrated some success in these areas, recent research has shown that they also routinely 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 examine why, despite our intentions, they often do not serve a social justice agenda. Participants will have an opportunity to view actual mediation sessions on video for a racial privilege analysis. Presenters will introduce theories from Critical Race Studies, Postcolonial Studies, and Communication to analyze the ways in which racial privilege is enacted or undermined by the mediators' interventions. A new approach to mediation that seeks to account for racial privilege will also be introduced. In the final segment of the institute, we will explore effective strategies for intervening in campus disputes, as well as developing and implementing a social justice conflict intervention program on campus. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-9:30 a.m.  
**NEW YORK BALLROOM EAST**  
Third Floor

**Part III—A Social Justice Approach to Conflict Intervention on Campus**  
continues (for description see page 10)

9:30-11:30 a.m.  
**NEW YORK BALLROOM EAST**  
Third Floor

#### **Part IV—Developing a Social Justice Conflict Intervention Program on Your Campus**

Building upon the work completed in Parts I-III, participants will have an opportunity to engage in activities which explore the social justice mediation model. Both the theoretical basis and practical details for developing and implementing such a program on campus will be examined. Participants will receive materials to use in the needs assessment and planning phases, and we will discuss typical barriers and useful resources that can lead to programmatic success. In addition, for those who may not choose to develop an entire program, we will explore options for utilizing the theories and techniques of this social justice approach to conflict intervention in more informal ways.

**Deepika Marya**, Ph.D., Assistant Professor, English Department, University of Southern Maine—Portland, Maine

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

For an overview of sessions comprising the Institute on Building Coalitions: Renewing Our Commitment To Do the Personal, Interpersonal, and Systemic Work That Is Required, see page 2

#### **INSTITUTE ON Building Coalitions: Renewing Our Commitment To Do the Personal, Interpersonal, and Systemic Work That Is Required**

The focus of this day and half long institute is the critical question of what keeps us from being willing and able to let go of our identity group's agenda to build coalitions that can bring about institutional change. Because of the desire to move directly to that question rather than examining underlying systems first, this institute has been designed for a limited number of participants who are at an advanced level in regard to systems—how and why they are set up to function as they do; privilege—how privilege systems and their intersections impact our daily lives; and self—knowing the processes you go through to choose to remain comfortable or to risk change. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**EMPIRE WEST**  
Second Floor

**Part III—**

**Jim Bonilla**, Ed.D., Assistant Professor, Conflict Studies and Graduate School of Public Administration and Management, Hamline University—St. Paul, Minnesota  
**Pamela Huang Chao**, Professor of Sociology, American River College—Sacramento, California  
**Harry Gibbs**, M.D., Vice President, Institutional Diversity, University of Texas M.D. Anderson Cancer Center—Houston, Texas  
**Frances E. Kendall**, Ph.D., Consultant on Organizational Change and Communication, Specializing in the Issues of Diversity—Albany, California  
**Patricia M. Lowrie**, Director, Women's Resource Center, Michigan State University—East Lansing, Michigan  
**Franci L. Taylor**, Cross-Cultural Competency Consultant—Bozeman, Montana  
**Hugh Vasquez**, Co-Director, Center for Diversity Leadership, and Founder, TODOS Institute—Walnut Creek, California  
**Tim Wise**, Anti-Racism Educator, ZNet Columnist, and Director, Association for White Anti-Racist Education (AWARE)—Nashville, Tennessee  
**Catherine Wong**, Founder and Director, Catherine Wong & Associates—Quincy, Massachusetts

For an overview of sessions comprising the Institute on Class Issues: Preparations, Methods and Cautions for Including Socio-Economic Class in Teaching and Learning About Diversity and Discrimination, see page 2

**INSTITUTE ON Class Issues: Preparations, Methods and Cautions for Including Socio-Economic Class in Teaching and Learning About Diversity and Discrimination**

A three-part institute designed to explore the issues of socio-economic 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 them back on their own campuses. Presenters will provide guidelines for implementing similar exercises with groups of students, faculty, administrators and/or other staff at their institution, as well as a bibliography of references and resources. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**NEW YORK BALLROOM WEST**  
Third Floor

**Part III—**This session will showcase several specific methods for addressing class issues on campus, including the topic in the training of diversity trainers and facilitators, and conducting campus dialogues on socio-economic class and class status issues. In addition, time will be set aside to discuss the particular issues and challenges faced by participants as they attempt to work with these issues on their own campuses.

**Donna Harshaw Albro**, J.D., Director, Peer Education and Human Relations, Hobart and William Smith Colleges—Geneva, New York  
**Cristine Clifford Cullinan**, Ph.D., Training and Development Administrator, University of Oregon—Eugene, Oregon  
**Fleurette King**, Coordinator, Dialogue@Princeton, Princeton University—Princeton, New Jersey

For an overview of sessions comprising the Institute on Dialogue: Racism—Enhancing Positive Outcomes of Anti-Racism Work in This Era of Anti-Ethnic Backlash, see page 2

8:30-11:30 a.m.  
**CONFERENCE ROOM B**  
Executive Conference Center  
Lower Lobby

For an overview of sessions comprising the Institute for Diversity Training and Assessment, see page 2

### **INSTITUTE ON Dialogue: Racism—Enhancing Positive Outcomes of Anti-Racism Work in This Era of Anti-Ethnic Backlash**

A four-part institute is designed for those who train trainers, as well as those who are in training to conduct anti-racism work in difficult situations with resistant and challenging populations. The training is based on the Dialogue: Racism process that has been tested over 15 years in hundreds of programs presented by the Center for the Healing of Racism. This method of facilitating dialogue has proven to be effective with over 30,000 individuals of all ages. Participants will learn how to develop inter-ethnic co-facilitator teams, develop trusting and supportive relationships, and conduct dialogue sessions that focus upon healing by hearing and being heard. It enables participants to begin to heal from their racial conditioning in a safe environment in order to effectively conduct dialogue. Growing up in a society in which racism is endemic to the culture has left us all with varying degrees of racial conditioning; yet, to our peril, we often ignore the extent to which we have been adversely affected. If we are to help others rid themselves of their own racial conditioning we must first heal ourselves. The healing process that is fundamental to Dialogue: Racism will be explored through Dialogue exercises. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

### **Part IV—On the Way to Self-Empowerment and Healing: My Next Steps**

The concept of race will be debunked by demonstrating the four ways in which we are one race, the human race. The paradigm of egalitarianism implied by the oneness of humanity will be explored and participants will brainstorm ways in which they can apply Dialogue: Racism to heal racism in all the venues of their lives. We have no desire to perpetuate the need for multicultural and diversity training; we want to end the need for diversity training by ending all the intersecting oppressions, of which racism is arguably the most salient at this point in our history.

**Sandra Boyd**, Co-Director, Center for the Healing of Racism; and Psychology Faculty, Houston Community College System—Houston, Texas

**Cherry Steinwender**, Co-Executive Director, Center for the Healing of Racism—Houston, Texas

### **INSTITUTE FOR Diversity Training and Assessment**

A three-part institute designed for change agents, leaders and strategists in the diversity movement field. This includes diversity trainers, diversity council members, administrators, organizational strategists, and other professionals who are responsible for developing, assessing and implementing a diversity plan. The institute is action oriented, instructional, thought provoking and problem focused. It includes two theoretical models “The Eclipse Diversity Change Process Model” and “Partners to Improve Multi-cultural Effectiveness Model” derived from over 20 years of consulting in the education, government, human service, business and health care fields. This institute moves beyond awareness to creating work climates designed to deliver powerful diversity plans. The two models were developed by the presenters to impact on leadership behavior in understanding the systemic aspect of change. One model focuses on participant’s transformation into multi-cultural change agents, the other model includes an organizational focus assessment, diagnosis and a plan for change. The institute will illustrate what consultants should focus on with leadership, and how to develop relevant research questions to evaluate program effectiveness. Integrating diverse groups into traditional organizations is much more than providing fragmented consciousness-raising workshops. Using a synergistic, developmental framework, both models explain complex relationships between various groups from different social classes, racial/ethnic backgrounds and other dimensions of diversity. Participants will be able to diagnose their organization, as well as forecast the nature of intergroup conflicts and major turning points in the transformation process once diversity work starts. The interactive part of this institute will include the participant’s candid discussion of their organization’s dynamics. Both of the referenced models will be used to help participants plan a course of action which leads their organization to understand change, incorporate diversity values, and transform the organization and its members to meet the workplace vision of the future. This institute is not for beginners. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**CONFERENCE ROOM D**  
Executive Conference Center  
Lower Lobby

For an overview of sessions comprising the Institute on Educating People From Privileged Groups: Process and Pedagogy, see page 3

8:30-11:30 a.m.  
**CONFERENCE ROOM C**  
Executive Conference Center  
Lower Lobby

For an overview of sessions comprising the Institute on Global Multiculturalism: Issues of International Ethnicity, see page 3

8:30-11:30 a.m.  
**CENTRAL PARK EAST**  
Second Floor

### **Part III—Assessment of Organizational Culture: Evaluation Tools**

**Laurene Finley**, Ph.D., Consultant and Project Director, PRIME in Partnership with Drexel University; Faculty, Multi-Cultural Training and Research Institute, Temple University—Philadelphia, Pennsylvania  
**Portia Hunt**, Ph.D., Professor, Counseling Psychology, Psychological Studies in Education, Temple University—Philadelphia, Pennsylvania  
**Anita Pernell-Arnold**, Consultant and Faculty, Multi-Cultural Training and Research Institute, Temple University—Philadelphia, Pennsylvania

#### **INSTITUTE ON Educating People From Privileged Groups: Process and Pedagogy**

A three-part institute examines how to effectively educate people from privileged groups about diversity and social justice issues (e.g., whites about racism, men about sexism, heterosexuals about heterosexism). Many educators find that working with students from dominant groups is one of the greatest challenges. This interactive institute will blend theory and practice so that participants will have useful methods to both make sense of people and situations and processes to address them. Common concerns such as resistance, fostering commitment to social justice, and the teacher/student relationship will be discussed. Participants will have an opportunity to draw on their own experiences and apply the material to their own situations. While geared for educators of students, this institute would also be useful to those who work with people from privileged groups on diversity and social justice issues. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

### **Part III—Engaging People in Diversity and Social Justice Issues**

This third session will present a framework for understanding what motivates someone from a privileged group to support social justice. Specific ideas for how educators can address these different sources of motivation will be discussed. In particular, the costs of oppression to members of dominant groups will be explored. Participants will be able to analyze their current approaches and develop new ways to engage individuals.

**Diane J. Goodman**, Ed.D., Diversity and Human Relations Consultant—Nyack, New York

#### **INSTITUTE ON Global Multiculturalism: Issues of International Ethnicity**

A three-part Institute with a multinational panel will build on the groundbreaking work at two previous NCORE years. The institute will define and shape the “concept of global multiculturalism,” the issues of international ethnicity, and what it means to work with and teach citizens of the world with different world views. Strategies for the classroom and cultural competence work in international settings in higher education environments will be a focus at this institute. The institute will benefit greatly those who are working in areas of international education/affairs, teacher-training programs, and business education. The goal of this institute is to help participants take away a better sense of what the overall concept can mean, and formulate their own thinking/ideas about how these ideas fit into daily praxis and campus life. It provides some food for thought for those who make international contacts on a regular basis, or intend to. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

### **Part III—Creating Citizens of the World: Strategies for Campus Competence for Creating a More Global World View**

The session will begin with an overview of the concept of world view. Characteristics of what it means to be a “citizen of the world” will be discussed in general and in groups to determine student profiles via a global curriculum. Practical examples from our work as practitioners of global education initiatives will complement this session. Presenters will move the discussion to practical examples from their own work in classrooms, trainings, and intercultural and international interactions.

**Lindsay Dunn**, Special Assistant to the President for Advocacy, Gallaudet University—Washington, D.C.

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

**Mercedes Martin**, Co-CEO/President, In Partnership Consulting, Inc.; and Adjunct Faculty, San Francisco State University—San Francisco, California

**Janice D. M. Mitchell**, Ph.D., Professor, German and Intercultural/International Education; and Chair, Department of Foreign Languages, Literatures and Cultures, Gallaudet University—Washington, D.C.

**Kyra C. Mitchell**, J.D., Legal Consultant, Network Enterprises; Mentor Coordinator, The East of the River Clergy, Police and Community Partnership—Washington, D.C.

**Kamakshi P. Murti**, Ph.D., Professor and Chair, German Department, Middlebury College—Middlebury, Vermont

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

For an overview of sessions comprising the Institute on A Journey to the Ph.D.: How to Navigate the Process, see page 3

### **INSTITUTE ON A Journey to the Ph.D.: How to Navigate the Process**

A three-part institute will highlight some disturbing trends in the continuous under-representation of African Americans and other ethnic groups in higher education. The institute will discuss examples of personal and professional experiences of female and male Ph.D. students of color relative to their academic research, academic disciplines, personal adjustments to doctoral programs, professional goals in academia, balancing school and family obligations, decisions to pursue a doctorate degree, and understanding individualism in an exclusive and elite environment. In the end, surviving and obtaining the Ph.D. degree is the ultimate sacrifice and reward for all students. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.

**CONFERENCE ROOM K**  
Executive Conference Center  
Lower Lobby

### **Part III—Surviving the Academy**

Surviving the academy includes but is not limited to the successful completion of (1) courses, (2) selecting dissertation committee members, (3) attending and presenting at conferences, and (4) selecting a mentor or academic advisor. The selection of a mentor is very important to a graduate or doctoral student because the person who is serving as a mentor is an academic gatekeeper and navigator. This section will highlight how to select a mentor, discuss the difference between a mentor and academic advisor, and the roles a mentor plays in the life of a graduate student, particularly one of color. One other factor important to the successful completion of a doctoral degree will be addressed—the relationship that students develop with the various faculty members.

**Wanda Costen**, Ph.D., Assistant Professor, William F. Harrah College of Hotel Administration, University of Nevada—Los Vegas, Nevada

**Anthony Graham**, Ph.D., Assistant Professor, Department of Curriculum and Instruction, North Carolina A&T State University—Greensboro, North Carolina

**Anna L. Green**, Ph.D., Assistant Professor, School of Business and Industry, Florida A&M University—Tallahassee, Florida

**Carolyn Walker Hopp**, Ph.D., Director, Clinical Experiences, College of Education, University of Central Florida—Orlando, Florida

**Lekita V. Scott**, Ph.D., Director, Institutional Advancement and Stewardship, Claflin University—Orangeburg, South Carolina



For an overview of sessions comprising the Institute on Middle East Truths and Consequences: Exploring Culture, Identity, and Politics of Arabs and Muslims in a Post-9/11 America, see page 3

8:30-11:30 a.m.  
**CONFERENCE ROOM L**  
Executive Conference Center  
Lower Lobby

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

8:30-11:30 a.m.  
**CONFERENCE ROOM H**  
Executive Conference Center  
Lower Lobby

### **INSTITUTE ON Middle East Truths and Consequences: Exploring Culture, Identity, and Politics of Arabs and Muslims in a Post-9/11 America**

A three-part institute will provide a timely and provocative exploration into the often vexing and stereotyped issues of Middle East culture, identity and politics, and how they play out in American society and on U.S. campuses. The institute offers a range of learning opportunities: essential facts about the history and trends of Middle Eastern populations in the U.S., exposure to first-hand accounts of how culture and identity shape immigrants and their children, and the challenges brought by new, often negative visibility and “Islamophobia” in America. There will be a discussion on the impact of racial profiling and persistent 9/11 backlash on affected communities, race relations and today’s political discourse. Participants will learn about how Middle East politics impact academic freedom on U.S. campuses from the dual perspectives of a student activist and a social science faculty member, and consider ways to break down barriers to open debate. Finally, participants will get acquainted with the latest films, web sites, publications, teaching materials, student networks and other resources on Arab, Islamic and Middle East issues. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

### **Part III—Campus Culture and the Politics of 9/11**

This session examines the complex issues of academic freedom, Middle East politics, Orientalism, and other challenges of exposure of Middle East issues on U.S. campuses. The session presents the perspectives of both an Arab/Muslim American student leader and a faculty expert in Arab American/Middle East Studies. During this segment, feedback will be sought from attendees on their experiences and suggestions will be exchanged for breaking down the barriers to communication within campus communities. Presenters will conclude with a review of resources (packets will be distributed) available to educators: films, bibliographies, publications, student networks, and more.

**Samuel Bazzi**, Arab Student Coalition of California, Middle East Students Association, University of Southern California—Los Angeles, California

**Mehdi Bozorgmehr**, Ph.D., Professor of Sociology and Co-Director, Middle Eastern and Middle Eastern American Center, Graduate Center, City University of New York—New York, New York

**Fadwa El Guindi**, Ph.D., Professor of Anthropology, University of Southern California—Los Angeles; and Visiting Professor of Anthropology, Center for Contemporary Arab Studies, Edmund A. Walsh School of Foreign Service, Georgetown University—Washington, D.C.

**Rosina Hassoun**, Ph.D., Professor, Center for Integrative Studies, Michigan State University—East Lansing, Michigan

**Helen Hatab Samhan**, Executive Director, Arab American Institute Foundation—Washington, D.C.

### **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 sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

### **Part III—Impact or Impression: Does Your Mentoring Program Really Make a Difference?**

Many Multicultural Affairs offices have some type of mentoring program to help students adjust to campus life. With the amount of resources that go into these programs, do we know if they make an impact or just an impression on the lives of students? Participants will receive information on designing an effective mentoring program that is functional, and makes a positive impact. Discussion in this session will center around training mentors/mentees, effective mentoring practices, the matching process, and common pitfalls in mentoring. Participants who are involved in mentoring programs or who are thinking about creating such programs will benefit from this session.

**Kevin R. Carreathers**, Director, Office of Institutional Diversity, Salisbury University—Salisbury, Maryland

For an overview of sessions comprising the Institute on Multicultural Organizational Development (MCOB), see page 3

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

A three-part institute 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 (MCOB) as a framework for envisioning, directing and sustaining long-term systemic multicultural change efforts. Participants will become familiar with the stages of multicultural organization development, and learn how to implement a multicultural organizational change process. A case study using the Community, Diversity and Social Justice (CDSJ) initiative from the University of Massachusetts at Amherst will be used to illustrate the implementation of an MCOB approach in higher education. Throughout the institute, experiential activities, as well as small- and large group discussions, will provide participants with opportunities to apply theory to practice and to develop an action plan for implementation in their institutions. **MAXIMUM BENEFIT WILL BE DERIVED FOR PARTICIPANTS WHO CAN ATTEND THIS INSTITUTE AS PART OF AN INSTITUTIONAL TEAM**, (consisting of faculty, staff, students and a senior campus administrator), if at all possible. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**CONFERENCE ROOM J**  
Executive Conference Center  
Lower Lobby

### **Part III—Creating the Conditions for Success**

This session will focus on identifying key leadership and support efforts that create the conditions for MCOB success. Academic leaders will have an opportunity to use this framework to consider institutional policies, practices and resource management issues and their relationship to the challenges and opportunities of building a multicultural organization. A panel with representatives from the CDSJ leadership group (Vice Chancellor and Dean level administrators) will discuss their perspectives and implementation successes and challenges. Participants will identify the organizational and personal resources they currently bring to the MCOB change effort and discuss ways to obtain the additional resources they need. Also, participants will leave with an understanding of the most appropriate next steps to take in their efforts to become more multicultural campuses.

**Representatives from the CDSJ leadership group (Vice Chancellor and Dean level administrators)**  
**Bailey Jackson**, Ph.D., former Dean and current Faculty, Social Justice Education Program, School of Education, University of Massachusetts—Amherst, Massachusetts

**Linda Marchesani**, Ph.D., Manager, Workplace Learning and Development and Adjunct Faculty, Social Justice Education Program, School of Education, University of Massachusetts—Amherst, Massachusetts

For an overview of sessions comprising the Institute on Multiracial Students and Identity, see page 3

### **INSTITUTE ON Multiracial Students and Identity**

A three-part, highly interactive institute provides a greater understanding of racial identity development in multiracial people from theoretical and applied perspectives. Using racial identity development as a guiding framework, the sessions also explore the response of different racial communities to the topics of multiracial people and multiracial identity. The institute allows participants to assess their own campus' level of inclusion of multiracial students, and to develop specific, detailed action plans to implement at their institutions. Sessions provide an overview of prominent models of racial identity development, opportunities to explore theoretical and personal assumptions about multiracial identity, and avenues for coalition building between different racial communities and multiracial people. The institute utilizes presentations, small- and large-group discussion, case studies, and a dialogue with a panel of multiracial students. Each participant will develop a specific action plan related to increasing the participation and inclusion of multiracial students in various areas of campus life. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:45 a.m.  
**CONFERENCE ROOM I**  
Executive Conference Center  
Lower Lobby

### **Part III—Responding to Student Needs on Campus and the Creation of Action Plans**

This session provides participants with first hand perspectives on being a multiracial student today through discussion and dialogue with a panel of students representing different campus settings. Using a comprehensive assessment tool and other organizational models, participants then identify areas and strategies for applying information from the institute to issues facing their own campuses. Each participant will create a detailed action plan for creating a more inclusive environment for multiracial students. This session also includes extensive discussion of larger issues raised over the course of the institute and the sharing of resources related to multiracial students and identity.

**Kiyomi Burchill**, Undergraduate Student, Comparative Studies in Race and Ethnicity/Political Science Major, Stanford University—Stanford, California

**Candice Espinoza Coots**, Undergraduate Student, Electronic Media Major, University of Oregon—Eugene, Oregon

**Eric Hamako**, Doctoral Student, Social Justice Education, University of Massachusetts—Amherst, Massachusetts

**Maya G. Jackson**, Undergraduate Student, Engineering Science Major, Tufts University—Medford, Massachusetts

**Charmaine L. Wijeyesinghe**, Ed.D., Consultant in Organizational Development and Social Justice—Delmar, New York

For an overview of sessions comprising the Institute for Professional Women in the Academy, see page 3

#### **INSTITUTE FOR Professional Women in the Academy**

This institute is designed for professional women in the academy who seek to develop personal goals and strategies for leadership development. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**CONFERENCE ROOM E**  
Executive Conference Center  
Lower Lobby

### **Systemic Discrimination at Research Universities? Many Women Students...Few Women Professors**

This session will explore the barriers that continue to limit women's enrollment and employment in math, science and engineering disciplines in higher education. Recent comprehensive studies have shown that pervasive disparities in the representation of women and men remain in the top 50 research universities in each discipline. This presentation will discuss the data, as well as some of the underlying barriers that women confront in the academic community. It will also address strategies to address these barriers, relying, among other things, on rights protected under federal anti-discrimination laws.

**Elena Silva**, Ph.D., Director of Research, American Association of University Women Educational Foundation—Washington D.C.

**Jocelyn Samuels**, J.D., Vice President for Education and Employment, National Women's Law Center—Washington, D.C.

For an overview of sessions comprising the Institute on Teaching for Equity and Excellence Across Academic Disciplines, see page 4

#### **INSTITUTE ON Teaching for Equity and Excellence Across Academic Disciplines**

A three-part, interactive institute designed primarily for university and college faculties from a range of academic disciplines who want to examine issues of equity in their home institutions or academic departments, their own classrooms, and their teaching practice. The institute will present frameworks for examining equity and excellence, explore ways to expand and enrich faculties' knowledge and skills, and develop strategies for change in their own institutions. Our underlying theme will be the importance of equitable teaching practice in supporting academic excellence from diverse groups of students. Faculties from all academic disciplines are invited to participate. Participants are urged to bring to this Institute the curricular and teaching/learning materials from one course they wish to examine and transform. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**CONFERENCE ROOM F**  
Executive Conference Center  
Lower Lobby

### **Part III—Strategies for Change**

Faculty participants will designate the steps needed to achieve specific course change plans, based upon their examination of their current practice and needed knowledge and skills in Parts I and II of this Institute. Participants will work to support each other's efforts to prioritize their dimensions of change into small steps they can take back at their home campuses. Participants course-change plans will take into account anticipated obstacles and support at their home campus. Our commitment will be to enable faculty to develop a plan which they can adopt in their teaching, and which will enable them to develop more inclusive and equitable classrooms and also to build supportive peer networks in their home institutions.

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

**Barbara Love**, Ph.D., Professor of Education, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

For an overview of sessions comprising the Institute on The Excellence Through Diversity Institute: Mainstreaming Assessment for Effective Leadership and Progressive Change, see page 4

### **INSTITUTE ON The Excellence Through Diversity Institute: Mainstreaming Assessment for Effective Leadership and Progressive Change**

A three-part institute introduces participants to the Excellence Through Diversity Institute and its role as a leadership development resource for many campus and community initiatives. At the University of Wisconsin, there are 5-year long diversity-grounded professional development opportunities serving the full workforce—faculty, classified staff, academic staff and administrators. They address the critical need for a world-class educational institution to move beyond simply acknowledging and celebrating diversity toward proactively engaging diversity for excellence. These systemic capacity-building communities help advance higher education's diversity and multicultural vision beyond a basic access agenda toward a much more challenging success-for-all agenda. They jointly offer a multi-tiered menu of learning and networking resources—multiple points of entry that require different levels of preparation and commitment for participation. Also, they support the creation of authentically inclusive and vibrantly responsive teaching, learning and working environments that are conducive to success for all. This institute will focus on the mission, vision and dynamically developmental work of the Excellence Through Diversity Institute. It will especially spotlight the interactive role of responsive assessment, evaluation and action planning at multiple levels—personal, interpersonal and organizational. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**RIVERSIDE BALLROOM**  
Third Floor

### **Part III—Enacting Authentically Inclusive and Responsive Environments: Putting Wheels Under Your Campus Vision**

This session draws together deliberations from the previous two sessions as a foundation for small groups' brainstorming and exploring the implications for their campus community. Participants will build upon the mapping of their campus climate improvement initiatives started in Session I; zero in on the workforce-focused initiatives; and examine the extent to which those approaches are vertically and horizontally aligned and synergistic. There will also be an emphasis of how to embed the assessment/evaluation processes into the natural rhythms of the initiative, so that all three drivers work for and within one's interventions. Notably, this approach provides for relevant knowledge creation (to inform) and ongoing development toward excellence (to inform), as well as for accountability compliance (to prove).

**Hazel Symonette**, Ph.D., 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 Leadership and Empowering the Activists in Students, see page 4

### **INSTITUTE ON Leadership and Empowering the Activists in Students**

This institute is designed to address critical student issues and concerns. The overall intent is to have the students complete the institute with an enhanced sense of self, campus community and world at large; to explore leadership development, as well as cross-cultural communications; and to find the passion to become an activist. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**RIVERSIDE SUITE**  
Third Floor

### **Outside the Circle**

This program explores the roots of ignorance, a key to forging new understandings. The presenter will ask audiences to consider the “Real Words” that segment diversity offices and multicultural students from the rest of their campus community. Students will be encouraged to examine the thought, practice and behavior of all individuals as it pertains to diversity, and in doing so, challenge the manifestations of ignorance and hopelessness. This session addresses the areas of culture, race, ethnicity, gender, sexuality, disabilities, discrimination, and prejudice. Most of all, this program asks students to take a personal look at the decisions and actions each of them has taken and could take to make their community a more accepting, loving place.

**Leon Williams**, Director, Intercultural Programs, Buena Vista University—Storm Lake, Iowa

For an overview of sessions comprising the Institute on Diversity and International Fundraising: Cultivating Alumni, Friends, and Corporate Partners, see page 2

### **INSTITUTE ON Diversity and International Fundraising: Cultivating Alumni, Friends, and Corporate Partners**

From the classrooms to the board rooms, administrators, faculty, staff, students, and alumni have to work with diverse and international donors. In development today, the changing demographics in America coupled with the lessening of public funding for higher education, are forcing our universities to look beyond the traditional means of fundraising. Higher education institutions must begin to cultivate and train development officers who can meet this paradigm shift into diversity and international fundraising. An eight-part institute will provide strategic tips on how to cultivate and solicit diverse donors from your alumni pool, corporate and foundation supporters, and from non traditional donors. From the baby boomers to the generation X'ers participants will gain insights into successful techniques to reach fundraising goals. The institute is designed for both the novice and experienced fundraiser or volunteer. A Certificate of Participation will be available for persons with documented attendance at all sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30 -10:00 a.m.  
**EMPIRE EAST**  
Second Floor

### **Part VII—Expanding Beyond Our Boundaries Into International Fundraising Markets: Case Studies**

As we expand fundraising to beyond our borders, what are the unique requirements for fundraising among our international alumni, friends, and corporate partners? What are the similarities with fundraising among domestic multicultural constituents? Can we apply some of the same development techniques and/or what are the major differences? Case studies will include fundraising in Asia, Europe, Africa, and Latin America.

**Grace Y. Hwang**, J.D., Director of Development, International Programs and Hale Library; Assistant Professor, Leadership Studies, Kansas State University—Manhattan, Kansas (Facilitator)  
**Joseph Johnson**, Esquire, Founder, Infinity Worldwide Solutions—Jonesboro, Georgia  
**Suzanne Mayo-Theus**, CEO, Mynette Management—Manhattan, Kansas; Fundraising Consultant, Kansas State University Foundation—Manhattan, Kansas (Facilitator)  
**Sarah Moten**, Director, Diversity Program, U.S. Agency on International Development—Washington, D.C.  
**David Wilkins**, Vice President of Diversity, American Red Cross—Washington, D.C.

10:15 a.m.-noon  
**EMPIRE EAST**  
Second Floor

### **Part VIII—Fundraising: Up Close and Personal**

Bring your sample proposals or outlines of proposals for Review and suggestions by the facilitators and panelists. Depending on the numbers submitted, we can either do this one-on-one or as a group discussion.

9:30 a.m.-noon  
**CENTRAL PARK WEST**  
Second Floor

## MAJOR WORKSHOP 1



### Equity, Excellence, and Accountability

Tests, tests, and more tests. It seems that students are being faced with a myriad of assessments these days. Educational institutions from primary schools to colleges and universities are in constant assessment mode, but may be unaware of its value for students, faculty and staff. The session presents issues, trends and potential for enhancing achievement levels. It aims to address the challenges faced by educators and institutions such as low student performance, retention, over-enrollment, graduation, or institutional accountability. The presentation will give attention to the latest research studies, developments, and changes in assessments and how they address these growing concerns in light of the demographic changes in our country. Participants will learn how the College Board's Advanced Placement (AP), New SAT, CLEP (credit-by-examination), ACCUPLACER (largest online placement exam), and other assessments and initiatives are connecting students to college success.

**Rita M. Cepeda**, Ph.D., Interim Superintendent/President, Compton Community College—Compton, California

**Edmund G. Gordon**, Ph.D., Professor Emeritus, Yale University, Teachers College—New Haven, Connecticut

**Sandra Miller Holst**, Director-ACCUPLACER, The College Board—New York, New York

**Jerome A. Lucido**, Ph.D., Vice Provost, Admissions and Enrollment Management, University of North Carolina—Chapel Hill, North Carolina

**Karen Yoshino**, Executive Director-SAT, The College Board—New York, New York

**The College Board** is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,500 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

10:00 a.m.-6:00 p.m.  
**LENOX BALLROOM**  
Second Floor

## EXHIBITOR SHOWCASE AND RESOURCE CENTER

(Open daily 10:00 a.m.-6:00 p.m. through Saturday, June 4)

noon-12:45 p.m.

## INFORMAL NETWORKING MEETINGS

(For more information, see page 23)

12:45-1:00 p.m.  
**METROPOLITAN BALLROOM**  
Second Floor

## OPENING AND WELCOMING REMARKS



**Belinda P. Biscoe**, Ph.D., Assistant Vice President, University Outreach, Public and Community Services Division, College of Continuing Education, The University of Oklahoma—Norman, Oklahoma

1:00-1:45 p.m.

## CONFERENCE OPENING PLENARY SESSION

**METROPOLITAN BALLROOM**  
Second Floor

For a dialogue with Clarence Page, see below



**Keynote Address:**  
**Getting the Diversity Story Right**

**Clarence Page**, Pulitzer Prize Winning Columnist and Editorial Board Member, *Chicago Tribune*

Clarence Page, the 1989 Pulitzer Prize winner for Commentary, has been a columnist and a member of the newspaper's editorial board since July 1984. His column is syndicated nationally by Tribune Media Services and he does twice-weekly commentary on WGN-TV, Chicago. Page is a frequent guest panelist on "The McLaughlin Group," and recently "Meet The Press" with Tim Russert, as has been seen on ABC's "This Week." He has also been a regular contributor of essays to the "Lehrer News Hour" and a host of documentaries on the Public Broadcasting System. He is a regular panelist on Black Entertainment Television's (BET) weekly "Lead Story" news panel program and a biweekly commentator for National Public Radio's (NPR) "Weekend Sunday." Page's awards include a 1980 Illinois UPI award for community service for an investigative series titled "The Black Tax" and the Edward Scott Beck Award for overseas reporting of a 1976 series on the changing politics of Southern Africa. Clarence Page also participated in a 1972 Chicago Tribune Task Force series on vote fraud which won the Pulitzer Prize. He has also received awards from the Illinois and Wisconsin chapters of the American Civil Liberties Union for his columns on civil liberties and constitutional rights. He was inducted into the Chicago Journalism Hall of Fame in 1992. As a freelance writer, he has published articles in *Chicago Magazine*, the *Chicago Reader*, *Washington Monthly*, *New Republic*, *Wall Street Journal*, *New York Newsday*, and *Emerge*. His new book, *Showing My Color: Impolite Essays on Race and Identity*, has been published by Harper Collins. Page received his Bachelor of Science in journalism degree from Ohio University and has received honorary degrees from Columbia College in Chicago and Lake Forest (Illinois) College.

2:30-3:30 p.m.

## INFORMAL DIALOGUE WITH CLARENCE PAGE

**METROPOLITAN WEST**  
Second Floor

2:30-3:45 p.m.

## 75-MINUTE CONCURRENT SESSIONS

2:30-3:45 p.m.

**CONFERENCE ROOM L**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Novice and Intermediate

### Curriculum Transformation: Alternative Approaches to Change

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

This session describes two approaches to curriculum transformation. The first model "Difference, Power and Discrimination Program" (DPD) is from Oregon State University. The second model is an adaptation of the DPD model by a consortium of small colleges (St. Bonaventure University, Alfred University, and Alfred State College) in western New York state. The first model requires an institutional commitment to curricular change, while the second model is an additive/piecemeal approach to curriculum transformation. Presenters will explain the differences between these approaches, their strengths and weaknesses, as well as how different two approaches to curriculum transformation can help different institutions with different missions, cultures, religious affiliations, racial and ethnic populations move toward curriculum reform. This session should particularly benefit faculty, administrators and change agents who are interested in various approaches to curriculum transformation.

**Robert P. Amico**, Ph.D., Professor, Department of Philosophy, St. Bonaventure University—  
St. Bonaventure, New York

**Donna A. Champeau**, Ph.D., Associate Professor, Department of Public Health, Oregon State  
University—Corvallis, Oregon

**Susan M. Shaw**, Ph.D., Associate Professor and Director, Women Studies, Oregon State  
University—Corvallis, Oregon

2:30-3:45 p.m.  
**CONFERENCE ROOM H**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice

### **Ball State University's Guide to Recruiting a More Diverse Faculty**

◆◆ Case Studies/Model Programs ◆◆

This session describes the ongoing efforts of the College of Sciences and Humanities Task Force on Diversity to study, catalog, and share best practices in conducting faculty searches that yield a higher than customary proportion of under-represented faculty. In 2003-2004 the Task Force produced a 34-page guide and hosted a series of successful workshops for department chairs and personnel committees. Since last year, in addition to updating the guide, the Task Force is developing a practical assessment instrument and exploring best practices in faculty retention. This session should particularly benefit those who wish to increase institutional commitment to recruiting and retaining a more diverse faculty, especially in large state institutions which have historically served majority populations.

**Ione Y. DeOllos**, Ph.D., Associate Professor, Department of Sociology, Ball State University—Muncie, Indiana

**Susan M. Johnson**, Ph.D., Associate Dean, College of Sciences and Humanities, Ball State University—Muncie, Indiana

**Robert C. Nowatzki**, Ph.D., Assistant Professor, Department of English, Ball State University—Muncie, Indiana

2:30-3:45 p.m.  
**CONFERENCE ROOM C**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** All

### **Posse: College Access, Youth Leadership and Campus Change**

◆◆ Case Studies/Model Programs ◆◆

This session will discuss a unique program that aims to level the playing field for selective institutions of higher education by addressing the issues of recruitment and retention of students from diverse backgrounds. The success of The Posse Foundation, a college access and youth leadership development program that identifies and sends student leaders in groups called "Posses" from urban public high schools to top college campuses across the United States, will be thoroughly examined. This session should particularly benefit those who are interested in higher education, college-access, retention, and diversity issues, as well as those who are interested in the cohort model.

**Deborah Bial**, Ed.D., President and Founder, The Posse Foundation—New York, New York

**Shirley Ramirez**, Ph.D., National Director of Operations, The Posse Foundation—New York, New York

2:30-3:45 p.m.  
**CONFERENCE ROOM D**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** All

### **What We Know About Hispanic Test Takers in the United States: Issues, Trends, and Potential for Enhancing Achievement Levels**

◆◆ Research/Assessment/Evaluation ◆◆

This session offers important information for educators who work with Hispanic students. Drawing from College Board and other data sources, this session will provide a comprehensive portrait of U.S. Hispanic student characteristics. A particular emphasis will be placed on what is known about test-taking behavior and college admission exams, credit by examination and placement outcomes. Presenters will provide information on the results of an analysis for Hispanic test takers over a ten-year period, and the discussion will be emphasized on to what is known about the students' academic preparation (via coursework), socioeconomic characteristics (language, family income, parent education), and variations in achievement levels (via Advanced Placement, SAT I and SAT II scores). Presenters will also show how this profile can be utilized as evidence for specific education intervention efforts.

**Frances E. Contreras**, Ph.D., Assistant Professor, Educational Leadership and Policy Studies, College of Education, University of Washington—Seattle, Washington

**Adriana Flores-Ragade**, Manager, New SAT Outreach, The College Board—New York, New York

**Rafael Magallan**, Director, State Services (California), The College Board—New York, New York (Moderator)

**Jonell Sanchez**, Manager, Higher Education Assessments, The College Board—New York, New York



2:30-3:45 p.m.  
**SUITE 4501**  
Forty Fifth Floor

**Level of Experience:** All

### **Study Abroad: One Approach to Educating Students of Color**

◆◆ Case Studies/Model Programs ◆◆

In this session, presenters will discuss about an initiative at the University of Minnesota to encourage students of color to study abroad. While most agree that studying abroad can be life changing experience for students, this has not translated into the numbers of students of color that study abroad. Nationally, less than 10% of the students who study abroad are students of color. This initiative has assisted in doubling the number of students that studied abroad in the past year. Presenters will describe how this program has assisted students of color with awareness, involvement and self-efficacy for studying abroad. This session should particularly benefit those who want to enhance the quality of life for culturally diverse students on predominantly white campuses.

**Lizette Bartholdi**, Counselor Advocate/Academic Advisor, General College, University of Minnesota—Minneapolis, Minnesota

**Rudy Hernández Jr.**, Admissions Coordinator and Academic Advisor, General College, University of Minnesota—Minneapolis, Minnesota

**Jeannie Frances Stumne**, Counselor Advocate/Academic Advisor, General College, University of Minnesota—Minneapolis, Minnesota

2:30-3:45 p.m.  
**LIBERTY SUITE 1 AND 2**  
Third Floor

**Level of Experience:**  
Intermediate

### **Undergraduate Research: The Effects of Programmatic Socialization for Graduate School and Career**

◆◆ Research/Assessment/Evaluation ◆◆

This session examines the effects of participation in undergraduate research and how socializes students to aspects of graduate education, career, and life course decisions. Socialization is the process by which individuals become integrated into an organization or system. Study findings presented in this session, indicate that formal socialization experiences played a more significant role in students' graduate school and career plans while informal socialization strongly influenced students' life-course plans. The population under study consists of 356 participants of the 2003 Summer Research Opportunities Program (SROP) across eleven Research I Institutions. Subjects are undergraduate U.S. citizens or permanent residents, typically juniors, attending four-year, accredited institutions in the United States and Puerto Rico. Most participants are members of underrepresented minority groups. This study may have implications for the recruitment and retention of future graduate students. This session should particularly benefit those who are engaged in academic program or student development and those with interest in the research finding program for undergraduate students.

**Kathryn Julianna Johnson**, Doctoral Candidate, Educational Policy and Administration, Higher Education; Associate Administrator, Diversity Office, Graduate School, University of Minnesota—Minneapolis, Minnesota

2:30-3:45 p.m.  
**CONFERENCE ROOM J**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice

### **Cross Racial Female Mentoring at a Predominantly White Southern University: Teaching and Learning From Personal Experiences**

◆◆ Case Studies/Model Programs ◆◆

This session is designed to facilitate interaction and discussion about the issue of mentoring, particularly cross-racial mentoring among women. Presenters will provide a definition on mentoring and will address its role in academia. The session will examine the importance of considerations in cross race and same race mentoring. Participants will be engaged in a panel discussion with presenters on personal mentoring experiences. The session will focus on the career and psychosocial functions of mentoring, power differentials, and privilege and how these issues have played out in their mentoring relationships. Attention will also be given to the role of perceived favoritism and its influence on the development of cross racial mentoring relationships in faculty/student and faculty/faculty dyads, especially when the potential mentor is an administrator. This session should particularly benefit those who are involved in current cross-racial mentoring relationships, or those interested in developing mentoring relationships.

**Dana K. Harmon**, Doctoral Candidate, School of Social Work, The University of Alabama—Tuscaloosa, Alabama

**Debra Nelson-Gardell**, Ph.D., Associate Professor, School of Social Work, The University of Alabama—Tuscaloosa, Alabama

**Lucinda Roff**, Ph.D., Professor, School of Social Work, The University of Alabama—Tuscaloosa, Alabama

**Cassandra E. Simon**, Ph.D., Assistant Professor, School of Social Work, The University of Alabama—Tuscaloosa, Alabama

2:30-4:00 p.m.

## 90-MINUTE CONCURRENT SESSIONS

2:30-4:00 p.m.  
**CONFERENCE ROOM K**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice and Intermediate

### **Recruitment, Retention and Career Enhancement Programs for African-American Faculty and Upper-Level Administrators: A Look at Three Programs Implemented at Tennessee Board of Regents Institutions**

◆◆ Case Studies/Model Programs ◆◆

This session examines the implementation of three recruitment, retention and career enhancement programs for administrators and faculty within the Tennessee Board of Regents' system: (1) Visiting Scholars Program, (2) the Pre/Post-Doctoral Program, and (3) the Maxine Smith Fellows Program. Presenters will discuss various activities implemented by the program and how participants and the Tennessee Board of Regents' system benefit from the experience. Covered within this presentation will be the process of organizing the program, implementation of and participation in the program and a means for measuring outcomes. The session should particularly benefit those persons involved in program development, specifically in the areas of administrative and faculty retention.

**Elizabeth H. McClaran**, Coordinator, Tennessee Board of Regents—Nashville, Tennessee  
**Sidney A. McPhee**, Ed.D., President, Middle Tennessee State University—Murfreesboro, Tennessee  
**Wendy J. Thompson**, J.D., Special Assistant to the Chancellor, Tennessee Board of Regents—Nashville, Tennessee

2:30-4:30 p.m.

## 2-HOUR CONCURRENT SESSIONS

2:30-4:30 p.m.  
**CONFERENCE ROOM E**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Advanced

### **I've Read the Articles, Seen the Movie, Attended the Workshops, Now What? Moving to Further Action on Systems of Privilege**

◆◆ Interactive Training ◆◆

This session is for those who have been learning about privilege, educating others about privilege, and working to dismantle privilege systems—and now wants to take action against privilege with wider imagination and broader reach. A primary working assumption of this session is that educators and activists have had many successes in addressing privilege, and many disappointments and setbacks as well. Through an interactive approach, participants will identify various actions they have taken while intervening around privilege in a variety of situations and then look deeply at where they have become stuck in their privilege work. After identifying the conditions that interfere with taking action, the group will generate steps that can help individuals move forward into the future—steps that involve imagination, creativity and courage. This session should particularly benefit those who are working to educate others about privilege and who desire more strategies and support for taking the daring counter-cultural work of weakening privilege systems.

**Victor Lee Lewis**, Co-Director and Founder, Center for Diversity Leadership—Berkeley, California  
**Peggy McIntosh**, Ph.D., Associate Director, Center for Research on Women, Wellesley College; Founder and Co-Director, National SEED Project on Inclusive Curriculum—Wellesley, Massachusetts  
**Hugh J. Vasquez**, Co-Director, Center for Diversity Leadership, and Founder, TODOS Institute—Walnut Creek, California

2:30-4:30 p.m.  
**CONFERENCE ROOM B**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Intermediate

### **It's Great to Be a Girl/THREADS Program: An Innovative Approach to College Students Mentoring Middle Students and Learning From Each Other**

◆◆ Case Studies/Model Programs ◆◆

This session presents two successful mentoring programs targeted toward middle school students, with campus students as mentor at the University of Michigan. While campuses often overlook leadership development opportunities for campus students who serve as mentors, the University of Michigan utilizes these two programs "It's Great to be a Girl" program that is for female middle school students and the THREADS (Truth, Honor, Respect, Education And Development of Self) program was developed for males. Presenters will discuss both programs, common and complementary goals that are achieved through different programmatic objectives. Both programs also place high emphasis on extensive leadership training for the 25-30 college students who participate as mentors, which provides a significant benefit to the college students participants. Presenters also will discuss why they have separate programs for the middle school males and females. This session should particularly benefit those who are interested in developing or expanding pre-college programs on their campuses.

**Theda D. Gibbs**, Program Associate, Pre-College Programs, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan  
**Lumas J. Helaire**, Doctoral Candidate, Education and Psychology; Program Co-Coordinator, THREADS Program, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan  
**Carole Lapidos**, Program Co-Coordinator, It's Great to Be a Girl Program, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan  
**John Matlock**, Ph.D., Associate Vice Provost, Academic Affairs and Director, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan  
**Brian Sims**, Doctoral Candidate, Education and Psychology; Program Co-Coordinator, THREADS Program, University of Michigan—Ann Arbor, Michigan

2:30-4:30 p.m.  
**LIBERTY SUITE 3**  
 Third Floor

**Level of Experience:**  
 Advanced

**Diversity Scorecard: A Model for Long- and Short-Range Planning for Institutional Change**

◆◆ Long- and Short-Range Planning ◆◆

This session examines Loyola Marymount University's formulation of the Diversity Scorecard, and its content and implementation. Diversity Scorecard is a comprehensive plan for creating structural and attitudinal changes that promote and support achievement of equity in educational outcomes for the university's Latino/a, African-American and Asian/Pacific-Islander students. The interactive format of this session will shape the closing site-specific activity. Participants will be guided through an organizational self-reflection tool that will allow them to identify factors of their own institution's history, politics, internal and external resources, which may support the development and implementation of a Diversity Scorecard. This session should particularly benefit university administrators involved in leading institutional change, especially the improvement of educational outcomes for students of color.

**Marcia L. Albert**, Ph.D., Director, Learning Resources Center, Loyola Marymount University—Los Angeles, California  
**Andrea Clemons**, Ph.D., Director, Teach for America, Loyola Marymount University—Los Angeles, California  
**Suzanne Frentz**, Ph.D., Associate Dean, Professor, College of Communications & Fine Arts, Loyola Marymount University—Los Angeles, California  
**Brian Hu**, Ph.D., Director, Institutional Research, Loyola Marymount University—Los Angeles, California  
**David G. Killoran**, Ph.D., Professor and Chair, Department of English, Loyola Marymount University—Los Angeles, California  
**Abbie Robinson-Armstrong**, Ph.D., Assistant to the President for Intercultural Affairs, Loyola Marymount University—Los Angeles, California  
**Marshall K. Saucedo**, Associate Dean, Ethnic and Intercultural Services, Loyola Marymount University—Los Angeles, California

2:30-4:30 p.m.  
**CONFERENCE ROOM F**  
 Executive Conference Center  
 Lower Lobby

**Level of Experience:** Novice  
 and Intermediate

**10 Ways to Fight Hate on Campus**

◆◆ Interactive Training ◆◆

When hate strikes your campus, will you be ready? "10 Ways to Fight Hate on Campus" offers the tools needed to prepare your campus community to face and address the challenges posed by hate. Whether your campus is plagued with the use of demeaning and insensitive language or Ku Klux Klan attempts to recruit your students, this interactive session will demonstrate the tools needed to respond effectively and send a clear message that hate has no place in your campus community. This session should particularly benefit those administrators who are seeking to build a campus community that deters hate and promotes inclusion.

**Brandon Wilson**, College Outreach Associate, Southern Poverty Law Center—Montgomery, Alabama

2:30-5:30 p.m.

**EMPIRE WEST**  
Second Floor

### **MAJOR WORKSHOP 2**

#### **Practical Steps Toward Promoting the Educational Benefits of Diversity: How Federal Laws Can Operate to Enhance Effective Strategic Planning for Higher Education Institutions**

This session will provide higher education officials with practical planning tools informed by federal legal analysis that can help them effectively work to further their diversity-related goals while minimizing legal risk. Included in this session will be a discussion of central strategic planning strategies and steps that higher education institutions should consider when developing and implementing race- and ethnicity-conscious admissions, financial aid, recruitment, outreach and retention policies.

**Arthur L. Coleman**, Esquire, Holland & Knight—Washington, D.C.

2:30-5:30 p.m.

**CENTRAL PARK EAST**  
Second Floor

### **MAJOR WORKSHOP 3**

#### **Doors of Opportunity Opening or Closing: We are Using Tax Credits and Tuition Discounts to Appease Middle-Class Voters—Instead of Expanding Educational Opportunity**

This session introduces an emerging perspective to address the growing divergence between reality and policy. Reality produces two policy imperatives such as: (a) expand higher education participation and (b) to do so by effectively engaging the growing low income/minority populations in higher education. The presenter will discuss how increasingly the policy is disconnected from these realities. Discussion will include the following: (1) the federal government is moving away from need-based students financial aid, (2) states are shifting the costs of higher education from taxpayers to students largely without regard to the differences in students' abilities to pay these higher costs, and (3) 4-year colleges and universities are increasingly practicing with objectives of profit and prestige in regard to enrollment management—not addressing these public policy challenges. The consequences of this divergence between policy imperatives and policy choices are that college participation rates have stopped growing in the U.S. (while they are growing rapidly in the rest of the world), and higher education is now contributing to growing income disparity in the U.S. The presenter will share his belief on how this is fundamentally un-American, and this course over the last 25 years is taking us back to the European class system that many of our ancestors fled in search of opportunity here.

**Thomas G. Mortenson**, Senior Scholar, PELL Institute, Postsecondary Education Opportunity—Oskaloosa, Iowa

2:30-5:30 p.m.

**CENTRAL PARK WEST**  
Second Floor

### **MAJOR WORKSHOP 4**

#### **Faculty Diversity: Problems and Solutions**

What blocks the entry and advancement of women and especially minorities in the professorate? What cognitive errors and shortcuts do majority academic power-holders unwittingly make during job searches, tenure reviews, and other evaluation processes—that result in their consistent undervaluing of women and minorities? How can these cognitive errors be prevented and how can other related barriers, such as dysfunctional departmental practices, be removed? This will be a highly interactive session, using case studies.

**Judy (J.J.) Jackson**, Ph.D., Dean of the College, Vassar College—Poughkeepsie, New York  
**JoAnn Moody**, Ph.D., Diversity Consultant—San Diego, California

2:30-5:30 p.m.

### MAJOR WORKSHOP 5

**RIVERSIDE SUITE**  
Third Floor

**Sovereignty of Indigenous Education: Our Voice in Native Language, Culture and Literacy**  
While American Indian people have experienced a myriad of traumas both as a direct and indirect result of more than 500 years of colonization, a powerful traditional spiritual essence has managed to survive and persist. Native people are entering a new era of constructive individual and collective awareness to forward a “post colonial paradigm” which accepts and legitimizes native epistemology. Tribal leaders have identified the preparation of Native students to effectively meet the challenges that face indigenous communities as a high priority, therefore, the incorporations of Native cultures, languages, and values are vital attributes of many American Indian programs today. The session probes historical events in Indian affairs over the past century for evidence of the dialogic process through which Indian people have come to a critical awareness of their social, political, and economic oppression and have initiated action to transform their situation. A dualistic conceptual framework will examine the interaction of language, culture and schooling in a variety of contexts and settings. Narrowing the focus, the second part of the session will examine current research and effective practices in indigenous peoples education which accepts and legitimizes Native world view and values Native epistemological forms.

**Octaviana V. Trujillo**, Ph.D., Chair, Applied Indigenous Studies Department, College of Social Behavioral Sciences, Northern Arizona University—Flagstaff, Arizona

2:30-5:30 p.m.

### MAJOR WORKSHOP 6

**NEW YORK BALLROOM EAST**  
Third Floor

**Afro-Latino Popular Culture**  
Latinos are commonly counter-posed against African Americans in mutually exclusionary terms: either you are Hispanic or you are Black. Little if any attention goes to the huge though uncounted Black Latino population, the group that fits neatly in neither the Hispanic nor the Black category and yet may play a decisive role in the emerging cultural configurations and political alignments of our times. In this session presenters will examine the profound sociological and cultural implications of the growing Afro-Latino presence in light of recent theorizing on race and diasporas. After an overview of the historical background of African-descendant peoples in the Spanish-speaking Americas, presenters will then trace the longstanding social experience of Black Latinos in the United States. There will be a focus on narrative accounts of Afro-Latino life and on the traditions of cultural expression; special attention will go to Afro-Latino poetry and to the rich history of Afro-Latino music through the generations from rumba, mambo and Cubop to salsa, Latin soul and hip-hop. A concluding discussion will turn to the possible theoretical and political consequences of this increasingly self-conscious transnational identity formation.

**Juan Flores**, Ph.D., Professor, Department of Africana and Puerto Rican/Latino Studies, Hunter College, City University of New York—New York, New York  
**Myriam Jiménez Román**, Independent Researcher—New York, New York

2:30-5:30 p.m.

### MAJOR WORKSHOP 7

**NEW YORK BALLROOM WEST**  
Third Floor

**Caucus for Experienced Professionals: What Do We Need to Do the Work We Do?**  
In this interactive session, presenters will raise a series of questions for discussion: (1) How can annual conferences such as NCORE continue to challenge those of us who have been in the field for a long time? (2) What do we need to remain alive and passionate about what we do? (3) What kinds of learning opportunities do we need to push us to ask different questions and ask questions differently? and (4) How can we best learn from each other about what is working and not working at institutions across the country? Because of our conversations with one another, this session will not only energize us to stay in the fray, it will also provide input for future conference programming.

**Pamela Huang Chao**, Professor of Sociology, American River College—Sacramento, California  
**Frances E. Kendall**, Ph.D., Consultant on Organizational Change and Communication, Specializing in the Issues of Diversity—Albany, California

2:30-5:30 p.m.

### MAJOR WORKSHOP 8

#### RIVERSIDE BALLROOM

Third Floor

#### Ethics Today: On Campus and in the World

Ethical issues have always been a part of everyday life, but today it seems that they are more in the news than ever. Individuals, corporations, universities, and organizations of all types are constantly challenged to uphold standards of integrity, honesty, respect, as well as decency; and they often seem to fail the challenge. More profoundly, many of us find it increasingly difficult not only to “do the right thing,” but even to know what the right thing is. Through interactive projects such as dialogues, role-plays, and case studies, this session will try to help us think through the challenge of doing right in today’s world.

**Gregory Velazco y Trianosky**, Ph.D., Chair and Professor, Department of Philosophy, California State University—Northridge, California

2:30-5:30 p.m.

### 3-HOUR CONCURRENT SESSIONS

2:30-5:30 p.m.

#### CONFERENCE ROOM I

Executive Conference Center  
Lower Lobby

#### The SMILE Program: A University Model That Supports the Higher Education Aspirations, Academic Success, and Educational Attainment of Underrepresented Students

◆◆ Case Studies/Model Programs ◆◆

This session details a 17-year program with a primary focus of increasing the number of historically underrepresented minority and other educationally underserved students who graduate high school, interested in and prepared to enter higher education and pursue careers in science, mathematics, engineering, health professions, and teaching. The Science & Math Investigative Learning Experiences (The SMILE) program functions as a pipeline for students in grades four through twelve. Presenters will describe the elements of the program, such as professional development workshops, college-connection events, and mentoring programs that have grown to include partnerships that reach 13 school districts and 36 schools. This session should particularly benefit those who are involved in university-community partnerships, practitioners who provide direct service in K-12 outreach, and those who are interested in the academic achievement and educational attainment of underrepresented students.

**SueAnn I. Bottoms**, Doctoral Candidate, Science Education; Associate Director, The Science and Math Investigative Learning Experiences (SMILE) Program, Oregon State University—Corvallis, Oregon

**Eda Davis-Butts**, Doctoral Candidate, Physics; Director, The Science and Math Investigative Learning Experiences (SMILE) Program, Oregon State University—Corvallis, Oregon

2:30-5:30 p.m.

#### SUITE 4901

Forty Ninth Floor

#### From the Source—Multiracial Students Share Their Experiences on the Evolving Multiracial Movement: Practical Information for Faculty, Administrators, Counselors, and Students When Working With Multiracial Students

◆◆ Interactive Training ◆◆

This session will assist faculty, student services administrators, counselors, staff, and interracial students to explore and discuss the following areas and questions: (1) historical issues and highlights in history involving multiracial people; (2) provide a dialogue forum for multiracial students to talk about concerns that they see on campus; (3) help attendees to locate both print and digital resources to assist multiracial students in overcoming isolation and alienation on our often racially polarized campus communities; (4) how to implement residence hall learning models to enhance students feeling involved in the community or a member of the community; (5) campus programming and groups; and (6) future legal, social and identity implications of the evolving multiracial movement for example, allocations of resources based on race—will race matter in the future and why should it, and how does one socially reconcile with perhaps being of half privilege and the other half...not. “Who” will determine the future of the multiracial movement...based on what reference point or paradigm?

**Level of Experience:** All

**Trakia M. Bennett**, Senior Financial Analyst, University of Michigan—Ann Arbor, Michigan  
**Diana Eve Buchanan**, Graduate Student, Family and Child Studies Major, Miami University—Oxford, Ohio  
**Amber Douglas**, Undergraduate Student, Women’s Studies Major, Miami University—Oxford, Ohio  
**Elzora A. Holland**, Coordinator, Academic Program, Comprehensive Studies Program, University of Michigan—Ann Arbor, Michigan  
**Charles G. Ransom**, Coordinator, Multicultural Initiatives, University Library, University of Michigan—Ann Arbor, Michigan  
**Steven A. Ransom**, Director, Student Activities and Organization Leadership, Miami University—Oxford, Ohio  
**Robbie M. Townsel-Dye**, Coordinator, Project Awareness Housing-Residence Education, University of Michigan—Ann Arbor, Michigan

4:00-5:30 p.m.  
**EMPIRE EAST**  
 Second Floor

**SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE**

**A History (and more) of Asian/Pacific Americans**



**Gary Okihiro**, Ph.D., Professor of International and Public Affairs, Columbia University—New York, New York

Gary Okihiro is also the Director of the Center for the Study of Ethnicity and Race and Director of Asian-American Studies Program in Columbia University. His research interests are Asian-American Studies and Southern Africa. He is the author of several recent books on U.S. and African Histories, including *The Columbia Guide to Asian American History and Common Ground: Reimagining American History* (Princeton University Press, 2001). Others include *A Social History of the Bakwena and Peoples of the Kalahari of Southern Africa, 19th Century* (Edwin Mellen Press, 2000), *Whispered Silences: Japanese Americans and World War II*, and *Storied Lives: Japanese American Students and World War II* (University of Washington Press, 1996 and 1999 respectively). Professor Okihiro is the recipient of the lifetime achievement award from the American Studies Association and is a past President of the Association for Asian American Studies.

5:30-6:30 p.m.

**METROPOLITAN BALLROOM**  
 Second Floor

**JOB-ALIKE NETWORKING MEETINGS**

**Multicultural Motivational Icebreaker**

**Special Guest: Dennis Rahiim Watson**, Ph.D., President and CEO, National Black Student/Youth Leadership Council—New York, New York

**Drop-by and get-acquainted informal “job-alike” networking sessions**

- ◆ Senior Administrative Officers
- ◆ Teaching Faculty and Department Chairs, and Academic Program Directors
- ◆ Director of Offices of Affirmative Action, Equal Employment Opportunity, and Minority Affairs
- ◆ Professional Staff of Offices of Student Affairs, Student Support Services, and Student Life
- ◆ Students and Student Leaders
- ◆ Potpourri: Professional Staff in Admissions, Alumni Affairs, Athletic, Financial Aid, Personnel, Public Safety, and other Services Areas
- ◆ Representatives of State and National Institutes, Societies, Associations, Agencies, Commissions, and Foundations

7:00-8:30 p.m.  
**REMI RESTAURANT**  
 Entrance:  
 145 West 53rd Street

**WELCOMING RECEPTION**



**Co-Sponsored by The New York Times**

NCORE would like to acknowledge the contribution by the *New York Times* in support of this event.

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

# DAY AT A GLANCE ■ THURSDAY, JUNE 2

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	<ul style="list-style-type: none"> <li>■ Black Males in Higher Education—Why They Come, Why They Leave, Why They Stay: Strategies for Recruiting, Rewarding, and Retaining Them . . . . .59</li> <li>■ Out of Institutional Shadows and Into Campus Leadership for Diversity: Cultivating Support Staff as Diversity Stake Holders and Educators . . . . .60</li> <li>■ Relational-Cultural Model: An Approach for Facilitating a “Live Encounter” Within Culturally Diverse Student Populations . . . . .60</li> <li>■ Facilitating Success and Retention of Students of Color Through Collaborative Strategies at the University of Washington School of Nursing . . . . .60</li> </ul>
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## THURSDAY, JUNE 2, 2005

8:00-9:00 a.m.  
**METROPOLITAN FOYER**  
Second Floor

### CONTINENTAL BREAKFAST



Co-Sponsored by **The College Board**  
NCORE would like to acknowledge the contribution by The College Board in Support of this event.

8:00-9:00 a.m.  
**CENTRAL PARK WEST**  
Second Floor

### FIRST OFFICIAL MEETING: NCORE NATIONAL ADVISORY COMMITTEE

All members of the National Advisory Committee (NAC) are invited to join The Southwest Center for Human Relations Studies Executive Committee members for our first official meeting.

9:00-9:45 a.m.  
**METROPOLITAN BALLROOM**  
Second Floor

### CONFERENCE MORNING PLENARY SESSION

For a dialogue with Charlotte A. Black Elk, see page 49



#### Keynote Address:

#### **Katela: Teaching Stories of Forty-One Generations of Lakota Women**

**Charlotte A. Black Elk**, Political and Environmental Activist (Oglala Lakota)

Charlotte Black Elk is the great granddaughter of Nicholas Black Elk who gained renown through John Neihardt's *Black Elk Speaks*. She is an activist for Native rights, a scholar of Lakota tradition and western technology. Her most passionate campaign is to have South Dakota's Black Hills returned to her people. Black Elk is the Lakota spiritual leader and primary advocate for return of the Black Hills, and as an authority in the verification of Lakota oral tradition, she lives near Manderson, South Dakota, with her family. The Lakota fully intends to have the Black Hills back. The return of the Black Hills to the Sioux Nation is the beginning of worldwide healing for children of the Earth. The spiritual regaining of the Black Hills must occur before material restoration. It isn't just participating in our ceremonies and life ways but the symbolism and what's involved. If restoration is not successful in our lifetime, our children are prepared to continue the battle. What Black Elk was really crying for was not some metaphorical notion of heaven but that we will be free to be Lakota and practice the ways we were taught. The turning point came when my father died. I kept his spirit for myself and the remembrance of him. I entered the arena from which there is no turning back, whatever the cost. I had lived consciously of what this responsibility meant and knew I could not step away and just be a regular reservation Indian. Black Elk has an undergraduate degree in microbiology from the University of Colorado and a Juris Doctorate also from the University of Colorado. She has been a lawyer to the United Nation and served as legal advisor to the National Congress of American Indians.

10:00 a.m.-6:00 p.m.  
**LENOX BALLROOM**  
Second Floor

### EXHIBITOR SHOWCASE AND RESOURCE CENTER

(Open daily 10:00 a.m.-6:00 p.m. through Saturday, June 4)

10:30-11:30 a.m.

## INFORMAL DIALOGUE WITH CHARLOTTE BLACK ELK

**METROPOLITAN EAST**  
Second Floor

10:30-11:45 a.m.

## 75-MINUTE CONCURRENT SESSIONS

10:30-11:45 a.m.  
**EMPIRE EAST**  
Second Floor

### **Job Satisfaction, Commitment, and Turnover Intentions of Latino and Non-Latino Faculty and Staff in Higher Education**

◆◆ Research/Assessment/Evaluation ◆◆

This session will present the study findings of the job satisfaction, commitment, and turnover intentions of Latino and non-Latino faculty and staff, using data gathered from NCORE members. Presenters will address the types of experiences on the job that can enhance the quality of work life and retention of Latinos, as well as the impact that a satisfied, committed Latino work staff has on the quality of services provided to students. In addition, the session will include a roundtable discussion of issues related to Latino quality of work life, retention, and burnout. This session should particularly benefit those who hire or oversee Latino university professionals, participated in the survey, are Latinos, or are otherwise interested in the quality of work life and retention of Latino faculty and staff.

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

**Aline Masuda**, Doctoral Candidate, Psychology, University at Albany, State University of New York—Albany, New York

**Linda Shanock**, Ph.D., Assistant Professor, Psychology, University at Albany, State University of New York—Albany, New York

**Level of Experience:** Novice

10:30-11:45 a.m.  
**CONFERENCE ROOM K**  
Executive Conference Center  
Lower Lobby

### **Closing the Circle: (Re) Connecting Alumni of Color to Your Campus Community**

◆◆ Case Studies/Model Programs ◆◆

How engaged are your Alumni of Color (AoC) in your campus? Would your students benefit from more interaction with your AoC? This session describes the development and implementation of multicultural alumni affinity groups at Brown University. Alumni Relations currently supports the Inman Page Black Alumni Council, the Asian/Asian American Alumni Alliance, and the Brown University Latino Alumni Council. Presenters will highlight some of the benefits and challenges associated with starting up and maintaining an alumnus' affinity group. Participants will be provided with helpful tips for exploring the feasibility of this model at their own institution and/or alma matter. This session should particularly benefit those who work in multicultural affairs, alumni's relations, or development and are looking for new ways to generate resources and connect community members.

**Mary-Kim Arnold**, Director, Multicultural and Affinity Programs, Alumni Relations, Brown University—Providence, Rhode Island

**Kisa Jo Takesue**, Assistant Dean, Student Life and Coordinator, Third World Center, Brown University—Providence, Rhode Island

**Level of Experience:**  
Intermediate and Advanced

10:30-11:45 a.m.  
**CONFERENCE ROOM D**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate

**The Battle for Equity at UCLA: African Americans—a Decade of Record-Breaking Academic Achievements in the Face of Lowest Historical Admission Numbers**

◆◆ Case Studies/Model Programs ◆◆

This session examines the Pedagogy of Excellence developed over the last 18 years by the Academic Advancement Program (AAP), UCLA's premier undergraduate retention program. The session focus specifically will be on the program's work with undergraduate African American students. Presenters will discuss how AAP's philosophical assumptions, teaching and tutorial pedagogy, as well as counseling methodology have contributed to the huge increases in graduation rates of African American freshman and transfer students at UCLA. The session will examine the major declines in the number of African American freshmen entering UCLA since California eliminated affirmative action in college admissions in 1996, declines that are occurring at the same time that African Americans are graduating at the highest rates in UCLA's history. The session will also present the steps AAP is taking to reverse this downward trend. This session should particularly benefit those who are interested in college access and retention for African American students, practitioners who provide direct services to African American students or other underrepresented students, and students who are interested in taking an active role in access and retention.

**Terry Flennaugh**, Undergraduate Student, Psychology Major, McNair Scholar, University of California—Los Angeles, California

**Phyllis Hart**, Director, Academic Advancement Program Special Initiatives, University of California—Los Angeles, California

**La'Tonya Rease Miles**, Ph.D., Director, Academic Advancement Program, Graduate Mentor Programs, University of California—Los Angeles, California

**Masai Minters**, Director, Academic Advancement Program, Counseling, Mentoring & TRiO Programs, University of California—Los Angeles, California

10:30-11:45 a.m.  
**RIVERSIDE SUITE**  
Third Floor

**Level of Experience:** Novice  
and Intermediate

**Changing the Lenses of Recruitment and Retention to Connect With Communities of Color**

◆◆ Case Studies/Model Programs ◆◆

This session will present an educational and innovative relationship building approach producing cultural-specific recruitment and retention tools to respond to the needs of the largest growing Hmong and Somali immigrant populations in the country by The College of St. Catherine in St. Paul and Minneapolis. Realizing typical written resources such as viewbooks and brochures are not as effective in educating families and often does not resonate with communities of color and first generation college students, the College has created strategies that reflect the oral tradition of the Hmong culture. The "Hmong Parent Orientation" and "Hmong Video Project" address concerns rose by students, who expressed that their parents did not fully understand the college experience. Participants will learn how these attempts to help engage and educate families enables parents to better support their children and potentially result in higher recruitment and retention rates. Presenters will provide information as the effect of orientations and videos in Hmong (and eventually in Somali and Spanish) in helping parents to become more involved and invested in their children's educational success. This session should particularly benefit those who are interested in developing innovative recruitment and retention techniques for first generation and immigrant student populations.

**Donna M. Hauer**, Director, Multicultural and International Programs and Services, The College of St. Catherine—St. Paul, Minnesota

**Kaying S. Thao**, Office Coordinator, and Hmong Video Project Intern, Multicultural and International Programs and Services, The College of St. Catherine—St. Paul, Minnesota

10:30-11:45 a.m.  
**CONFERENCE ROOM F**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice  
and Intermediate

**Working the System: A Multi-Year Diversity Transformation Program for the Campuses of Indiana University**

◆◆ Long- and Short-Range Planning ◆◆

The session will describe key elements of a four-year diversity initiative for the Indiana University (IU) campuses. Dr. Nelms will present his vision for the multi-campus initiative and review the processes of approval, funding, and launching it. While, Dr. Sciame-Giesecke will explain how an established development vehicle, the "Enhancing Minority Attainment Conference," was adapted to support the initiative. The session will describe how teams of key faculties and administrators from the eight IU campuses came together annually for concentrated learning, dialogue, and planning for initiatives on their campuses. Presenters will highlight activities from several campuses, and Dr. Clausen will describe the impact of the system-wide initiative on faculty development, course and curriculum transformation, and strategic planning at her campus. This session should particularly interest those who would like to leverage resources across a multi-campus system or a consortium of colleges and universities to accomplish a shared goal.

**Jeanette R. Clausen**, Ph.D., Associate Vice Chancellor, Faculty Affairs, Indiana University Purdue University—Fort Wayne, Indiana  
**Charlie Nelms**, Ed.D., Vice President, Institutional Development and Student Affairs, Indiana University—Bloomington, Indiana  
**Susan Sciame-Giesecke**, Ph.D., Dean, Arts and Sciences, Indiana University—Kokomo, Indiana

10:30-11:45 a.m.  
**CONFERENCE ROOM H**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate

**Bridging Difference: A Closer Look at Social Awareness Development Through Interactions With Diverse Peers**

◆◆ Research/Assessment/Evaluation ◆◆

This session examines the influence of interaction with diverse peers on social awareness development and highlights the color line difference in social awareness development among college students. Findings will be discussed to better understand the multiple factors that influence social awareness development. Lastly, the session will offer suggestions for future research in the area of social awareness development. This session should particularly benefit those who are interested in understanding the impact of cross-racial interaction on student development, practitioners who develop multicultural programs and activities, and administrators who are responsible for maximizing the benefits of diversity on campus.

**Shirley R. Greene**, Doctoral Candidate, Higher and Postsecondary Education; Graduate Research Assistant, Diverse Democracy Project, Center for the Study of Higher and Postsecondary Education, University of Michigan—Ann Arbor, Michigan  
**Mark Kamimura**, Doctoral Candidate, Philosophy; Graduate Coordinator, KCP-King/Chavez/Parks Outreach Program, Office of Multicultural Student Affairs, Center for the Study of Higher and Postsecondary Education, University of Michigan—Ann Arbor, Michigan

10:30-11:45 a.m.  
**LIBERTY SUITE 1 AND 2**  
Third Floor

**Level of Experience:** Novice

**Toward a Praxis of Antiracist School Leadership Preparation**

◆◆ Policy Issues ◆◆

This session explores how educators can address the concern that 50 years after *Brown America* continues to struggle with meeting the academic needs of children of color. It focuses on how critical it is for school leaders to understand in greater depth the dynamics of race and racism. Data from a study of how selected school leadership programs prepare aspiring school administrators to counter the effects of racism on student learning are used to develop program evaluation criteria. Information on data collection instruments will be provided, as well as the implications of study findings for programs and policies at the institutional level. The session will also identify practical strategies and program interventions geared to promote reflective admissions policies, engaged classroom dialogue, and meaningful fieldwork experiences for administrative preparation programs. This session should particularly benefit those who are involved in policy making at the institutional level, practitioners who liaise with academic and clinical faculty, and those interested in countering the effects of racism on student learning.

**Jonathan Lightfoot**, Ph.D., Visiting Assistant Professor, Educational Studies Department, Knox College—Galesburg, Illinois

Part I

**MAJOR WORKSHOP 9**

10:30 a.m.-noon  
**NEW YORK BALLROOM WEST**  
Third Floor

Part II continues  
1:30-5:30 p.m.

**Excavating the Layers of White Privilege**

This session will provide a beginning-to-intermediate examination of white privilege—what it is, how it works, and its intersections with other systems of privilege that serve to keep them all so firmly in place. This is an important foundation for follow-up Major Workshop, “Applying a Planned Change Model to Dismantling Systemic White Privilege on Your Campus,” scheduled for Friday, June 3—8:30-11:30 a.m. and continuing 2:30-6:00 p.m.

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

10:30 a.m.-noon

## 90-MINUTE CONCURRENT SESSIONS

10:30 a.m.-noon  
NEW YORK BALLROOM  
EAST

Third Floor

**Level of Experience:**  
Intermediate and Advanced

### **The Basic Legal Principles Subject to the “Strict Scrutiny Doctrine” Required in All Higher Education Affirmative Action Plans**

#### ◆◆ Policy Issues ◆◆

Every institution of higher education in the nation, public or private, must meet rigorous legal requirements when using race or ethnicity in employment hiring decisions. These requirements arise from the Equal Protection Clause of the U.S. Constitution. Any use of race or ethnicity in employment decisions must be narrowly tailored to serve a compelling governmental or institutional interest. Although there is no legal formula for determining whether a particular governmental or institutional interest is “compelling” under strict scrutiny, case law suggests two interests that are compelling enough to justify an institution’s use of race or ethnicity in employment decisions. One is an institution’s interest in remedying the present effects of its own past discrimination. The other is an institution’s interest in securing the educational benefits that flow from a diverse faculty workforce and diverse student body. In this session, we will discuss that all universities, colleges, community colleges, and university centers should focus on securing the educational benefits that flow from a diverse faculty workforce and student body. This action should and must include the review of your institution’s mission statement. Diversity as an educational interest. As defined by the courts, the diversity rationale for using race or ethnicity in the context of employment is fundamentally an educational rationale. According to the U.S. Supreme Court, without strict scrutiny, it is not easy to tell whether a given race or ethnicity-conscious policy is in fact invidious or benign. Uses of race or ethnicity that appear benign may actually be motivated by improper racial or ethnic stereotyping or impermissible racial or ethnic balancing. Courts use strict scrutiny to distinguish between these possibilities. A College’s Affirmative Action employment process must be in compliance with the elements of strict scrutiny. Because the law generally guarantees equal opportunity and equal treatment regardless of race or ethnicity, such costs are tolerated only when a race- or ethnicity-conscious policy serves an interest of paramount governmental or institutional importance and when the policy uses race or ethnicity only to the extent necessary to further that interest.

**Harold Bellinger, J.D.**, Assistant to the President for Affirmative Action and Diversity/ADA/504 Coordinator, Nassau Community College—Garden City, New York

10:30 a.m.-noon  
CENTRAL PARK WEST  
Second Floor

**Level of Experience:** All

### **Assessing Future Needs for Diversity Training and Education: Opportunity Scanning Model**

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

This session provides a model for identifying and continuously monitoring emerging trends and issues, and predicting customers’ future needs for diversity training and education. The Opportunity Scanning Model will provide participants with a strategic marketing tool grounded in environmental scanning and futures research. The session will discuss strategies for (1) creating a community of opportunity seekers, (2) reducing the vast amount of information available into concise and reliable knowledge that can be used for decision making and planning, and (3) assessing customers’ future needs and demands for diversity training and education. Furthermore, participants will engage in constructive dialogue about challenges and barriers likely to occur during implementation, and strategies for overcoming organizational barriers. This session should particularly benefit those who are interested in assessing needs for and developing innovative, future-oriented diversity training and education products such as certificate programs, degree programs, professional development activities, trainings, credit and non-credit courses, workshops, symposiums, conferences, and university consulting services.

**Shanika Y. Taylor, Ed.D.**, Faculty and Special Project Manager, Fischler School of Education and Human Services, Nova Southeastern University—North Miami Beach, Florida

10:30 a.m.-noon  
**LIBERTY SUITE 3**  
Third Floor

**Level of Experience:**  
Intermediate

**Stories of Success in American Indian Retention: Student Experiences in a Peer Mentoring Program**

◆◆ Research/Assessment/Evaluation ◆◆

This session will report on the findings from research on American Indian student experiences in a peer mentoring retention program. Topics to be discussed include success factors for American Indian students, attitudes about peer mentoring, and personal experiences of American Indian students in a retention program. This session should particularly benefit those who are interested in the success of American Indian students, practitioners who provide direct services to American Indian students, and those who are concerned with retention issues related to American Indian populations.

**E. Star L. Oosahwe**, Doctoral Student, Adult and Higher Education, The University of Oklahoma—Norman, Oklahoma

**Heather J. Shotton**, Doctoral Student, Adult and Higher Education, The University of Oklahoma—Norman, Oklahoma

10:30 a.m.-noon  
**CENTRAL PARK EAST**  
Second Floor

**Level of Experience:**  
Intermediate

**Responding to Hate Crimes and Incidents on Campus: Perspectives From a University Community**

◆◆ Case Studies/Model Programs ◆◆

This session will explore how campus units like the Department of Public Safety, office of Information Technology, and the Department of Resident Life can work together with students to address hate crimes and incidents that occur within the university community. Responding seriously, immediately and comprehensively to hate incidents on campus is important to maintaining the health and welfare of an inclusive campus community. Presenters will share their perspectives regarding events that created an impetus for further change on the University of Maryland campus. In addition, a variety of materials used in the proactive and reactive responses to bias and hate incidents on campus will be shared with participants. This session should particularly benefit those who are interested in shaping their campus climate and who may be seeking information on comprehensive policies and practices that assist in responding to incidents that threaten the rightful place of campus community members.

**Paul Martin Dillon**, Commander Police Services Bureau, Police Department, University of Maryland—College Park, Maryland

**Amy Martin**, Associate Director, Resident Life, University of Maryland—College Park, Maryland

10:30 a.m.-noon  
**EMPIRE WEST**  
Second Floor

**Level of Experience:**  
Intermediate

**Cultures and Communities: Mainstreaming Diversity and Engagement Into the Core Curriculum**

◆◆ Curricular/Pedagogical Models ◆◆

This session focuses on mainstreaming issues of race, ethnicity, multiculturalism, global awareness, and community engagement into the college curriculum. Presenters will share best practices in institutional transformation, course design, student advising, and engaged pedagogy. Special emphasis will be on the challenges in diversifying college general education and/or core requirements. The session will provide details on the Certificate Program which will demonstrate how students achieve a new set of learning goals while still satisfying the traditional distribution of areas. An overview of Service Learning partnerships and procedures will highlight the importance of multicultural education in creating meaningful engagement experiences for students in an urban context. Brief presentations of program components, practices, and results will be followed by participants-centered discussion to generate an understanding of common goals, major obstacles, necessary resources, and scenarios for implementation. This session should particularly benefit faculty, administrators, and Student Affairs professionals who are interested in strategies for infusing multicultural learning and community engagement throughout the freshman/sophomore experience; instructors looking for ways to add service learning components to their classes; those concerned about recruiting and retaining underrepresented faculty; and anyone committed to social justice education.

**Sharon F. Adams**, Director, Institute for Service Learning, University of Wisconsin—Milwaukee, Wisconsin

**Gregory Jay**, Ph.D., Director, Cultures and Communities Program, and Professor of English, University of Wisconsin—Milwaukee, Wisconsin

**Sandra E. Jones**, Ph.D., Assistant Director, Cultures and Communities Program, University of Wisconsin—Milwaukee, Wisconsin

**Karen R. Thorne**, Student Services Coordinator, Cultures and Communities Program, University of Wisconsin—Milwaukee, Wisconsin

10:30 a.m.-noon  
**CONFERENCE ROOM B**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate

### **How To Attract and Nurture Mixed Race Students: An Insider's Look**

◆◆ Case Studies/Model Programs ◆◆

Educational institutions have long recognized the strategic importance of developing an ethnically diverse student body. However, recruiting students of color is no longer as simple as reaching out to Asian-American, African-American, and Latino communities. Communities of color are themselves becoming increasingly diverse as more and more of their members are biracial or multiracial. Truly cutting-edge schools and universities should begin proactively servicing these newly demographic students. The presenter is public speaker, writer, and community organizer with years of experience in serving the mixed race community. In this session, the presenter will share first-hand accounts of how mixed race students experience the college life. This session should particularly benefit those who are interested in learning how to avoid common mistakes that make mixed students feel alienated or unwanted. Administrators and other professionals that work with mixed race students or other minority students will come away with the knowledge and tools necessary to make mixed race students feel welcomed at every stage of their interaction with your institution.

**Jen Chau**, Co-Director, New Demographic, New York, New York

10:30 a.m.-noon  
**METROPOLITAN WEST**  
Second Floor

**Level of Experience:**  
Intermediate

### **Advancing and Assessing Diversity at the University of Michigan: Staying True to Our Course in the Face of Challenge**

◆◆ Research/Assessment/Evaluation ◆◆

The 2003 Supreme Court ruling supporting the consideration of race as a factor in admissions emphasized the value of diversity on our college campuses, and highlights the inclusion of campus diversity as a key indicator of overall institutional effectiveness. In alignment with this notion, the leadership at the University of Michigan has implemented numerous strategies designed to address issues related to the institutional climate of diversity, and the recruitment and retention of students and faculty of color. It was this entrenched commitment to diversity that served as a key reason for legal challenges the institution has faced over the past several years. Thus, the purpose of this session is to discuss how the university has developed and sustained a culture that is committed to advancing campus diversity as an integral component of the institutional mission. Research will be presented that captured more than 15 years of diversity's impact on students while at the university as well as in their post-college lives. The outcomes of a Diversity Research and Planning Workshop held in conjunction with Michigan's conference to set priorities for its proposed Center for Institutional Diversity also will be shared. This session should particularly benefit administrators, faculty, and staff who are looking for ways to more fully engage diversity on their campuses and assess the benefits of their efforts.

**John Matlock**, Ph.D., Associate Vice Provost; Executive Vice President, Academic Affairs, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan  
**Katrina Wade-Golden**, Doctoral Candidate, Industrial/Organizational Psychology Program, Wayne State University-Detroit, Michigan; Senior Research Associate, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan



10:30 a.m.-noon  
**RIVERSIDE BALLROOM**  
Third Floor

**Level of Experience:**  
Intermediate

### **The Power of Words: Broadening the Cultural and Social Implications of Communication**

#### ◆◆ Training of Trainers ◆◆

This session will demonstrate that imprecise use of language frequently sends messages contrary to the purpose of clear communication. Examination of commonly used jargon will demonstrate the necessity of being mindful of the impact of what is said and how are said. This curriculum suitable for professional development, is adapted from Dr. Susan Shaw, et al, the "Power of Words." The presenter culminates this exciting interactive training to address the dominating issues of race and ethnicity in American culture today and the effects our nomenclature has on all students. Specific topics include, "Male Bashing and Gender," "Ethnic Stereotypes," "Anti-Semitism and Hate Speech," "Words that Reinforce Stereotypes," "Intention and Perception," and "Ethnic and Multiethnic Identity." Originally designed as an in depth curriculum for *Teaching Tolerance* and The Southern Poverty Law Center, the presenter facilitates an environment where attendees can become effective trainers in the areas of diversity, multiculturalism, cultural competency, and ethnic studies. This session should particularly benefit those who are interested in exposing and investigating these ethnically diverse issues, forward thinking administrators, faculty and staff who desire to understand, articulate, and train others in the overarching and lasting impressions of words.

**Claire H. Stubblefield**, Ph.D., Director, Office of Diversity/Academic Affairs, and Assistant Professor, Educational Instruction and Leadership, Southeastern Oklahoma State University—Durant, Oklahoma

10:30 a.m.-noon  
**CONFERENCE ROOM L**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate

### **UCSD Chancellor's Undergraduate Diversity Leadership Institute: An Innovative Model for Promoting Social Justice Action Across and Within Race/Ethnicity, Gender, and Sexuality**

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

This session is a case study which chronicles an innovative leadership institute facilitated by the Lesbian Gay Bisexual Transgender, Cross-Cultural, and Women's Center at the University of California, San Diego (UCSD). Participants will learn how these three campus community centers present a year-long integrative model of social justice education using experiential, pedagogical and curricular elements to enhance cross-cultural interaction. Using this model, the students then activate all learning elements into culminating student-lead social change action projects presented to the campus community. The on-campus participants, a select group of first- and second-year students, come away with a critical knowledge of self and a structural understanding of diversity. This understanding has led participants to leadership roles on campus and in the broader San Diego community. This session should particularly benefit those who are students and professionals interested in developing a year-long program that looks at diversity from multiple perspectives, including race, gender, sexual orientation, religion, class, etc. The session will also be of interest for those who understand the need for a more comprehensive model of social justice issues that cross traditional campus departments.

**Emelyn A. dela Peña**, Director, Women's Center, University of California-San Diego-La Jolla, California

**Shaun Travers**, Director, Lesbian Gay Bisexual Transgender Resource Center, University of California-San Diego-La Jolla, California

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

10:30 a.m.-noon  
**SUITE 4501**  
Forty Fifth Floor

**Level of Experience:** All

### **Islam and the African-American Experience**

#### ◆◆ Theoretical Models ◆◆

This session offers an in-depth look at the compelling relationship between the religion of Islam and the race and culture of people of African decent. Historical evidence and current movements in the African-American community exhibit how Islam and Black culture have evolved within the United States. Background and historical information on both Islam and its relationship with people of African decent will be offered. In addition, there will be a comprehensive analysis on the presence of Islam in the African-American community today. The session intends to present that Islam is a religion which represents many races and cultures, not just Arab culture, and will provide an opportunity for participants to explore and discuss the powerful relationship between the Islam and the African-American community. This session should particularly benefit those who are interested in the powerful interaction of race and religion and how this interaction can impact an entire culture.

**Sarah Slaiman**, Undergraduate Student, Political Science and Criminal Justice Major; Resident Assistant, Rutgers, the State University of New Jersey—Newark, New Jersey

10:30 a.m.-noon  
**CONFERENCE ROOM C**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice  
and Intermediate

**Generating Expectations for Student Achievement (GESA): An Equity Awareness Teacher Professional Development Program, Implemented by the New York Consortium for Professional Development**

◆◆ Case Studies/Model Programs ◆◆

In this session, educators from the New York Consortium for Professional Development will provide an overview on the Generating Expectations for Student Achievement program (GESA). GESA is a diversity awareness program for pre service and practicing teachers. It focuses on the teacher instructional behavior, uses the professional language of schools, and helps them to recognize disparities in how students are treated with regard to race, class, gender, ability, sexuality, and other areas of difference, and to correct inequities in the classroom. Presenters will share how the program has been implemented in eight partner institutions and throughout New York State. Participants will receive information on the collaborative research on the impacts of GESA on student learning, and findings that support the claims that GESA enhances student achievement for historically marginalized students. GESA has been implemented at urban, suburban, and rural schools with a variety of learning communities and the session will provide information on how to effectively implement the program within a variety of contexts.

**Barbara A. Beyerbach**, Ph.D., Professor of Education, Department of Curriculum and Instruction, State University of New York—Oswego, New York

**Carol Blunt-White**, Director, New York State K-16 Alliance—Schenectady, New York

**Peggy Boyle**, Director, TLQP and Liberty Partnership, Pace University—Brooklyn, New York

**Marcia M. Burrell-Ihlow**, Co-director Project SMART, Faculty, Department of Curriculum and Instruction, State University of New York—Oswego, New York

**Pamela Fraser-Abder**, Ph.D., Professor of Education, New York University—New York, New York

**Ellen Goldstein**, Ph.D., Adjunct Professor, City College of New York—Hobart, New York

**Elizabeth M. Kosky**, Ph.D., Professor of Education and Director, Graduate Education Programs, Manhattan College—Bronx, New York

**Sue Marsa**, Director, TLQP Project, Hunter College, City University of New York—New York, New York

**Karen Nicholson**, Chair, Department of Education, Manhattan College—Riverdale, New York

**Bill Rosenthal**, Assistant Professor, Department of Curriculum and Teaching, Hunter College, City University of New York—New York, New York

**Valerie M. Washington**, Ed.D., Professor Emeritus, Director, TOC and TLQP, Herbert H. Lehman College, City University of New York—Bronx, New York

**Elliot Wertz**, Coordinator, TOC1TLQP, Herbert H. Lehman College, City University of New York—Bronx, New York

10:30 a.m.-noon  
**CONFERENCE ROOM E**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice

**Assessing Retention Programs for Multicultural Students**

◆◆ Research/Assessment/Evaluation ◆◆

This session provides a model for assessing the impact of retention programs for underrepresented ethnic students on predominantly white institutions. Presenters will share an assessment tool designed to measure minority retention programs, the Necessary Components Retention Program Assessment (NCRPA) and will also discuss how to develop learning outcomes and benchmarks for multicultural programs and services. Examples of learning outcomes will be shared.

**Bettina C. Shuford**, Ph.D., Assistant Vice President, Student Affairs and Director, Center for Multicultural and Academic Initiatives, Bowling Green State University—Bowling Green, Ohio

**Janice Diane Taylor Heard**, Ph.D., Director, Office of Multicultural Development, University of Akron—Akron, Ohio

10:30 a.m.-noon  
**CONFERENCE ROOM I**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate

**Rethinking Cross-Cultural Student Organizing by Working From a Polyculturalistic Framework**

◆◆ Case Studies/Model Programs ◆◆

This session will use Vijay Prashad's polycultural model, which highlighted in his book, *Everybody was Kung Fu Fighting*, to examine the ways it can inform and address the intersections and layers of issues that students advocate for and organize around. Participants will have an opportunity to engage and dialogue with a panel of student leaders, from a variety of different backgrounds and expertise, around the practical applications of this framework on their campus community. Presenters will illustrate how both formal and informal relationships have been used to form an inter-ethnic alliance focused on institutional change. This session should particularly benefit those who advise or support ethnic student union/groups, those who direct student leadership and empowerment programs, and student of color organizers themselves.

**Jael Anker-Lagos**, Undergraduate Student, Economic Major; Co-Chair, Oregon Student of Color Coalition, University of Oregon—Eugene, Oregon  
**Candice Coots**, Undergraduate Student, Journalism, Film, and Spanish Major; Multicultural Correspondence for Duck University, University of Oregon—Eugene, Oregon  
**Kady-Ann Davy**, Undergraduate Student, Psychology Major; Co-Coordinator, Multicultural Center Resource, University of Oregon—Eugene, Oregon  
**Juliana Guzman**, Undergraduate Student, Undeclared Major; Mujeres Coordinator, University of Oregon—Eugene, Oregon  
**Scott Y. Lu**, Undergraduate Student, Film and English Major; Outreach Coordinator, Associated Students of University of Oregon, University of Oregon—Eugene, Oregon  
**Mark Padoongpatt**, Undergraduate Student, History and Ethnic Studies Major; Board Member, Oregon Students of Color Coalition, University of Oregon—Eugene, Oregon  
**Brenda J. Sifuentez**, Undergraduate Student, Ethnic Studies and History Major; Internal Director, MEChA, University of Oregon—Eugene, Oregon

10:30 a.m.-noon  
**CONFERENCE ROOM J**  
 Executive Conference Center  
 Lower Lobby

**Level of Experience:**  
 Intermediate

**Increasing Faculty Diversity: Integrating Technology in Recruitment and Retention**

◆◆ Training of Trainers ◆◆

This session describes two training programs at the University of Colorado in which technology was used as a tool to increase cultural competence and faculty diversity. These innovative campus-wide training programs demonstrate how search committee processes can yield highly qualified diverse applicant pools, and how the academic climate can be enhanced to increase retention of diverse faculties through effective use of technology. This session covers the life cycle of faculty recruitment and retention, starting with effective search committee procedures and concluding with successful retention practices. Discussion in this session includes: myths about the scarcity of diverse applicants, targeted outreach, effective evaluation, and successful interview formats. Retention strategies also will be presented, including specific methods for and examples of building an inclusive departmental climate. Methods for involving key university personnel such as deans, department chairs, and search committee chairs in recruitment and retention will be presented. Presenters also will describe how they used technology to increase faculty diversity and retention. This is an adaptable model by other institutions with minor modifications to fit specific campus processes. This session should particularly benefit long-term NCORE attendees seeking concrete and efficient strategies for recruitment and retention of the faculty of color.

**Gwendolyn Hill**, Director, Office of Diversity, University of Colorado at Denver and Health Sciences Center—Denver, Colorado  
**Betsy Rodriguez**, Ph.D., Assistant Vice Chancellor and Chief Human Resources Officer, University of Colorado at Denver and Health Sciences Center—Denver, Colorado  
**Carmen Braun Williams**, Ph.D., Assistant Vice President for Diversity, Office of the Vice President for Academic Affairs and Research, University of Colorado System; Associate Professor, School of Education, University of Colorado-Denver—Boulder, Colorado

11:00-11:30 a.m.

**SUITE 4901**  
 Forty Ninth Floor

**VIDEO PREVIEW AND DISCUSSION**



**Challenging Hispanic Stereotypes**

Arturo Madrid's ancestors made a home on American soil before the *Mayflower* arrived, but strangers still ask him, "And where are you from?" Weary of always being perceived as "the other," he has devoted himself to challenging the stereotypes that keep Hispanics outside the American mainstream. Madrid is a teacher and president of the Tomas Rivera Center, where he focuses on issues and policies affecting the Latino community. In this program with Bill Moyers, he discusses the controversy surrounding bilingual education and the state of education, in general, for Hispanic people. Films for the Humanities & Sciences [www.film.com](http://www.film.com)

noon-1:00 p.m.

## INFORMAL NETWORKING MEETINGS

(For more information, see page 23)

1:30-3:00 p.m.

## VIDEO PREVIEW AND DISCUSSION

**SUITE 4901**  
Forty Ninth Floor



### *Victim of Two Cultures*

Richard Rodriguez, the son of Mexican immigrants, calls himself “a comic victim of two cultures.” He started out speaking nothing but Spanish, and now argues for education in nothing but English. A Fulbright scholar with degrees from Stanford and Columbia, he suddenly walked away from a promising career in academia; despite his ambition to teach, he rebelled against job offers that, he says, came to him just because of his Hispanic surname. Condemned by some for having forsaken his roots and for his negative views of affirmative action and bilingual education, he has been praised by many others for his intimate understanding of the impact of language on life. In this program with Bill Moyers, Rodriguez explains his opposition to bilingual education and talks about his experience growing up in America as the son of immigrants; he also discusses the differences between Mexican and American cultures. Films for the Humanities & Sciences [www.film.com](http://www.film.com)

1:30-3:00 p.m.

## 90-MINUTE CONCURRENT SESSIONS

1:30-3:00 p.m.  
**CONFERENCE ROOM F**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate and Advanced

### **National Hispanic/Latino American Agenda: Latinos in Higher Education Summit Report**

#### ◆◆ Policy Issues ◆◆

This session discusses the policy report prepared for President Bush and Senator Kerry in 2004 on important higher education concerns for Latinos in America which was presented by the national chair of the Higher Education committee, Deborah Gonzalez. This session will discuss how the committee was recruited, how the report was researched and compiled (including sources), and how the final communication was made to members of congress and the President’s office. Topics covered in the report included: demographics of Latinos in higher education, the HERA Act, the Dream Act, No Child Left Behind, TRIO Funding, the High Equal Quality Education Amendment, Title V - HIS, and others. This session should particularly benefit those who are responsible for setting policy in terms of Latino recruitment and Latino students in their higher education institutions, government liaisons, college administrators and community directors.

**Deborah Gonzalez**, Esquire, Director, Puerta al Futuro Program, Fairleigh Dickinson University—Hackensack, New Jersey

1:30-3:00 p.m.  
**CONFERENCE ROOM B**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** All

### **Square Pegs in Round Holes; Both Must Change for a Proper Fit**

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

In this interactive session participants will discuss recommendations for improving the minority student usage experience of Career Services Offices, and share thoughts on implementing the identified solutions at their individual campuses and formulating models to determine best practices. Presenters will continue the discussion on the preparation of diverse students entering into the workplace, address gaps in that process and recommend approaches colleges and universities can incorporate for effective transition. Research providing evidence of challenges in the performance of career services professionals will be presented along with proposed solutions to the problems/challenges evidenced in that research. Most critically, the session will address the dual responsibility of students and administrators in shaping, and adhering to, the guidelines for successful performance in the workplace. This session should particularly benefit those who are 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 students in general, minority students in particular.

**Sylvia R. Carey**, Ph.D., Dean of Honors, Dillard University—New Orleans, Louisiana

**Charles W. Richardson Jr.**, Doctoral Student, Marketing and International Business, Lubin School of Business, Pace University—Montclair, New Jersey

1:30-3:00 p.m.  
**CONFERENCE ROOM L**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice  
and Intermediate

### **Teaching White Privilege at a Predominantly White Institution: Challenges and Opportunities**

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

This session describes a curricular model for teaching about White Privilege at predominantly white institutions. The session begins by describing the size and demographics of the presenter's institution and its religious affiliation. The presenter will focus on the methodology and course content and discuss the kinds of problems that have arisen and his attempts to address them. The session will focus on the crucial role of videos and group discussions as part of the students' experiential learning. Links made between understanding and actions are explained and samples of the assessment tool will be provided to participants along with a list of videos used in the course. This session should particularly benefit those who are teaching at predominantly white institutions, those currently engaged in curriculum transformation and those interested in networking with others who are teaching about White Privilege.

**Robert P. Amico**, Ph.D., Professor, Department of Philosophy, St. Bonaventure University—St. Bonaventure, New York

1:30-3:00 p.m.  
**CONFERENCE ROOM H**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** All

### **The Politics of Accents**

#### ◆◆ Interactive Training ◆◆

Respecting Ourselves and Others Through Education (ROOTeD) is a student-developed and implemented program at Columbia University. ROOTED is dedicated to facilitating respectful informed discussions about diversity in the United States with regards to issues of power and privilege. The session will provide information on the background and rationale for ROOTeD, as well as an interactive training program which will seek to model the techniques and methodologies that ROOTeD employs. This session should particularly benefit all those who are interested in student run facilitation programs that are aimed at creating safe-space dialogue around social justice issues.

**Stanyell Geneva Bruce**, Assistant Director, Office of Multicultural Affairs, Columbia University—New York, New York

**Lizza Sara Dvoskin**, Undergraduate Student, Anthropology Major, Columbia University—New York, New York

**Rachel Sarah Hutt**, Undergraduate Student, Sociology Major, Columbia University—New York, New York

**Douglas Nam Le**, Undergraduate Student, Urban Studies Major, Columbia University—New York, New York

**Stephanie Carmen Mendez**, Undergraduate Student, Political Science Major, Columbia University—New York, New York

1:30-3:00 p.m.  
**CONFERENCE ROOM D**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** All

### **Black Males in Higher Education—Why They Come, Why They Leave, Why They Stay: Strategies for Recruiting, Rewarding, and Retaining Them**

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

This session will take an innovative look at challenges, obstacles, and opportunities men of color face when pursuing positions of power and leadership within the academy. Insights will be shared from professionals in student affairs, academic affairs, and faculty positions about the recruitment, retention and advancement of African American males. Presenters—who holds highly visible positions at Predominantly White Institutions—will identify tools for balancing the responsibility of representing ALL stakeholders at their institutions while simultaneously responding to expectations of African American students, faculty and staff (particularly Black males) that they will use their influence and authority primarily to advocate for people of color. Information about the "360-Degree Mentoring Model" will be provided. This new mentoring tool demonstrates how Black males at all levels of the higher education organization can provide candid feedback to each other, as opposed to the traditional mentoring model that presumes that only more senior individuals should act as mentors (e.g., an undergraduate student may serve as mentor to a professor or administrator and vice versa). This session should particularly benefit those who seek creative and imaginative tools for recruiting/retaining Black male students, faculty and professional staff.

**William E. Berry**, Ph.D., Associate Chancellor and Professor, Departments of Advertising, Journalism, Latina/o Studies, and the Institute of Communications Research, University of Illinois—Champaign, Illinois

**Ryan J. Davis**, Graduate Student, Higher Education Administration Program; Assistant Area Coordinator, Office of Residence Life, Old Dominion University—Norfolk, Virginia

**Tony Diggs**, Director, Student Activities Office, University of Minnesota—Minneapolis, Minnesota

**Arthur L. Gregg**, Director, Multicultural Center, University of Texas at Dallas—Richardson, Texas

**Michael Lofton**, Undergraduate Student, Communications Major; Student Body Executive Vice-President, University of Dayton—Dayton, Ohio

1:30-3:00 p.m.  
**CONFERENCE ROOM I**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice

**Out of Institutional Shadows and Into Campus Leadership for Diversity: Cultivating Support Staff as Diversity Stake Holders and Educators**

◆◆ Case Studies/Model Programs ◆◆

The session will honestly review the challenges and the successes in organizing support staff and in recognizing administrative assistants' important role in representing a university. Administrative Assistants are often the first people that students contact in an institution. This first contact can confirm or disprove an institution's representation of itself as one that values diversity, warmly welcomes or severely alienates minority students, and sets the emotional tone for minority student success or failure. This session is a progress report on the coordinated efforts of 37 liberal arts colleges that coalesced under the Consortium of Higher Achievement and Success (CHAS) to bring support staff out of institutional shadows and into cultural awareness and campus leadership. This session should particularly benefit those interested in a grass-roots approach to institutional change, one that empowers and enriches overlooked campus diversity stakeholders.

**Diana S. Samuels**, Administrative Assistant, Office of Pluralism and Leadership, Dartmouth College—Hanover, New Hampshire

**Holly F. Sateia**, Sr. Associate Dean of the College, Dean of Student Life, Dartmouth College—Hanover, New Hampshire

**Tommy L. Woon**, Associate Dean, Student Life, Office of Pluralism and Leadership, Dartmouth College—Hanover, New Hampshire

1:30-3:00 p.m.  
**CONFERENCE ROOM K**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate

**Relational-Cultural Model: An Approach for Facilitating a "Live Encounter" Within Culturally Diverse Student Populations**

◆◆ Curricular/Pedagogical Models ◆◆

Academic institutions offer a myriad of ways for both students and educators to protect themselves from the threat of a "live encounter." This session explores how the Relational-Cultural model is utilized within a culturally diverse classroom experience to facilitate a learning environment that allows both the educator and students to practice the cultivating relational growth through creating and sustaining live encounters. The session will provide a description of the assumptions and goals of the Relational-Cultural teaching model and demonstrate how the model's practice within a culturally diverse classroom can prepare students who are entering the Human Service field for the process of engaging culturally diverse populations. The presenter will utilize case examples from her professional practice experiences with culturally diverse student populations to illustrate the model's consistency and challenges. This session should particularly benefit Human Service educators and administrators who are teaching courses with culturally diverse student populations. Those who seek opportunities to create a more equitable, empowered classroom experience will particularly value this session.

**Mayra L. López-Humphreys**, Doctoral Student, Social Welfare Policy, City University of New York Graduate Center; Assistant Professor, Department of Social Work, Nyack College—Nyack, New York

1:30-3:00 p.m.  
**CONFERENCE ROOM J**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice  
and Intermediate

**Facilitating Success and Retention of Students of Color Through Collaborative Strategies at the University of Washington School of Nursing**

◆◆ Case Studies/Model Programs ◆◆

This session is designed to provide participants with a successful model for recruitment and retention of diverse students. The UW School of Nursing currently has the third highest enrollment and the highest retention/graduation rates of students of color on campus. Presenters will share a brief overview of recruitment efforts but will focus on a successful collaborative model that emphasizes ongoing retention techniques employed by this highly competitive, nationally ranked program. Essential keys to success will be identified. Through facilitated discussion, participants will then examine their home environment and will be able to adapt such strategies to their own programs. 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.

**Carolyn A. Chow**, Director, Admissions and Multicultural Student Affairs, University of Washington School of Nursing—Seattle, Washington

**Julie R. Katz**, R.N., Assistant Dean, University of Washington School of Nursing—Seattle, Washington

**Dagmar C. Schmidt**, Director, Student Services, University of Washington School of Nursing—Seattle, Washington

1:30-3:30 p.m.

**SUITE 4801**

Forty Eighth Floor

Follow up workshop on Tools and Strategies to Using TCOF in Education and Community Settings (Friday, June 3—2:30-5:30 p.m.)

**VIDEO PREVIEW AND DISCUSSION**



**The Color of Fear**

*The Color of Fear* (TCOF) is one of the most powerful and widely used videos on race relations in the United States. After a decade in use, educators and community activists continue to report TCOF moves people toward new awareness and understanding about racism unlike any other film. TCOF captures the experience of 8 men from different ethnic backgrounds as they passionately explore racial identity, power, privilege and the impact of racism on all cultures. The film will be shown by two of the primary cast members in TCOF, Victor Lewis and Hugh Vasquez, followed by a brief discussion period. Participants will be invited to attend a follow up workshop.

**Victor Lee Lewis**, Co-Director and Founder, Center for Diversity Leadership—Berkeley, California  
**Hugh J. Vasquez**, Co-Director, Center for Diversity Leadership, and Founder, TODOS Institute—Walnut Creek, California

1:30-3:30 p.m.

**2-HOUR CONCURRENT SESSIONS**

1:30-3:30 p.m.

**METROPOLITAN WEST**

Second Floor

**Level of Experience:** Novice and Intermediate

**Black Women Faculty Succeeding in Predominantly White Colleges and Universities Despite the Odds**

◆◆ Interactive Training ◆◆

This session is based on the edited book, *Faculty of Color Teaching in Predominantly White Colleges and Universities* (Stanley, in press). The session features four diverse Black women faculty (of 25 contributing authors for this book) who will share their experiences teaching in three predominantly white research extensive institutions and facilitate interaction and discussion around significant issues and offer recommendations for change. The phenomenological experiences of the faculty of color teaching in predominantly white colleges and universities are rarely topics for dialogue, introspection, and experiential learning. Much of the existing, yet sparse research in this area, implies that we have yet to listen to the narratives of the faculty of color in order to gain a better understanding of their challenges. This session should particularly benefit those faculty, future faculty, and administrators who desire to deepen their understanding of these issues and seek to engage in dialogue on developing effective recruitment and retention strategies for institutional change.

**Stephanie Adams**, Ph.D., Assistant Dean for Research, and Associate Professor, Industrial and Management Systems Engineering, University of Nebraska—Lincoln, Nebraska

**Karen L. Butler-Purry**, Ph.D., Professor, Department of Electrical Engineering, Texas A&M University—College Station, Texas

**Shari Saunders**, Ph.D., Assistant Professor, Educational Practice, Department of Educational Studies, University of Michigan—Ann Arbor, Michigan

**Christine A. Stanley**, Ph.D., Assistant Dean of Faculties, Associate Provost, and Associate Professor, Higher Education Administration, Texas A&M University—College Station, Texas

1:30-3:30 p.m.

**CONFERENCE ROOM E**

Executive Conference Center

Lower Lobby

**Level of Experience:** Novice and Intermediate

**Cultivating Student Ownership of Community Service Projects: A University Partnership With a High School Learning Community**

◆◆ Case Studies/Model Programs ◆◆

This session describes the multifaceted collaborative service-learning model between the Department of Ethnic Studies at California State University-Sacramento (CSUS) and Hiram Johnson High School's Community Studies Academy, a learning community within the high school. Hiram Johnson High, an inner-city school, serves an ethnically diverse, multilingual, working class community in Sacramento, a major metropolitan city. Ethnic Studies professors, graduate and undergraduate students work collaboratively with the high school and community-based organizations on an array of programs at the high school. Presenters will describe the development of the internship program, tutorial program, "bridge to college" program and service organization. Participants will learn of the development and maintenance of this collaborative model between professors, college students and high school administrators, teachers, counselors and community-based organizations. This session should particularly benefit those who are involved in long-term university-community collaboration, service learning projects, teaching internships, and community-based research.

**Aileen Estrella**, Undergraduate Student, Ethnic Studies Major, California State University—Sacramento, California  
**James Fabionar**, Social Science Teacher, Hiram Johnson High School—Sacramento, California  
**Olivia Humilde**, Graduate Student, Ethnic Studies Major, California State University—Sacramento, California  
**Gregory Y. Mark**, D. Crim., Chair and Professor, Ethnic Studies Department, California State University—Sacramento, California  
**Kyle Wayne Meador**, Graduate Student, Ethnic Studies Major, California State University—Sacramento, California  
**Rheena Kenery Muñoz**, Graduate Student, Ethnic Studies Major, California State University—Sacramento, California  
**Linda A. Revilla**, Ph.D., Lecturer, Ethnic Studies Department, California State University—Sacramento, California  
**Adabel (Bel) Reyes**, Graduate Student, Ethnic Studies Major, California State University—Sacramento, California  
**Annie F. Thomas**, Administrative Assistant, Ethnic Studies Department, California State University—Sacramento, California  
**Jennifer Wilbur**, Graduate Student, Ethnic Studies Major, California State University—Sacramento, California

1:30-3:30 p.m.  
**LIBERTY SUITE 1 AND 2**  
 Third Floor

**Level of Experience:** Intermediate

**Creating Collaborative Approaches to Address Racial Injustice**

◆◆ Theoretical Models ◆◆

This session is based on lessons learned from four communities’ workshops on creating interdependent process. Too often, groups using different approaches to addressing racial injustices coexist uneasily, at times even working at cross-purposes to each other, due to both organizational and systemic barriers. This is an opportunity to discuss different approaches: those that seek to increase individual awareness; those that seek to build intergroup relationships; and those that promote institutional change. An overview of different approaches will be shared, along with identifying areas of tension between groups. Participants will deconstruct their approach using reflection questions. Components of creating an interdependent process and tips to increase organizations’ readiness to work collaboratively on community issues will be discussed. This session should particularly benefit those who want to strengthen their race relations and racial justice work and those interested in learning ideas about working interdependently.

**Maggie Potapchuk**, President, MP Associates, Inc.—Silver Spring, Maryland  
**Elizabeth Arnett Williams-Riley**, National Director, Programming Strategies, and Greater New York Director of Operations, The National Conference for Community and Justice—New York, New York

Part II

**MAJOR WORKSHOP 9**

1:30-5:30 p.m.  
**NEW YORK BALLROOM WEST**  
 Third Floor

**Excavating the Layers of White Privilege**  
 (For workshop description, see page 51)

2:00-5:00 p.m.

**MAJOR WORKSHOP 10**

**RIVERSIDE BALLROOM**  
 Third Floor

**Addressing Issues of Financial Aid in a Post-Michigan World: Practical Guidance to Help Higher Education Officials Ensure That Their Diversity-Related Policies Comply With Federal Law**

This session will address key legal and operational questions that have surfaced with respect to race- and ethnicity-conscious financial aid. In addition to highlighting the lessons learned from the U.S. Supreme Court’s *Grutter v. Bollinger* and *Gratz v. Bollinger* cases, this session will include a discussion of federal legal issues not addressed by the Court in those cases, including relevant U.S. Department of Education Office for Civil Rights policies and practices.

**Arthur L. Coleman**, Esquire, Holland & Knight—Washington, D.C.



2:00-5:00 p.m.

**CENTRAL PARK EAST**  
Second Floor

Book Sale and Signing  
5:00-6:00 p.m.

### MAJOR WORKSHOP 11

#### **The Perils of Provosting: The Role of Chief Academic Officers Has Been Marginalized, But They're Still the Ones Who Get Things Done**

Who are the Provosts on America's college and university campuses? The position is one of the most studied, envied, and vilified in higher education worldwide, and yet, many still do not have a clear picture of whom the provost is and what he or she actually does, much less how they solve some of the most complex problems on campus on a daily basis. Presenters, authors of *First Among Equals: The Role of the Chief Academic Officer* (Johns Hopkins, 1997) will provide participants with an insider's view of the chief academic officer's roles, challenges, and (limited) authority. The session will address a concise profile of those currently in the provosts' position—who are today's provosts, where do they come from, and where do they go when they leave; will look at the principal roles of a chief academic officer on today's campuses; will examine the five greatest challenges for today's provosts, and how they must address them; and will discuss a primer on successfully negotiating a provost's most important relationships—the provosts, presidents, and the faculty. Through a mini-case study with breakout groups, three good practices for leadership during a campus crisis will be demonstrated. The session will conclude with a discussion on the future of the provostship.

**James Martin**, Ph.D., Professor of English, Past Provost and Chief Academic Officer, Mount Ida College—Newton, Massachusetts

**James E. Samels**, Ph.D., President and CEO, The Education Alliance (a National Higher Education Consulting Firm)—Framingham, Massachusetts

2:00-5:00 p.m.

**EMPIRE WEST**  
Second Floor

### MAJOR WORKSHOP 12

#### **Multicultural/Multiracial Asians in the Americas**

New York City is the crossroads of the Americas and, indeed, the world, so it is an important site to observe and understand how cultures, ethnicities and races have mixed, mingled and interacted in political, social and intimate ways. This session will examine the critical roles and active participation of peoples of Asian descent in the Americas in multicultural/multiracial social formations and political coalitions. We will examine the history and meaning of formations such as "Asian-Latino," "Afro-Asian," "Indo-Caribbean," and briefly examine the life and careers of eminent Americans of Asian or mixed Asian descent such as Yuri Kochiyama of NYC and her racially mixed family; Wilfredo Lam of Cuba, son of a Chinese father who became a world famous artist and interpreter of Afro-cubanidad, his mother's heritage; and Alberto Fujimori, controversial ex-president of Peru.

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

2:00-5:00 p.m.

**CENTRAL PARK WEST**  
Second Floor

### MAJOR WORKSHOP 13

#### **Losing Our Future: How Minority Youth Are Being Left Behind by the Graduation Rate Crisis**

This session will explore the graduation rate crisis in this country and discuss why this crisis is too often obscured or denied by educational leaders and officials. We will pay particular attention to the unacceptably low rates of on-time graduation for minority students. It will feature an analysis of "on-time" high school graduation rates, dis-aggregated by race, at the national, state, and district levels, and discuss the different methods that are used to estimate graduation rates. Presenters will describe the "pushout" phenomenon that is taking place throughout high schools across the country and explain its relationship to an overemphasis on test-based accountability structures. In this session we will discuss how the *No Child Left Behind Act*, and state educational policies, might be revised or amended so as to counter that perverse incentive. Presenters will also describe the "school to prison pipeline" and discuss how providing greater incentives for school officials to "hold onto" students through high school graduation can aid efforts to redirect this pipeline toward greater opportunity for minority students.

**Daniel J. Losen**, J.D., Legal and Policy Research Associate, The Civil Rights Project, Harvard University—Cambridge, Massachusetts

**Johanna Wald**, Senior Development/Policy Analyst, The Civil Rights Project, Harvard University—Cambridge, Massachusetts

2:00-5:00 p.m.

**RIVERSIDE SUITE**  
Third Floor

### **MAJOR WORKSHOP 14**

#### **National Indian Education Association: Moving From Research to Practice**

The National Indian Education Association is a non-profit organization committed to improving the educational opportunities and resources for American Indians, Alaska Natives and Native Hawaiians throughout the United States. This panel will discuss programs impacting American Indian, Alaska Native, and Native Hawaiian education and strategies on how to support native learners. Specifically the panel will address language retention, culturally relevant education, student retention, and closing the achievement gaps for Native students.

**David Beaulieu**, Ph.D., President, National Indian Education Association and Director, Center for Indian Education, Arizona State University—Tempe, Arizona

**Chris Bordeaux**, Sicangu Lakota Tribe, Board member, National Indian Education Association; and Principal, Wounded Knee District School—Rapid City, South Dakota

**Cameron Cuch**, Northern Ute Tribe, Director, Youth Education Department; Board member, National Indian Education Association—Salt Lake City, Utah

**Toni Tsatoke**, Board member, National Indian Education Association; Assistant Director, AILSA Program, The University of Oklahoma—Norman, Oklahoma

**Lillian Sparks**, Esquire, Executive Director, National Indian Education Association—Alexandria, Virginia (Facilitator)

2:00-5:00 p.m.

**LIBERTY SUITE 3**  
Third Floor

### **MAJOR WORKSHOP 15**

#### **Straight Talk About Multiracial People on Campus: Sharing Our Experiences, Questions, and Resources**

This interactive session, open to all NCORE participants, seeks to create an environment where participants speak openly about their experiences, concerns, or questions related to being either a multiracial person, or working with multiracial people on campus. Through dialogue, as well as activities that promote deeper levels of introspection and discussion, participants explore issues facing multiracial students, and conditions that promote or block coalition building between multiracial people and other racial communities. In addition, participants are encouraged to openly grapple with larger questions raised by increasing numbers of people who identify as multiracial, such as what constitutes race, how multiracial people should identify and be identified in terms of race, and the impact of multiracial students on other demographic groups on campus. Examples of successful campus programs or interventions related to multiracial students will also be shared.

**Rochelle Calhoun**, Executive Director, Alumnae Association, Mount Holyoke College—South Hadley, Massachusetts

**Charmaine L. Wijeyesinghe**, Ed.D., Consultant in Organizational Development and Social Justice—Delmar, New York

2:00-5:00 p.m.

2:00-5:00 p.m.  
**CONFERENCE ROOM C**  
Executive Conference Center  
Lower Lobby

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

#### **Coalition 4Change: A Case Study of Anti-Racist Student Activism Involving Collaboration With Faculty at the University of Alabama**

◆◆ Case Studies/Model Programs ◆◆

This session examines a grassroots student movement, the Coalition for Change (C4C). The movement resulted in an agreement by the administration of the University of Alabama to fulfill an eight “tenet”-proposal focused on the past and current status of African Americans at the Capstone and the establishment of infrastructures that would contribute to improved race relations, diversity, and inclusiveness on campus. Through presentation of this case study, this session focuses on a model for student activism that involves collaboration with the faculty. The special challenges of engaging in activism related to race relations on a predominantly white campus will be discussed. In addition to the process and strategies for a successful student activist campaign, the session will focus on the personal, political, social, and interpersonal challenges and triumphs experienced throughout this activist initiative. This session should particularly benefit those students, faculty, or staff persons who are interested in organizing students or supporting students who wish to organize on college campuses for the purpose of engaging in campus activism.

**Levels of Experience:** Novice

**Rondee Gaines**, Doctoral Student, Department of Communications, Georgia State University—Atlanta, Georgia  
**Zenobia Viola Harris**, Graduate Student, College of Communication and Information Sciences, The University of Alabama—Tuscaloosa, Alabama  
**Amilcar Shabazz**, Ph.D., Associate Professor, Department of American Studies, and Director, African American Studies Program, The University of Alabama—Tuscaloosa, Alabama  
**Demetria Rougeaux Shabazz**, Doctoral Candidate, Mass Communication; Adjunct Faculty, The University of Alabama—Tuscaloosa, Alabama  
**Cassandra E. Simon**, Ph.D., Assistant Professor, School of Social Work, The University of Alabama—Tuscaloosa, Alabama  
**Robert Turner**, Graduate Student, School of Law, The University of Alabama—Tuscaloosa, Alabama

2:00-5:30 p.m.

### **MAJOR WORKSHOP 16**

**NEW YORK BALLROOM  
EAST**  
Third Floor

#### **Understanding Institutional Privilege and Developing Culturally Competent Supervision: Demonstrating a Model Training Program for Use on Any Campus**

This session will showcase a training design that can be adapted for use by any campus community. Participants will walk through the design and participate in interactive exercises and group work to explore the ways in which we are taught to deal with differences in perceived race and ethnicity, in skin color, socioeconomic class and class status, gender, sexual orientation and identity, as well as perceived abilities and disabilities. We will explore how our deep programming around differences tends to lead to the development of systems and processes that are supposed to be equitable, and yet have the effect of being inequitable. Finally, we will use the research from the book, *First, Break All the Rules: What the World's Greatest Managers Do Differently* (Buckingham and Coffman; Simon and Schuster, 1999) to demonstrate the ways in which culturally competent supervision creates a professionally rewarding and challenging environment for everyone.

**Cristine Clifford Cullinan**, Ph.D., Training and Development Administrator, University of Oregon—Eugene, Oregon  
**Carla D. Gary**, Ph.D., Assistant Vice Provost for Institutional Equity and Diversity, University of Oregon—Eugene, Oregon

3:30-5:30 p.m.

## SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE

**EMPIRE EAST**  
Second Floor



### How to Enhance Diversity Issues on College Campuses

**Mildred García, Ph.D.**, President, Berkeley College—New York and New Jersey

An educator with extensive administrative and teaching experience at all levels of higher education, Dr. Mildred García serves as President of Berkeley College. The College maintains two New York campuses in Mid-Town Manhattan and White Plains, three New Jersey campuses located in West Paterson, Paramus, and Woodbridge, and an Extension Center in Lower Manhattan. The College enrolls approximately 5000 students and awards both Baccalaureate and Associate degrees in a wide variety of business-related fields. Since assuming the Presidency of Berkeley College in 2001, Dr. García has championed the cause of access with success; the obligation to make the attainment of a college degree a realistic goal for all who strive to succeed. Under Dr. García's leadership, the College has added many new programs, and has opened state-of-the-art new facilities to enhance the College's mission to provide a quality education for a diverse student population seeking careers in the vanguard of the business industry. Dr. García's research has concentrated on equity in higher education and its impact on policy and practice. Ford Foundation selected Dr. García along with three other scholars to assess its Campus Diversity Initiative. Their assessments resulted in the 1995 coauthored monograph, *Diversity in Higher Education: A Work in Progress*. She was also selected by the Ford Foundation as part of a U.S. delegation, working with delegations from India and South Africa, to participate in an international seminar on diversity and democracy in India (1997) and in South Africa (1998). Her book *Affirmative Action's Testament of Hope: Strategies for a New Era* (1997), extended her work on how to enhance diversity issues on college campuses. In 2000, Dr. García authored *Succeeding in an Academic Career*, which focuses on how faculty of color can succeed in higher education and in 2001 co-published *Assessing Campus Diversity Initiatives*. Dr. García's latest work is *Transforming the First Year of College for Students of Color*, which she co-authored in 2004. She was appointed by the Governor of New Jersey to Chair the Education Mandate Review Study Commission, and also serves as the Chair of the Commission for the Center for Advancement of Racial and Ethnic Equity (CAREE) for the American Council on Education (ACE). She serves on the Advisory Committee of the National Science Foundation's Directorate for Education and Human Resources. In addition, she serves on the Board of the National Council for Community and Education Partnerships, the Board of The *Journal of General Education* and as a founding board member of 100 Hispanic Women, Westchester Chapter. An active member of the Association for the Study of Higher Education (ASHE), she served as the chair of the Association's Publication Committee. She was appointed by the Mayor of New York City to serve on the City's Workforce Investment Board and was appointed to its Executive Board. Further, she has also been selected to serve on the Board of Trustees of Caribbean University in Bayamón, Puerto Rico.

4:15-5:15 p.m.

## VIDEO PREVIEW AND DISCUSSION

**SUITE 4801**  
Forty Eight Floor



### *The Rise and Fall of Jim Crow*

Comprehensive look at the race relations in America between the Civil War and the Civil Rights Movement

Executive Producers: Bill Jersey and William R. Grant

This award winning four-part series offers the first comprehensive look at race relations in America between the Civil War and the Civil Rights Movement. This episode examines the surge of Civil Rights activism that took place after World War II. This activism resulted in Supreme Court victories such as *Brown V. Board of Education*.

Introduction and discussion by California Newsreel. [www.newsreel.org](http://www.newsreel.org)

6:30-8:30 p.m.

**CONFERENCE ROOM D**  
Executive Conference Center  
Lower Lobby

**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.

6:30-8:30 p.m.

**CENTRAL PARK EAST**  
Second Floor

**LATINO/A CAUCUS**

**Discussion on Latino/a in Higher Education**

The meeting is hosted by Latino/a Networking Group

7:00-8:30 p.m.

**INFORMAL NETWORKING MEETINGS**

(For more information, see page 23)

8:30-10:30 p.m.

**METROPOLITAN EAST**  
Second Floor

**SPECIAL EVENT**



**JAMES BALDWIN — DOWN FROM THE MOUNTAINTOP**

A new play written and performed by Tony Award Nominee Calvin Levels, Directed by David Moses  
"Words like 'freedom', 'justice', 'democracy' are not common concepts; on the contrary, they are rare. People are not born knowing what these are. It takes enormous effort to arrive at the respect for other people that these words imply." **James Baldwin**

This production, "James Baldwin—Down From the Mountaintop," is one of the many tributes—personal and public—that have sprung up recently to summon the spirit of one of the great voices of American letters, a prophetic writer whose import and impact, for some, has become a vague afterimage in the 17 years since his death. James Baldwin was many things: He was passion and fire. He was poetry and polemic. He was black and homosexual at a moment in history when it could be injurious to be either too loudly. The author of nearly two dozen works of nonfiction, fiction and plays, Baldwin saw few boundaries. Baldwin wasn't concerned with making things palatable. "But Jimmy's coming back. Oh, yes, he's coming back!" says Cornel West, professor of religion at Princeton University. "You always got this sense we'd have to wait for another moment in the history of the country to have a deeper appreciation. He told the truth before it was fashionable." "We really haven't had another like him," says New York-based musician and Obie Award-winning writer Carl Hancock Rux. "Someone who challenges race and politics and sexuality — especially an African American — who is listened to by both black and white. For him, it was about being a person."

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## FRIDAY, JUNE 3, 2005

7:30-8:30 a.m.

### CONTINENTAL BREAKFAST

#### METROPOLITAN FOYER

Second Floor

8:30-9:45 a.m.

### 75-MINUTE CONCURRENT SESSIONS

8:30-9:45 a.m.

#### LIBERTY SUITE 3

Third Floor

**Level of Experience:** Novice

#### **Expanding the Circle: Respecting the Past, Preparing for the Future—A Curriculum to Support American Indian Students in Transition**

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

This interactive session will describe, demonstrate, and engage participants in activities used to support the successful transition of American Indian students into postsecondary environments. Based on the transition curriculum entitled, "Expanding the Circle: Respecting the Past, Preparing for the Future" the presenter will engage participants in activities that illustrate the four themes created to facilitate students' preparation for college. There are four themes that build upon themselves within the curriculum. The Discovery allows students to discover more clearly who they are as an American Indian, as part of a family, a community, and as individual—crucial self-knowledge before students can make appropriate and workable decisions about future. The Framework focuses on foundational skills and information students need when making their own plans for the future. In The Choice students build upon the previous two themes to explore and develop long-term postsecondary goals. Finally, The Reflection includes a culminating experience to reflect on personal knowledge learned and goals developed. Added to those skills, abilities to set goals, organize, communicate, self-advocate, problem-solve, and work in teams prepare young adults to face the challenges of the future. This curriculum is designed to offer a structured process and a set of culturally relevant activities to facilitate successful transition for American Indian high school students.

**Jean E. Ness**, Ed.D., Principal Investigator and Project Director, Institute on Community Integration, University of Minnesota—Minneapolis, Minnesota

8:30-9:45 a.m.

#### CONFERENCE ROOM E

Executive Conference Center

Lower Lobby

**Level of Experience:**

Intermediate

#### **Legally Recruiting and Retaining a Diverse Faculty: The Faculty Recruitment Office at Stanford University**

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

The session will discuss strategies for public and private universities to establish lawful programs that enhance faculty diversity with an emphasis on the creation and operation of the Stanford University Faculty Recruitment Office (FRO). The FRO serves as a centralized information resource for prospective and newly hired faculty. The office meets with the faculty of color to gain an understanding of their experience working at Stanford; assist deans, chairs, and search committees in developing diverse and talented applicant pools; develop and maintain databases of recent minority Ph.D.s, faculty of color, and minority professional organizations and publications; and meets with deans and chairs to discuss strategies in recruiting and retaining faculty. In describing Stanford's approach in light of the legal climate, the session offers areas of discussion by presenting challenges. The session will also discuss ways to measure success. This session should particularly benefit those who are interested in pursuing legal approaches to recruiting and retaining a diverse faculty.

**Sally Dickson**, J.D., Associate Vice Provost, Faculty Development, and Associate Dean, Humanities and Sciences, Stanford University—Stanford, California

**S. Marshall Perry**, Doctoral Candidate, School of Education; Program Coordinator, Faculty Recruitment Office, Stanford University—Stanford, California



8:30-9:45 a.m.  
**CONFERENCE ROOM B**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice

### **Reflections of the Civil Rights Movement Through Experiential Learning**

◆◆ Case Studies/Model Programs ◆◆

Research shows that students who are actively engaged in hands-on learning are more likely to become committed lifelong learners. Texas A&M University's Department of Multicultural Services is transforming the classroom experience into life-changing experiences. Through an innovative, credited three-hour course, and tour entitled "Voices of the Civil Rights Movement," students have traveled the Old South to walk the path trodden by the foot soldiers for justice. They have the opportunity to speak personally with many of those Americans who have championed Civil Rights. Using the "Voices of the Civil Rights Movement" class and tour as a model, the presenters will provide a framework from which conference participants can utilize other social movements and historical events as a reflection through experiential learning. This session should particularly benefit those seeking hands-on learning experiences to enhance Civil Rights education.

**Christina M. Aguilar**, Outreach and Leadership Specialist, Department of Multicultural Services, Texas A&M University—College Station, Texas

**Rodrick Moore**, Ph.D., Program Coordinator, Department of Multicultural Services, Texas A&M University—College Station, Texas

8:30-9:45 a.m.  
**CONFERENCE ROOM H**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate and Advanced

### **The National Center for Institutional Diversity at the University of Michigan: Mission and Values**

◆◆ Policy Issues ◆◆

As the next step in its enduring commitment to diversity, this session announces the University of Michigan's plan to launch a multifaceted National Center for Institutional Diversity. A site for conducting and supporting research on diversity and for developing and analyzing programs for dialogue, recruitment and retention, institutional change, and inclusive curriculum and pedagogy. This session should particularly benefit those who anticipate personal and institutional affiliation with this national effort and who can offer advice about top priorities for the Center's work in promoting diversity in higher education and beyond.

**Lester P. Monts**, Ph.D., Senior Vice Provost for Academic Affairs; Senior Counselor to the President; Professor of Ethnomusicology, University of Michigan—Ann Arbor, Michigan

8:30-9:45 a.m.  
**LIBERTY SUITE 1 AND 2**  
Third Floor

**Level of Experience:** All

### **Retention Through Mentoring: Adding a More Personal Touch in Retaining First Year Students**

◆◆ Case Studies/Model Programs ◆◆

This session will present the CONNECT Mentoring Program that is in place at Southern Methodist University. Presenters will provide information about the history of the program, and how the department took a failing program and turned it into something very positive. The session will discuss some of the program challenges and how they were addressed. Participants will receive information on training for mentors, their responsibilities as mentors, and the role of Faculty in the program. This session should particularly benefit those who work in the area of minority student retention, and those interested in creating a mentoring program on their campus.

**Karen L. Click**, Coordinator, Asian American Student Services, Southern Methodist University—Dallas, Texas

**Jennifer M. Jones**, Director, Multicultural Student Affairs, Southern Methodist University—Dallas, Texas

**Fernando Salazar**, Coordinator, Hispanic Student Services, Southern Methodist University—Dallas, Texas

8:30-9:45 a.m.  
**CONFERENCE ROOM I**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice

**Strategies to Close the Achievement Gap in a Majority Minority High School in the South. The Necessity of External Pressure by a Community Task Force to Raise the Quality of Secondary Education and Access to Higher Education for Underrepresented Groups**

◆◆ Case Studies/Model Programs ◆◆

This session will focus on the work of a task force of concerned citizens, educators, and organizations that the SAT should be a graduation requirement. In 2003, Marietta High School was honored as a "Georgia School of Excellence" despite the fact that only one in three Black males and one in 20 Latino males earned a diploma. Only ten Black males from an incoming 9th grade class of 150 went on to take the SAT. The 2003 proclamation of "excellence" in the face of current minority attrition and SAT statistics is an institutional stamp of approval on minority underachievement. This session describes the tactics employed by the task force to pressure the 85% white school board to commit to policy changes that positively address the educational needs of the children in this 70% Black-Latino school district. Presenters will discuss the rationale for the task force's primary recommendation, that the SAT must be a graduation requirement because it is the most expedient means of drawing attention to existing K-16 achievement patterns and stimulating public pressure for change. The session should particularly benefit those committed to accountability and authentic student achievement and be of special interest to groups or individuals working to increase college access for underrepresented groups.

**Ken Sprague Sr.**, Teacher, Marietta High School, and Member of NAACP Close the Achievement Gap Task Force—Marietta, Georgia

**Donna M. Wong**, Associate Director, Office of Multicultural Programs and Services, Emory University—Atlanta, Georgia

8:30-9:45 a.m.  
**CONFERENCE ROOM J**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice and Intermediate

**Support Services for Students With Disabilities at Historically Black Colleges and Universities**

◆◆ Research/Assessment/Evaluation ◆◆

This session examines the current state of affairs of support services for students with disabilities at our nation's Historically Black Colleges and Universities. The session will address original national research efforts to establish the need for disability services programs among underrepresented postsecondary institutions—namely, HBCUs and to assess the needs of this entity. Finally, the session will reveal whether or not theory and practice intersect to render usable outcomes to develop, enhance, and/or redesign existing infrastructures to ensure adequate support services for students with disabilities. This session should particularly benefit those who are interested in the success of African American and other students of color with disabilities, postsecondary disability services and/or postsecondary transition of students with disabilities; practitioners/liaison(s) who provide direct services to students with disabilities at an HBCU; students with disabilities considering matriculating to an HBCU, faculty who may encounter students with disabilities in their classroom, institutional liaisons and administrators who are concerned with mandated ADA (The Americans with Disabilities Act of 1990) compliance issues which impact all institutions receiving Federal Financial Aid dollars.

**Robin L. Moore-Cooper**, Doctoral Candidate, Rehabilitation Services Program, Ohio State University—Columbus, Ohio

8:30-11:30 a.m.

**MAJOR WORKSHOP 17**

**RIVERSIDE SUITE**  
Third Floor

**Religious Diversity and the Promise of Dialogue: A Global Perspective**

Three guiding principles regarding religious diversity are affirmed by the 2004 Council for the Parliament of the World's Religions. The guiding principles are (1) to promote inter-religious harmony rather than unity, (2) to seek convergence rather than the consensus, and (3) to work locally while thinking globally. These principles serve to create the promise of authentic dialogue among the religions of the world. Through a combination of presentation, group interaction, and discussion this session will focus on the complex issues related to religious diversity.

**Barbara S. Boyd**, Ph.D., Faculty and Director for Outreach, Religious Studies Program, The University of Oklahoma—Norman, Oklahoma

**Tom W. Boyd**, Ph.D., David Ross Boyd Professor of Philosophy and Emeritus Professor, Religious Studies, The University of Oklahoma—Norman, Oklahoma

8:30-11:30 a.m.

### MAJOR WORKSHOP 18

**CONFERENCE ROOM F**  
Executive Conference Center  
Lower Lobby

#### **Placing Diversity at the Core of Institutional Excellence**

Many colleges and universities have institutional excellence as a goal. Rochester Institute of Technology (RIT) has placed diversity as part of the definition of institutional excellence. From membership on the Board of Trustees, through the entire university to the purchasing and contracting, RIT is using the inclusion of groups underrepresented in higher education as measurement for excellence. In an interactive format, in this session, representatives of RIT will present "How in five years the institution has increased its African American students (24%), Latino American (34%), and Native American (16%)." Also, during this same time period 20% of RIT's tenure-track faculty hires were from the same ethnic groups.

**Renee Baker**, Faculty Recruitment Manager, Department of Human Resources, Rochester Institute of Technology—Rochester, New York

**Eulas G. Boyd**, Assistant Provost for Diversity, Rochester Institute of Technology—Rochester, New York

**Alfreda Brown**, Chairperson, Commission for Promoting Pluralism, Rochester Institute of Technology—Rochester, New York

8:30-11:30 a.m.

### MAJOR WORKSHOP 19

**EMPIRE EAST**  
Second Floor

#### **The "Pipeline" Problem: Using Research to Inform Policy and Practice**

*Brown vs. Board of Education* was a civil rights milestone that set the precedent for addressing racial segregation in the U.S. educational system. Since *Brown*, changing racial demographics have altered the face of America and have led to an increasingly diverse school population. The purpose of this session is to demonstrate how research has been used to inform the unfinished business of *Brown*, with particular attention to the intended and unintended outcomes for various underrepresented populations. Specifically, this session brings together studies that examine critical barriers within the educational pipeline for students of color in three distinct, but important regions in the U.S.—Los Angeles, Chicago, and New York City. This session will illustrate the role of research in these three regions in order to inform policy, practice, and future research.

**Walter Allen**, Ph.D., Professor/Carter Chair, Graduate School of Education and Information Studies, University of California—Los Angeles, California

**Miguel Ceja**, Ph.D., Assistant Professor, Department of Public Policy and Administration, California State University—Sacramento, California

**Tara Parker**, Doctoral Candidate, The Steinhardt School of Education, New York University—New York, New York

**William Trent**, Ph.D., Professor, Educational Policy Studies, University of Illinois—Urbana Champaign, Illinois

**Robert T. Teranishi**, Ph.D., Assistant Professor, The Steinhardt School of Education, New York University—New York, New York

8:30-11:30 a.m.

## MAJOR WORKSHOP 20

**EMPIRE WEST**  
Second Floor

### **The Nigger Word: A Historical Message of Madness, an Important Method of Polarization Across American Society and Within Higher Education**

The session will take a look at the history of the “NIGGER word” utilizing a Randall Kennedy’s very popular and controversial book along with TV shows (Boston Public & Dave Chappell), film clips (*Bamboozled* & *Any Given Sunday*), and a documentary film about a recovered white supremacist (Blink). The session will challenge participants to examine their personal and professional histories with the “Nigger word,” examine when and/or how they were first introduced to the word, and the different feelings associated with the word. We will look at how current events, media, popular music and movies have used “Nigger” over the years and if the word has had any impact or influence on the millennial generation. Presenters will attempt to answer some tough questions, such as: How is the word used in music, media, and movies? Does it still generate the same reaction, incite the same feelings, light the same fuses it did throughout the 20th Century? Could anyone ever be completely comfortable with everyone using the “Nigger word” liberally? We will attempt to ascertain which camp the participants identify with the most, the camp of the eradicationists who believe the word should be obliterated from the American lexicon at the very least, or the regulationists who allow for its usage within certain regimented context. Lastly, throughout the session presenters will offer some suggestions about the need and importance of developing alternatives to the “Nigger word,” and recommend how to challenge and encourage all people, but specifically young people, to at least understand the ramifications of casual or uninformed use of the troublesome word.

**Eddie Moore Jr.**, Ph.D., Founder, America & Moore Research and Consulting; Director, Intercultural Life, Central College—Pella, Iowa

**J. W. Wiley**, Doctoral Candidate, Philosophy and Cultural Studies, Claremont Graduate University in Southern California; Founder, Xamining Diversity Consulting; Director, Center for Diversity, Pluralism, and Inclusion; and Lecturer in Philosophy and Minority Studies, State University of New York—Plattsburgh, New York

8:30-11:30 a.m.

## MAJOR WORKSHOP 21

**CENTRAL PARK WEST**  
Second Floor

### **The Difference That Asian America Makes: Transforming Race and Racism Studies**

The deep complexity of contemporary racial diversity in our society is one of the major challenges to working with race and combating racism in the 21st century. The extremely varied Asian American racial experiences/locations help us to understand this complexity and give us clues to developing new theory and practice in our race work. Employing Asian and Asian American student voices, selected from a longitudinal study of how college students “live” race, this session aims: (1) to introduce key concepts about Asian America, (2) to use diverse Asian American racial experiences to help us understand new ways of framing race and racism, and (3) to articulate why the study/understanding of Asian America matters critically to contemporary race and anti-racism work. Individuals who want to rethink their understanding of U.S./global race and racism beyond current models and to expand their research and educational practice to reflect and engage multi-racial America will benefit from this session.

**Pamela Huang Chao**, Professor of Sociology, American River College—Sacramento, California  
**Jean Wu**, Ph.D., Senior Lecturer, American Studies Program; and Program and Education Director, Diversity Office, Tufts University—Medford, Massachusetts

8:30-11:30 a.m.

## MAJOR WORKSHOP 22

CENTRAL PARK EAST  
Second Floor

### **From the Face of Hate to the Face of Hope: Dialogue on the Need to Establish the Academic Field of Hate Studies**

This session offers continued dialogue on the need to establish an academic discipline of hate studies. Presenters will include board members from the Institute for Action Against Hate and conference participants from the First International Conference to Establish the Academic Field of Hate Studies, held in 2003 at Gonzaga University in Washington State. While there are very important and useful lenses for viewing how human hatred is treated in various fields of academic inquiry, they all treat the subject tangentially, and within the limitations inherent in these various fields. There is no comprehensive, overarching field larger than the sum of its parts that would help us better understand how hatred works in all its forms and venues, and provide testable theories to guide our actions in combating and controlling it. Internationally recognized scholars with expertise relevant to the study of hate collaborated in the initial planning for the development of an integrated field of Hate Studies. They identified what needs to be contributed by other fields and specific next steps for creating the field of Hate Studies. Special attention was given to developing workable and relevant curricula on college campuses and for integrating Hate Studies with institutions outside the academy. This session will provide continued dialogue on planning for this discipline and offer student voices on the problems of hate in university settings. The session also benefits the educators, policy makers and others working to combat hate at all levels of higher education settings.

**Bob Bartlett**, Director, Multicultural Education and Unity House Cultural Education Center; Adjunct Faculty; Chairman of the Board, Institute for Action Against Hate, Gonzaga University—Spokane, Washington

**George Critchlow**, J.D., Dean, Law School; Board Member, Institute for Action Against Hate, Gonzaga University—Spokane, Washington

**Pamela Dos Ramos**, Research Project Director, Alberta Civil Liberties Research Center, University of Calgary—Calgary, Alberta, Canada

**Deborah McDonald**, Ph.D., Associate Professor, School of Education; Board Member, Institute for Action Against Hate, Gonzaga University—Spokane, Washington

**Raymond Reyes**, Ph.D., Academic Vice President for Diversity, Board Member, Institute for Action Against Hate, Gonzaga University—Spokane, Washington

**Jerri Shepard**, Ed.D., Director, Institute for Action Against Hate, and Director, Master of Arts in Teaching: Teaching At Risk Students, Gonzaga University—Spokane, Washington

**Kenneth Stern**, J.D., Attorney and Program Specialist on Anti-Semitism and Extremism for the American Jewish Committee; Board Member, Institute for Action Against Hate, American Jewish Committee—New York, New York

**Sima Thorpe**, Director, Center for Community Action and Service Learning; Board Member, Institute for Action Against Hate, Gonzaga University—Spokane, Washington

**Laurie Wood**, Director of Research and Board Member, Institute for Action Against Hate, Southern Poverty Law Center—Montgomery, Alabama

8:30-11:30 a.m.

**CONFERENCE ROOM D**

Executive Conference Center  
Lower Lobby

**MAJOR WORKSHOP 23**

**Community Cross-Racial Dialogue on TBLGQA Issues in Higher Education**

This dialogue session will be structured with questions for pairs, small and large/whole group discussion or fish bowl. We will take time for within racial group dialogue, as well as cross-racial dialogue. Most campus LGBT organizations have focused on those for whom LGBT identity is primary or central, rather than part of intersecting identities that have varied saliency in different contexts. The “whiteness” of LGBT campus organizations with institution’s sponsor for support often places LGBT people of color in difficult situations in both the LGBT organizations and in the people of color organizations. Academic programs in LGBT studies often ignore the leading roles played by people of color in the liberation movements around sexual orientation and gender identity going back to the early twentieth century. White community members often express frustration at the lack of visibility or participation of LGBT People of Color in campus programs and organizations. This session discusses issues such as: How might we form better working alliances with and between LGBT communities on campus and in society? Do we have any models out there that are working? And, what are the challenges? This session will benefit those who seek to understand the internal racial dynamics of LGBT communities on campus and who already have experience interacting in campus LGBT communities.

**Billy Curtis**, Director, Lesbian, Gay, Bisexual, Transgender Programs and Services, Gender Equity Resources, Office of Student Life, University of California—Berkeley, California

**Kris Hayashi**, Executive Director, The Audre Lorde Project Community Organizing Center for Lesbian, Gay, Bisexual, Two Spirit, and Transgender People of Color—Brooklyn, New York

**Alice Y. Hom**, Director, Intercultural Community Center, Occidental College—Los Angeles, California

**Aida Martinez**, Director, Minority Student Programs, University of Minnesota—Morris, Minnesota

**A.T. Miller**, Ph.D., Coordinator, Multicultural Teaching and Learning, University of Michigan—Ann Arbor, Michigan

**Melvin Monette**, Program Coordinator, United Tribes Community Educators Program, University of North Dakota—Grand Forks, North Dakota

**Agustin Orozco**, Assistant Director, Office of Academic Support and Instructional Services (OASIS), University of California—San Diego, California

**Frederick L. Smith**, Assistant Director, Cross Cultural Centers, California State University—Los Angeles, California

**Mónica Taher**, Director, People of Color Media, and Regional Media Managers, GLAAD (Gay and Lesbian Alliance Against Defamation)—Los Angeles, California

8:30-11:30 a.m.

**RIVERSIDE BALLROOM**

Third Floor

**MAJOR WORKSHOP 24**

**Are Institutions of Higher Education Meeting the Challenge of Educating the Hispanic Population?**

As the number of Latino high school graduates increases, will institutions of higher education respond appropriately to the challenge of enrolling and retaining Latino students? Or, will they simply consider it a “sink or swim” challenge for Latino students? At issue are matters of culture, language, academic preparation, and financial support. What models exist for institutions to turn to that are new to the challenge? What strategies might institutions develop? To whom can institutions turn as Latino students become a major recruitment pool? And, what further questions need to be asked?

**Arturo Madrid**, Ph.D., Norine R. and T. Frank Murchison Distinguished Professor of Humanities, Department of Modern Languages and Literatures, Trinity University—San Antonio, Texas

Part I  
8:30-11:30 a.m.  
**CONFERENCE ROOM C**  
Executive Conference Center  
Lower Lobby

Part II continues  
2:30-5:30 p.m.

## MAJOR WORKSHOP 25

### **Critical Multiculturalism: The Demise of U.S. Racism**

This session, representing more than 15 years of thinking and organizing, will present a new critical multicultural model and movement that seek to eradicate racism in the United States. The model elevates the traditional conversations on diversity and multiculturalism from one of inclusion and participation to the level of social justice, cultural parity and equity, by offering a set of principles, their corresponding methods/strategies and finally their practitioners. Presenters will layout the undergirding principles of the movement, including its relationship to worldwide Critical Multicultural movements. The session presents the three major components (strategy and practitioners) of the model/movement: (1) think tanks, (2) student movement, and (3) social transformation. Participants will move through presentations, facilitated workshops and critique. Because the model seeks to impact the way Multicultural Affairs professionals and Multicultural Student organizations organize, all professionals, students and leaders of the field should find this workshop of particular interest.

**Maureen Gillette**, Ph.D., Associate Dean of Education, William Paterson University—Wayne, New Jersey

**Britta Ingebretson**, Undergraduate Student, Sociology/Anthropology Major, Swarthmore College—Swarthmore, Pennsylvania

**Tara Jones-Stevens**, Health Educator and Community Organizer—Chester, Pennsylvania

**Kristine Lewis**, Ph.D., Research Associate, Research for Action—Philadelphia, Pennsylvania

**Jessica Pope**, Undergraduate Student, Sociology/Anthropology Major, Swarthmore College—Swarthmore, Pennsylvania

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

**Mathew Smith**, Undergraduate Student, Education and Mathematics Major, Swarthmore College—Swarthmore, Pennsylvania

Part I  
8:30-11:30 a.m.  
**NEW YORK BALLROOM EAST**  
Third Floor

Part II continues  
2:30-6:00 p.m.

## MAJOR WORKSHOP 26

### **Applying a Planned Change Model to Dismantling Systemic White Privilege on Your Campus**

Lasting institutional change occurs when it is planned and built into the institution's systems. Using a model for planned change as our lens, we will examine the following questions: (1) How is white privilege manifested on our campuses? (2) How is white privilege maintained? And (3) What are concrete examples of ways to apply a planned change model to dismantle white privilege in recruiting, hiring, tenure, rewards systems, and retention?

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

Part I  
8:30-11:30 a.m.  
**CONFERENCE ROOM L**  
Executive Conference Center  
Lower Lobby

Part II continues  
2:30-6:00 p.m.

## MAJOR WORKSHOP 27

### **Dialogue With a Difference: Moving Beyond Talk**

This daylong session guides small group(s) of participants through a "Dialogue on Race Relations." This session will also illustrate facilitator training based upon the model developed by Hope in the Cities and adopted by the Dayton Dialogue on Race Relations (DDRR) and Wright State University. Presenters will guide participants through the basic tenets of an innovative dialogue that encourages participants to share information about their racial background, family history, encounters with racial conflict, and current attitudes about race relations in their respective communities. This model differs from traditional "dialogues" in that they conclude by considering specific strategies for reconciliation and developing and implementing action plans. The session will benefit those community or institutional leaders who address issues of racial conflict within their constituencies, the faculty who manage multiracial student bodies, as well as those who are interested in racial reconciliation.

**Paul Carlson**, Ph.D., Associate Dean, Student Affairs and Admissions; Associate Professor, Department of Community Health, School of Medicine, Wright State University—Dayton, Ohio  
**Kim Goldenberg**, M.D., President, Wright State University—Dayton, Ohio  
**Martin P. Gooden**, Ph.D., Social Psychologist, Assistant Professor, Department of Psychology, Wright State University—Dayton, Ohio  
**Jacqueline McMillan**, Executive Assistant to the President and Secretary to the Board of Trustees, Wright State University—Dayton, Ohio  
**Jeffrey Vernooy**, Director, Office of Disability Services, Wright State University—Dayton, Ohio  
**Kelli Zaytoun**, Ph.D., Director, Women’s Studies, Wright State University—Dayton, Ohio

**MAJOR WORKSHOP 28**

Part I  
 8:30-11:30 a.m.  
**NEW YORK BALLROOM WEST**  
 Third Floor

**Keeping Our Eyes on the Prize: Mainstreaming Assessment as a Diversity Grounded Pathway to Excellence**

Excellence and diversity are intimately intertwined. Excellence is the prize and diversity, a necessary prerequisite for its attainment. Unleashing the potent powers of assessment cultivates and sustains excellence when we resourcefully work it for the greater good of those we seek to serve. Assessment and evaluative judgments are inextricably bound up with culture and context so engaging diversity offers an essential resource. Excellence demands that we “know the prize” from multiple vantage points so that we can keep our eyes on it. The ultimate prize resides in students and others who receive our services or products vis a vis our outcome promises and success vision. In what ways and to what extent are your curricular, co-curricular, pedagogical, and other intervention activities breathing life into that vision for all segments of the target population? How do you know you have accomplished that and to what extent do your evaluative judgments resonate with the lived realities of the persons that you assess—experiential validity? Addressing these questions spotlights “interpersonal validity” issues which demand ongoing personal homework—expanding and polishing our socio-cultural lenses and filters. Without that, we cannot accurately judge the quality and resonance of our perceptions, transactions and meaning-making interpretations—especially when data collection, analysis and interpretation processes involve communications across diversity divides. Enhancing interpersonal validity—self as knower, inquirer and engager—calls for a lifelong learning and reflective practice journey that invite us to explore together. Assessment for excellence is a vibrantly responsive process that informs and improves as well as proves—notably, a valuable resource for relevant knowledge creation and continuous development toward excellence in addition to accountability compliance.

**Hazel Symonette**, Ph.D., Senior Policy and Planning Analyst, Office of Human Resources Development/The Equity and Diversity Resource Center, University of Wisconsin—Madison, Wisconsin

Part II continues  
 2:30-6:00 p.m.

**3-HOUR CONCURRENT SESSIONS**

8:30-11:30 a.m.

**A Conflict Management Training Model for Mediating Diversity Conflicts in University Settings: Building Foundations and Institutional Models**

◆◆ Interactive Training ◆◆

This session will use conflict and diversity assessment tools and case study scenarios to provide participants with conflict management models and strategies to use in their work settings. The faculty and administrators rarely assume their positions knowing how to frame and manage conflict, yet leaders spend more than 40% of their workday managing and resolving conflict. Presenters will engage participants in two ways: (1) work with each participant to identify their own conflict management strategies and the mental models that lead to these conflict strategies, and (2) present a training model of the Algert-Watson-Stanley (AWS) faculty development conflict management for training faculty and administrators in the mediation of diversity conflicts in the university setting. This session should particularly benefit administrators and faculty development professionals interested in learning how to manage conflict in a diverse work environment.

**Nancy E. Algert**, Ph.D., President, The Center for Change and Conflict Resolution-Bryan, Texas; Visiting Assistant Professor, Department of Educational Psychology and Department of Educational Administration and Human Resource Development, Texas A&M University—College Station, Texas

**Christine A. Stanley**, Ph.D., Assistant Dean of Faculties; Associate Provost; and Associate Professor, Higher Education Administration, Texas A&M University—College Station, Texas

Part I  
 8:30-11:30 a.m.  
**CONFERENCE ROOM K**  
 Executive Conference Center  
 Lower Lobby

**Level of Experience:** All

Part II continues  
 2:30-6:00 p.m.



9:30-11:30 a.m.

## 2-HOUR CONCURRENT SESSIONS

9:30-11:30 a.m.  
**METROPOLITAN WEST**  
Second Floor

**Level of Experience:** Novice  
and Intermediate

### **Mixed-Race Student Organizing: Problems and Possibilities**

#### ◆◆ Interactive Training ◆◆

What does it mean to identify as a multiracial student? What are multiracial issues? Can multiracial organizing be anti-racist and social justice oriented? Multiracial issues are increasingly relevant to today's U.S. college and university students, staff, and faculty. Many multiracially-identified students are eager to form coalitions and confront racism. In this interactive training session, presenters will offer a brief history of multiracial organizing and current multiracial political issues and, provide insights through best practices of fostering and supporting anti-racist politics within multiracial student organizations. Participants will have opportunities to reflect on their own beliefs about multiraciality, multiracial students, organizations, and politics. The session will include discussion on the different and sometimes conflicting political agendas within the multiracial movement. Participants will also formulate personal action plans to achieve such goals on their campus. This session should particularly benefit those higher education professionals who work with student organizations or are concerned with multiracial student organizing, whether they are already doing such work or just contemplating becoming involved.

**Kiyomi Burchill**, Undergraduate Student, Comparative Studies in Race and Ethnicity, and Political Science Major, Stanford University—Stanford, California

**Eric Hamako**, Doctoral Student, Social Justice Education, University of Massachusetts—Amherst, Massachusetts

**Paloma Villaseñor Rosenbaum**, Program Assistant, Multicultural Education, Stanford University—Stanford, California

10:00-11:30 a.m.

## 90-MINUTE CONCURRENT SESSIONS

10:00-11:30 a.m.  
**LIBERTY SUITE 3**  
Third Floor

**Level of Experience:**  
Intermediate

### **Creating Valuable Linkages Between the University of Alaska Anchorage and Native Community Elders: Three Projects Increasing Intergenerational Participatory Research Between Alaska Native Elders and College Students**

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

The National Resource Center for American Indian, Alaska Native and Native Hawaiian Elders was established on the University of Alaska Anchorage campus in the fall of 2003 for the purpose of listening to Native Elders concerning their desires in planning for long term health care. University staff spent more than 200 days traveling and recording qualitative data from the five major Native population groups in Alaska. From this experience, several programs evolved to prepare students to respond to this new arena of cross-cultural research in the health and well-being of older Native adults. The session will present information on three programs: (1) Lessons Learned—Community Research Methods respectful of Native Elders responds to elder needs and spawn student involvement in community grant for elder services, (2) Rural Immersion as an Instructional Method in training students to work within Alaska Native communities; and (3) The Students into Psychology Program—student involvement in the development of processes to analyze Qualitative Data collected in a Native tongue. This session should particularly benefit those who train students in field research methods or those working with minority populations using the participatory research model.

**Kanaqlak, George P. Charles**, Ph.D., Director, National Resource Center for American Indian, Alaska Native and Native Hawaiian Elders, University of Alaska—Anchorage, Alaska

**Kathleen Susan Graves**, Ph.D., Project Director, National Resource Center for American Indian, Alaska Native and Native Hawaiian Elders; Project Director, Alaska Native Students into Psychology; Term Assistant Professor in Psychology, University of Alaska—Anchorage, Alaska

**Jim LaBelle**, Project Director, National Resource Center for American Indian, Alaska Native and Native Hawaiian Elders, University of Alaska—Anchorage, Alaska

**Louise Diane Shavings**, Project Director, National Resource Center for American Indian, Alaska Native and Native Hawaiian Elders, University of Alaska—Anchorage, Alaska

**Janell Smith**, Project Director, National Resource Center for American Indian, Alaska Native and Native Hawaiian Elders, University of Alaska—Anchorage, Alaska

10:00-11:30 a.m.  
**CONFERENCE ROOM E**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate

**THE THIRD SHIFT: Creating Safe Spaces for People of Color, African Ancestry Women's Work in The Academy**

◆◆ Theoretical Models ◆◆

This interactive session will address the nature, scope and necessity for African Ancestry women to create environments within the college and university setting that are nurturing and supportive for students, staff and faculty of color. The amount of work that we accomplish in the academy stretches beyond the traditional limits of our job descriptions! Presenters will explicitly define the kind of work that they do, why they have historically been motivated to do this work, and what role the academy plays in either validating or negating Third Shift Work, and will share the personal risk factors in engaging in this work. This session should particularly benefit those faculty and administrators who are interested in learning about strategies for creating supportive networks, programs, and alliances (safe spaces) that promote retention and success for students, staff and faculty of color on their campuses.

**Melinda Hughes**, Counselor/Instructor, De Anza College—Cupertino, California

**Trudy Jenise Walton**, Dean, Student Development/EOPS, De Anza College—Cupertino, California

**Marion Y. Winters**, Ed.D., Director, Office of Diversity, and Professor, Women's Studies and International Intercultural Studies, De Anza College—Cupertino, California

10:00-11:30 a.m.  
**CONFERENCE ROOM B**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate

**Senior Diversity Officers in Higher Education: Leading Change and Building Institutional Capacity for Diversity**

◆◆ Long- and Short-Range Planning ◆◆

Based upon pilot research, recent consulting engagements, and professional experiences, this session presents a theory of Senior Diversity Officers (SDO) in higher education. More specifically, this session will: (1) present several senior diversity officer models in higher education, (2) present an overall theory of major challenges and impediments to developing an SDO unit, (3) identify major characteristics of highly effective senior diversity units, and (4) overview a case study of one institution's organizational redesign process for developing a new SDO capability. This session is applicable for all members of the university community and is especially relevant for administrators, faculty, and staff members who are interested in organizational change, diversity, and leadership in higher education.

**Mark S. Giles**, Ph.D., Visiting Assistant Professor, Department of Educational Leadership, College of Education and Allied Professions, Miami University—Oxford, Ohio

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

**Damon A. Williams**, Ph.D., Assistant Vice Provost, Office of Multicultural and International Affairs, University of Connecticut—Storrs, Connecticut

10:00-11:30 a.m.  
**CONFERENCE ROOM H**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate

**Addressing Multicultural Perspectives in Mostly White Classrooms: Using Video Clips for Teaching About Prejudice**

◆◆ Curricular/Pedagogical Models ◆◆

This session will focus on racism as the starting point for analysis of other forms of prejudice. The presenter will offer a specific tool for raising awareness prejudice issues with students using video clips, and will explain and demonstrate facilitation methods related to film and its themes. The session focuses on how to use the video clips for training, and as a tool for introducing many of the different aspects of prejudice theory and social justice awareness in the classrooms. The presenter will provide specific examples and developmental frameworks for use in teaching about multicultural issues such as social construction, prejudice and privilege. Presentation assumes an understanding of concepts such as culture, identity development and prejudice theory. Both affective and cognitive components will be used to generate an understanding of theory and analysis skills in a predominantly Anglo/White student classroom. Participants will model the program design in the session and discuss strengths and weaknesses from presenter's actual experience. The goal is for participants to be acquainted with methods for facilitating discussions on race, class and ethnicity through film and connected to appropriate theories. This session should particularly benefit teachers, trainers and facilitators who use an interactive presentation style.

**Sherwood E. Smith**, Ed.D., Director, Center for Cultural Pluralism, and Assistant Professor, Department of Education, University of Vermont—Burlington, Vermont

10:00-11:30 a.m.  
**CONFERENCE ROOM I**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice  
and Intermediate

**Racial Intolerance: Addressing the Problem Through a Non-Traditional Campus Colloquium**

◆◆ Case Studies/Model Programs ◆◆

This session demonstrates and discusses an approach to promoting open dialogue on complex racial problems. It uses the university as a model or laboratory for faculty, students, staff, and administrators to deepen their understanding of the nature of racial problems as they work together to promote positive change. This campus-wide community colloquium on racism, diversity, and humanity was initially planned in response to a racial incident on campus. The 13 weekly sessions, each lasting one and half hours were then designed to examine deeply held beliefs, attitudes, and feelings about race, promote meaningful, sustained dialogue, and promote opportunities for social change. Presenters will describe the colloquium and use hands-on activities to give a flavor for the process used and to encourage participants to develop similar activities in their institutions. This session should particularly benefit those who seek information about a non-traditional pedagogical model to improve campus racial and ethnic relations and to enhance the effectiveness of teaching and learning about race and diversity in higher education institutions.

**Michael E. Balmert**, Ph.D., Professor and Director, Communication Studies Department, Carlow University—Pittsburgh, Pennsylvania

**Mary C. Burke**, Ph.D., Assistant Professor of Psychology and Graduate Program in Professional Counseling, Carlow University—Pittsburgh, Pennsylvania

**Linda M. Burns**, Ph.D., Chair and Associate Professor, Sociology/Criminal Justice Program, Carlow University—Pittsburgh, Pennsylvania

**Chrys Gabrich**, Ph.D., Interim Dean, College of Arts and Sciences, Carlow University—Pittsburgh, Pennsylvania

**James M. Kelly**, Ph.D., Associate Professor of Social Work and Director, Field Education for the Social Work Program, Carlow University—Pittsburgh, Pennsylvania

**Emma T. Lucas-Darby**, Ph.D., Associate Dean and Director, School for Social Change, and Professor of Social Work, Carlow University—Pittsburgh, Pennsylvania

**Jennifer Snyder-Duch**, Ph.D., Assistant Professor, Communication Studies, Carlow University—Pittsburgh, Pennsylvania

10:00-11:30 a.m.  
**LIBERTY SUITE 1 AND 2**  
Third Floor

**Level of Experience:**  
Intermediate and Advanced

**Two Models for Inclusivity and Institutional Change: St. Olaf College Institutional Journey, 2000-2005**

◆◆ Case Studies/Model Programs ◆◆

This session presents the results of two initiatives that address the limited number of the faculty of color to serve as role models to undergraduates. The anticipated retirement wave of “baby boomers” within the next decade poses a serious challenge, and a unique opportunity, to higher education as it strives to build inclusive communities. This challenge is exacerbated by the already low number of faculty members from communities of color and students pursuing graduate and terminal degrees. The number one concern voiced by undergraduate students is the lack of faculty members in whom they can see themselves reflected—role models who look like them and therefore further inspire them. To address this challenge, two initiatives have been established and funded at St. Olaf College, *The Affirmative Action Liaisons Program* and the *Undergraduate Scholars Program*. These initiatives are addressing the limited number of the faculty of color and undergraduate students in the professorate pipeline, while contributing to increased interaction between students of color and faculty. The various implementation stages of these two programs and current status will be presented. This session should particularly benefit those who are interested in developing faculty recruitment and “grow your own” programs at their institutions.

**Eida Berrío**, Ed.D., Dean, Community Life and Diversity, and Affirmative Action Officer, St. Olaf College—Northfield, Minnesota

**William E. Green**, Assistant Dean, Community Life and Diversity, and Director, Multicultural Affairs and Community Outreach (MACO), St. Olaf College—Northfield, Minnesota

10:00-11:30 a.m.  
**CONFERENCE ROOM J**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** All

**Transformative Pedagogies: Empowering all Voices in the Learning and Teaching Environment**

◆◆ Curricular/Pedagogical Models ◆◆

Empowering all voices in the classroom is central in order to better nurture success for all students. This session focuses on an RFP (Request for Proposal) that was developed by the University Diversity Advisory Committee of Wright State University (WSU). It was based on the assumption that the atmosphere of some learning environments at institutions of higher education might unwittingly contribute to the privileging of some and marginalizing of others. The goal was to challenge preconceptions, beliefs and assumptions of teachers and learners while suggesting strategies to transform classroom pedagogies to provide more nurturing, empowering environment for all. Presenters will provide a sampling of strategies specific to various groups or individuals that may be used to facilitate the hearing and respecting of all voices in the classroom. This session should particularly benefit faculty, staff and all who provide direct services to students, and all others who are committed to take an active role in the transformation of teaching and learning. Students are particularly welcome.

**Colleen A. Finegan**, Ph.D., Interim Director, Women's Center, Wright State University—Dayton, Ohio

**Erendira Lopez-Garcia**, Psy.D., Postdoctoral Psychology Fellow, School of Professional Psychology at Disabilities Services, Wright State University—Dayton, Ohio

**Charlotte Harris**, Ed.D., Chair, Teacher Education Department, Wright State University—Dayton, Ohio

**Mai Nguyen**, Director, Asian/Hispanic/Native American Center, Wright State University—Dayton, Ohio

**Patricia R. Renick**, Ph.D., Director, Intervention Specialist Program, Wright State University—Dayton, Ohio

**Kelli D. Zaytoun**, Ph.D., Director, Women's Studies, Wright State University—Dayton, Ohio

10:00-11:30 a.m.  
**SUITE 4501**  
Forty Fifth Floor

**Level of Experience:** Novice and Intermediate

**Implementing Social Justice Weekend Retreats**

◆◆ Case Studies/Model Programs ◆◆

This session will outline the conceptual framework and pragmatic strategies in successfully creating, implementing, and institutionalizing a weekend long intensive social justice leadership retreat for college students. During the retreat faculty, staff, and graduate student facilitators use personal stories, models, simulations, films, and guided discussions to help students raise their awareness, explore their identity with regard to a variety of diversity issues, examine privilege on a personal and systematic basis, and discuss how they as student leaders can act as advocates and allies in the campus community. Presenters have successfully implemented these retreats at four distinct institutions and will share strategies for garnering institutional support both politically and financially, as well as, specific schedules, curriculum, time lines, and other materials for session participants to use as guides as they develop materials to meet their own unique campus needs. This session should particularly benefit those who are interested in taking the social justice education on campus to another level by implementing weekend long social justice leadership retreats, as well as those who have attempted similar efforts and encountering with institutional, logistical, financial, or political obstacles.

**Grant M. Anderson**, Coordinator, Residential Life, University of Minnesota—Twin Cities, Minnesota

**Keith E. Edwards**, Doctoral Student, College Student Personnel Administration; Graduate Assistant, Beyond the Classroom Living and Learning Program, University of Maryland—College Park, Maryland

10:00 a.m.-6:00 p.m.  
**LENOX BALLROOM**  
Second Floor

**EXHIBITOR SHOWCASE AND RESOURCE CENTER**

(Open daily 10:00 a.m.-6:00 p.m. through Saturday, June 4)

1:00-1:45 p.m.

**METROPOLITAN BALLROOM**  
Second Floor

For a book signing of *Youth, Identity, Power: The Chicano Movement*, see below

For a dialogue with Carlos Muñoz Jr., see below

**CONFERENCE AFTERNOON PLENARY SESSION**



**Keynote Address:**

**The Struggle for Multiracial Democracy in the 21st Century**

**Carlos Muñoz Jr., Ph.D.**, one of the most distinguished Latino Scholars in the Nation

Muñoz is the son of poor working class Mexican immigrants. He is a Professor emeritus at the University of California, Berkeley and affiliated faculty in the university's Center for Latin American Studies and the Peace and Conflict Studies Program. After 36 years of teaching in higher education, he has gained international prominence as political scientist, historian, journalist, and public intellectual. Carlos Muñoz is an acknowledged expert on the issues of ethnic and racial politics, multiculturalism, immigration, and affirmative action. He has appeared on PBS, NBC, CNN, ABC, CBS, and the Spanish-speaking UNIVISION and Tele Mundo. Muñoz played a prominent leadership role as a founder of the Mexican American Civil Rights Movement. In 1988, he was a key advisor to the Jesse Jackson presidential campaign. He is currently active in the struggles for affirmative action and immigrant rights. He served on the Board of Directors of the American Civil Liberties Union of Northern California and is a co-founder, with Angela Davis, Manning Marable and Elizabeth "Betita" Martinez, of the Institute for Multiracial Justice. Muñoz received numerous awards such as: University of Michigan's "Dr. Martin Luther King, Jr., Cesar Chavez, and Rosa Parks Award" (1996); Scholar of the Year Award from the National Association of Chicana & Chicano Studies (1999); and the American Political Science Association honored Dr. Muñoz for his seminal scholarly contributions to the study of Mexican American and Latino politics (2001). In 2004, he was honored in a traveling national exhibition tour entitled "The Long Walk To Freedom," as one of 28 civil rights activists. Muñoz has authored numerous pioneering works, his book, *Youth, Identity, Power: The Chicano Movement* won the Gustavus Myers Book Award for "outstanding scholarship in the study of human rights in the United States." He is currently working on several new books: *The Challenge for a Multiracial Democracy in America*, a biographical novel on *The Life & Times of Dr. Ernesto Galarza (1908-1984)*, the first Mexican American nominated for the Nobel Prize in Literature.

1:50-2:15 p.m.

**LENOX BALLROOM**  
Second Floor

**BOOK SIGNING—YOUTH, IDENTITY, POWER: THE CHICANO MOVEMENT**

Carlos Muñoz Jr.

2:30-3:30 p.m.

**METROPOLITAN EAST**  
Second Floor

**INFORMAL DIALOGUE WITH CARLOS MUÑOZ JR.**

2:30-3:45 p.m.

**SUITE 4801**  
Forty Eight Floor

**VIDEO PREVIEW AND DISCUSSION**



***The College Track: America's Sorting Machine***

In the fall of 2004, public television presented the prime-time documentary series *The College Track: America's Sorting Machine*. Hosted and narrated by Emmy Award-winning actor Andre Braugher. The series explores America's commitment to equal access to higher education through the stories of students

struggling to become the first in their families to attend college. The three-part series examines how low expectations and lack of rigorous preparation limit students' choices and hamper their chances for success. The series, presented in conjunction with the 50th anniversary of the *Brown v. Board of Education* decision striking down school segregation, shows how innovative programs designed to bridge gaps can make all the difference.

Program One: *Who's In, Who's Out*, examines the educational "sorting machine" that exists in our public schools, which derails many kids who could be "college material."

Program Two: *Expect the Best*, considers what happens when the dream of a college education is set in motion in classrooms and communities where expectations have been low.

Program Three: *Get In, Stay In*, examines which students are prepared to succeed in college and why so many students drop out before they finish. Issues of race and class can turn the higher-education experience into an obstacle course, deterring some of the best and brightest in the country from graduating with a four-year degree.  
Facilitated by: Representative from the College Track <http://outreach.thecollege-track.com>

2:30-3:45 p.m.

### 75-MINUTE CONCURRENT SESSIONS

2:30-3:45 p.m.  
**CONFERENCE ROOM B**  
Executive Conference Center  
Lower Lobby

#### **Institutional ABC's (Ambushes, Boobytraps, and Camouflage): Negotiating the Management Minefield as Administrators of Color**

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

Administrators, faculty, and staff of color often face subtle incidents of racism, experiences that seem unimportant or harmless on the surface but that collectively serve to undermine the individual's success within the institution. This highly interactive session will present the hard-to-identify and impossible-to-ignore instances of hidden racism through the discussion of various case studies, ranging from incidents regarding personnel and budget decisions to the inherent issues in "MWB/B" (Managing While Black/Brown). In discussing these case studies, participants will come to understand the subtleties of racial conflicts on campus, as well as how to identify and manage these tensions. This session should particularly benefit those campus leaders who are interested in exploring the often covert ways in which institutionalized racism works.

**Level of Experience:** All

**Donald Dorsey**, Dean, Student Affairs and Activities, Foothill College—Los Altos Hills, California  
**Warren G. Hurd**, Ed.D., Dean, Faculty and Staff, Foothill College—Los Altos Hills, California  
**Rose Myers**, Vice President, Student Development and Instruction, Foothill College—Los Altos Hills, California  
**Trudy Jenise Walton**, Dean, Student Development & EOPS, De Anza College—Cupertino, California

2:30-3:45 p.m.  
**RIVERSIDE BALLROOM**  
Third Floor

#### **Finding Our Future: A Successful Model for Hispanic Transfer**

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

This session presents a new community college model for transfer student support that is assertive, organized and centralized. Presenters will describe how Los Angeles Valley College and Woodbury University have developed a joint program that provides a different kind of model from the typical fragmented systems for transfer intervention. First, the model begins by emphasizing transfer when a student enters the college rather than at the end of one or two years of study. Secondly, the model proposes a one-stop-shop for all services: academic advising, financial aid and transfer support. Finally, the model provides minorities with an option they may not have considered: small private institutions. After a year of operation, the model has resulted in notable successes. Not only have transfer rates improved, but through this intervention, students are getting better grades, are taking more appropriate courses, and are more likely to finish the courses they start. This session should particularly benefit those interested in discovering and implementing a highly effective model for transfer student retention and success at community colleges.

**Level of Experience:**  
Intermediate

**Zelda L. Gilbert**, Ph.D., Project Manager, Cooperative Title V Grant, Woodbury University—Burbank, California  
**Sylvia H. Rodriguez**, Activity Director, Cooperative Title V Grant, Los Angeles Valley College—Valley Glen, California

2:30-3:45 p.m.  
**SUITE 4501**  
Forty Fifth Floor

**Level of Experience:** Novice  
and Intermediate

**Tripartite Collaboration With University and the Community: Partnerships That Support Serve Racial/Ethnic Communities**

◆◆ Case Studies/Model Programs ◆◆

The goal of this session is to provide a systematic examination of the power and potential use of community resources to improve teaching/learning in the urban schools. It is based on a project that brings the Dayton Public Schools (one of 12 in the state of Ohio classified as having "Academic Emergency" status) together with Wright State University, U.S. Air Force Museum, Dayton Aviation Heritage National Historic Park, Montgomery County Historical Society, Dayton and Montgomery County Public Library, and National Afro-American Museum to improve teacher practice and student success, build a network for sustained professional and resource development, and produce a revised American history curriculum. Workshops, seminars and summer institutes for in-service, substitute, and new history teachers are supplemented by peer observation and mentoring, a regional symposium on American history standards and education in museums, archives and libraries and a project website. Curricular content will support the project theme, "Citizenship, Creativity and Invention in American History." Audience participation is encouraged. This session should particularly benefit those who are enhancing urban education through the use of a model national program funded by a nearly one million dollar federal grant. This session should also benefit universities and organizations, which may choose to apply for federal grant dollars.

**Patricia Day**, Director, Curricular Projects, Dayton Public Schools—Dayton, Ohio

**Ronald G. Helms**, Ph.D., Professor, College of Education and Human Services, Wright State University—Dayton, Ohio

**Elois Henderson**, Director, Social Studies, Dayton Public Schools—Dayton, Ohio

2:30-3:45 p.m.  
**EMPIRE WEST**  
Second Floor

**Level of Experience:**  
Intermediate

**The New Struggles Facing African American Students at Predominantly White Institutions: Designing Models That Work, From Inception to Implementation**

◆◆ Case Studies/Model Programs ◆◆

This session examines the development of a large research university acting as a clearinghouse for African American student needs regarding recruitment, acceptance, retention, and completion at the University of California, Berkeley. Results from a recently published report evaluating all programs on campus aimed at recruitment, acceptance, retention, and completion will be examined. The African American Student Development's office action plan regarding the implementation of the reports' recommendations will be discussed. This session should particularly benefit those who are interested in the success of African American students, practitioners who provide direct services to African American or other minority students, as well as students who are interested in taking an active role in recruitment, acceptance, retention, and completion.

**Rabiah Alicia Burks**, Undergraduate Student, History and African American Studies Major, University of California—Berkeley, California

**S. Nzingha R. Dugas**, Director, Academic Coordinator, Office of African American Student Development, Multicultural Student Development Unit, University of California—Berkeley, California

**La Saunda Tate**, Undergraduate Student, Political Science Major, University of California—Berkeley, California

**Kofi-Charu Nat Turner**, Doctoral Candidate, Education, University of California—Berkeley, California

2:30-3:45 p.m.  
**CONFERENCE ROOM E**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice

**Historical and Current Review of Sub-Group Performance Differences on the SAT**

◆◆ Research/Assessment/Evaluation ◆◆

The purpose of this session is to present and review gender, ethnic, and language subgroup performance differences on the SAT over nearly the last two decades. Theories on the existence of subgroup differences will be examined. Substantial revisions to the SAT were made in 1994, and will be made again in 2005. The short-term and long-term impact of these revisions on subgroup differences will be evaluated. Furthermore, the trends in subgroup differences on the SAT will be compared to those documented for other large-scale standardized tests (i.e., The ACT Assessment, National Assessment of Educational Progress), as well as those found on performance assessments such as the SAT Subject Test in Writing. Documenting trends in subgroup differences on the SAT will result in a useful resource for individuals interested in standardized tests, as well as those studying students' experiences that might account for differences on the test. This session should particularly benefit those who are interested in subgroup differences on the SAT and other large-scale standardized tests and discussing theories about why subgroup differences exist on the SAT and other standardized tests.

**Jennifer L. Kobrin**, Ed.D., Associate Research Scientist, The College Board—New York, New York  
**Viji Sathy**, Ph.D. Associate Research Scientist, The College Board—New York, New York

2:30-3:45 p.m.  
**CONFERENCE ROOM H**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice

### **Shades of Ebony in the Ivory Tower: Supporting the Work of Doctoral Students of Color**

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

This session examines the experiences of Latino/a and African American doctoral students affiliated with the Community Teachers Institute (CTI), a nonprofit organization that creates and supports collaborations between various constituencies to improve the quality of public education. Germane to the mission of CTI is supporting the work of doctoral students of color in the field of education. This session will focus on how these emerging scholars were supported in their work, through their affiliation with CTI, particularly in ways that differed from more traditional, university-based means of support. Presenters will outline implications for better supporting doctoral students of color within institutions of higher education and other educational organizations. This session should particularly benefit those who are interested in the recruitment, retention, and success of doctoral students of color; practitioners who provide direct services to these students; current and prospective doctoral students, and those who are concerned with the under-representation of both doctoral students and the faculty of color in post-secondary education.

**Jason Irizarry**, Doctoral Candidate, Education, University of Massachusetts-Amherst; Assistant Professor of Education, Springfield College—Springfield, Massachusetts

**Carlos McBride**, Graduate Student, Social Justice Education, University of Massachusetts—Amherst, Massachusetts

2:30-3:45 p.m.  
**CONFERENCE ROOM J**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate

### **Crossing the Border: The Transition to UCLA From High School and Community College Using a Pedagogy of Excellence**

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

This session examines the Academic Advancement Program (AAP) Freshman and Transfer Summer Program (FSP/TSP), UCLA's 6-week summer academic and residential program for 450 entering freshman and transfer students from low-income, first-generation, and underrepresented populations. This program provides a transition into the university, a way for students to confront the university's academic demands and become familiar with the campus and its resources. FSP/TSP has a 15-year record of success, with its students joining the Honors Program on campus and graduating at increasingly higher rates. The program promotes a pedagogy of excellence where students are enrolled in courses that meet university graduation requirement, which are rigorous, that provide the highest levels of academic challenge, and that prepares them to excel at UCLA. Instructors, TA's, and tutors work closely with students, expect the highest quality of work from them, and believe that students are fully capable of meeting those expectations. Students receive a high level of counseling and peer counseling support that encourages them to build on their academic strengths and to take ownership of their undergraduate education. This session should particularly benefit those who work with underrepresented undergraduates and who work in, or want to create, a Summer Bridge Program; and those who work in undergraduate retention programs.

**Jeff Cooper**, Director, Academic Advancement Program Freshman and Transfer Summer Programs, Outreach and Eligibility, University of California—Los Angeles, California

**Donald Wasson**, Associate Director, Budget, Tutoring, and Curriculum, Academic Advancement Program, University of California—Los Angeles, California

2:30-3:45 p.m.  
**LIBERTY SUITE 1 AND 2**  
Third Floor

**Level of Experience:** Novice

### **Teaching/Learning Social Justice Across Generations**

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

This session will introduce an elective college course entitled "The Role of Conflict in Social Change" which focuses on young people's activism in the Civil Rights Movement. In addition to making available materials from three annual offerings of the course, the session will describe a specific learning partnership created between a small liberal arts college and a social justice-oriented K-8 school. Two aims are central in the session: describing a learning collaboration that has involved people whose ages span four decades, and provoking discussion about what results from and what is required in such an approach. This session should particularly benefit teaching faculty, current students, and administrators responsible for faculty development and curriculum transformation. Participants of all levels interested in teaching-learning approaches designed to engage students "beyond the choir" in discussions of racial justice are welcome.

**Colleen S. Bell**, Ph.D., Professor, Conflict Studies and Women's Studies, Hamline University—Saint Paul, Minnesota



2:30-3:45 p.m.  
**CONFERENCE ROOM I**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** All

### **Study Circles: Let's Talk About Race**

◆◆ Case Studies/ Model Programs ◆◆

This session will share an overview of Study Circles. Study Circles offer an approach to dialogue and problem solving on critical social and political issues that is intended to lead to action. The Study Circles Resource Center has developed this approach, which works to deal with issues of racism and race relations in democratic and participatory small group discussions. The session attendees will have an opportunity to participate in selected study circle activities. Study Circles provides an opportunity for individuals to get to know others, consider different points of view, explore disagreements and discover common ground. The session will provide information on the first two years of the Study Circles initiative. The challenges and successes of initiating this program on a college campus will be discussed, as well as plans for extending the dialog to the topic of institutional racism. This session will also discuss results of a national assessment of this model. This session should particularly benefit those who are looking for a method to create a dialog on race and race relations or other social issues among faculty, staff and students.

**Mary A. Mroczka**, Doctoral Candidate, Cognitive Psychology and Ergonomics; Research Associate, Diversity Program Development, Faculty Center for Teaching & Learning, North Carolina State University—Raleigh, North Carolina

**Beverly Jones Williams**, Coordinator, Outreach and Education, Office for Equal Opportunity, North Carolina State University—Raleigh, North Carolina

2:30-3:45 p.m.  
**CONFERENCE ROOM F**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Advanced

### **A Forum on Diversity: Visiting Scholars/Rising Star Scholarships—Programs That Promote Both Faculty and Student Diversity**

◆◆ Case Studies/Model Programs ◆◆

Brookhaven College's Rising Star Scholarship Program and Visiting Scholar Program for faculty and administrators allow the school to create populations more accurately matching our community's demographics. The session will describe how the Rising Star Scholarship Program has served about 200 students, with average G.P.A.s of 2.80 on college-level courses. These students are often first members of their families to attend college. Since 1999, the Rising Star Scholarship program has helped to better serve underserved segments of our student population. Participants will learn about programs to adopt or spark creativity to address current situations with a new perspective. Presenters will provide an overview of how the college uses a formal and inclusive process for the search and appointment of full-time contracted faculty and administrative staff, however, the college often needs to fill positions quickly and can do so on a temporary basis. Thus, a person serving in this role is designated as a Visiting Faculty or Administrator. This program allows us to hire diverse individuals quickly because, when following the full hiring process, these desirable individuals are often employed by other schools before the process is completed. This session should particularly benefit those who need to recruit minority students or hire minority faculties or administrators.

**H. Eugene Gibbons**, Ph.D., Executive Vice President, and Vice President for Instruction, Brookhaven College of the Dallas County Community College District—Farmers Branch, Texas  
**Ruben Saenz**, Assistant to the Vice President, Student Development, Brookhaven College—Farmers Branch, Texas

2:30-3:45 p.m.  
**CONFERENCE ROOM D**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice  
and Intermediate

### **Tertulias: A Diversity Training Model**

◆◆ Long- and Short-Range Planning ◆◆

*Tertulias* is a Spanish traditional term used to describe a festive gathering among friends. But this training approach also will leverage intellectual festivity. Diversity training is about remaining competitive and profitable in a rapidly changing environment. In today's complex business world, companies seek ways to assure they have the talent on board to compete, now and in the future. The *Tertulias* diversity training model is a proactive response to expected demographic shifts. These shifts will have a profound effect on an organization's competitive advantage. To the extent that it leverages value-added knowledge and skills content, it is expected to be used as a tool for organizational effectiveness. At this session, presenters will share the theoretical development of this model and the intent for implementation. Interactive discussion is designed to identify where participants are in the process, where they want to go, and what's going to help them to get there. This session should particularly benefit those leaders who are charged with developing diversity training for their organizations, as well as those who are investigating methods to improve current approaches.

**Susan Lycett Davis**, Doctoral Candidate, Organizational Leadership—Conflict Resolution; Coordinator, Employee Development, Fischler School of Education and Human Services, Nova Southeastern University—North Miami Beach, Florida  
**Delores M. Smiley**, Ed.D., Dean, Office of Community Education and Diversity Affairs, Fischler School of Education and Human Services, Nova Southeastern University—North Miami Beach, Florida

2:30-3:45 p.m.  
**RIVERSIDE SUITE**  
Third Floor

**Level of Experience:**  
Intermediate

**The Dream Act and the Undocumented Students: How Much Longer do They Need to Wait for Better Alternatives in Higher Education?**

◆◆ Case Studies/Model Programs ◆◆

This session will describe and analyze the specific break throughs and barriers in state and national legislation relating to undocumented students' access to higher education. This year according to the National Immigration Law Center 65,000 high school graduates eligible for legal residence benefits in the United States under a Senate proposal will be coming out from schools across the country. The presenter will discuss that according to the National Council of la Raza, this Legislation will repeal Section 505 of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (IIRIRA), which requires any state that provides in state tuition to undocumented immigrants to provide the same tuition rate to out-of-state residents. The Section 505 has been a barrier for states that want to offer undocumented students opportunities to attend postsecondary institutions in their own place of residence. This session should particularly benefit attendees who are interested in learning about current state and national legislation that would benefit mainly undocumented students in their transition to higher education institutions.

**Augusto J. Rojas**, Ph.D., Assistant Professor, Department of Teacher Development, St. Cloud State University—St. Cloud, Minnesota

Part II  
2:30-5:30 p.m.  
**CONFERENCE ROOM C**  
Executive Conference Center  
Lower Lobby

**MAJOR WORKSHOP 25**

**Critical Multiculturalism: The Demise of U.S. Racism**  
(For workshop description, see page 77)

2:30-5:30 p.m.  
**CENTRAL PARK EAST**  
Second Floor

**MAJOR WORKSHOP 29**

**Facing Up to Realities: Investigating and Addressing Racial Achievement Gaps**

This session will draw from Dr. Ferguson's recent research and writing about achievement gaps between African Americans and Latinos, on the one hand, versus whites and Asians, on the other. The session will review explanations for why test-score gaps narrowed dramatically between 1970 and 1990, but have remained roughly constant since 1990. In addition, the presenter will describe and draw lessons from his work with schools and teachers. Embedded in districts of the Minority Student Achievement Network, as well as additional districts in an initiative named the Tripod Project. This work with schools addresses the "tripod" of content, pedagogy and teacher-student relationships. The session will also discuss the initiative's key ideas and activities, findings from surveys of teachers and students in participating districts, as well as issues of culture that are sometimes difficult to confront play a central role.

**Ronald Ferguson**, Ph.D., Lecturer in Public Policy, Senior Research Associate, The Wiener Center for Social Policy, Kennedy School of Government, Harvard University—Cambridge, Massachusetts

2:30-5:30 p.m.  
**CENTRAL PARK WEST**  
Second Floor

**MAJOR WORKSHOP 30**

**Briefing of Civil Rights Issues by the National Advocates Headquartered in New York City**

Invited panelists include attorneys from Asian American Legal Defense and Education Fund (AALDEF), NAACP Legal Defense and Education Fund, and the Puerto Rican Legal Defense and Education Fund (PRLDEF). This briefing by civil rights attorneys will provide the participants with the latest news and analysis from the front lines of the current legal battle grounds. From lawsuits to legal advocacy and community work and collaborations among the different civil rights groups, these attorneys from premier legal defense funds in the country will provide participants with an update on legal issues of relevance to our constituents.

**Khin Mai Aung**, Esquire, Asian American Legal Defense and Education Fund (AALDEF)—New York, New York  
**Anurima Bhargava**, Esquire, National Association for the Advancement of Colored People (NAACP)—New York, New York  
**Evette Maldonado**, Esquire, Puerto Rican Legal Defense and Education Fund (PRLDEF)—New York, New York

2:30-5:30 p.m.

### 3-HOUR CONCURRENT SESSIONS

2:30-5:30 p.m.  
**LIBERTY SUITE 3**  
Third Floor

**Level of Experience:**  
Intermediate

#### **Learning from *The Color of Fear*: Tools and Strategies for Teachers and Leaders**

◆◆ Curricular/Pedagogical Models ◆◆

*The Color of Fear* (TCOF) is one of the most powerful and widely used videos on race relations in the United States, and has become an indispensable resource for multicultural educators. It has proven to be remarkable in its ability to awaken, inform, disturb, and to heal on factors related to race. This session will give participants an opportunity to explore a wide range of approaches for using TCOF as a teaching tool. Highly interactive and participatory discussions will be used to engage participants in an in-depth analysis of the learnings with TCOF and effective methods for using it. Facilitators will show brief clips of the film, de-construct the meaning of each clip, and provide strategies for using it in fostering race relations and cross-cultural understanding. This session should particularly benefit those who use TCOF in their teaching.

**Victor Lee Lewis**, Co-Director and Founder, Center for Diversity Leadership—Berkeley, California  
**Hugh J. Vasquez**, Co-Director, Center for Diversity Leadership, and Founder, TODOS Institute—Walnut Creek, California

2:30-5:30 p.m.  
**METROPOLITAN WEST**  
Second Floor

**Level of Experience:**  
Intermediate and Advanced

#### **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 interactive 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™ provides practical, experiential, hands-on training with skills to challenge prejudice, discrimination and all forms of bigotry, to foster intergroup understanding, to equip participants to live and work in a diverse world, and to create inclusive learning environments. This training can be customized to meet the changing needs of a wide range of audiences, and programs are available to schools, universities, corporations, community organizations and law enforcement agencies. This session should particularly benefit those who want to understand the business case for diversity on campus, have a deep commitment to diversity as part of their overall institutional mission, and want to create an inclusive learning environment on campus.

**Tanya M. Odom**, ADL Training Specialist and Facilitator, Anti-Defamation League's A WORLD OF DIFFERENCE® Institute—Los Angeles, California

Part II  
2:30-6:00 p.m.  
**NEW YORK BALLROOM EAST**  
Third Floor

### MAJOR WORKSHOP 26

**Applying a Planned Change Model to Dismantling Systemic White Privilege on Your Campus**  
(For workshop description, see page 77)

Part II  
2:30-6:00 p.m.  
**CONFERENCE ROOM L**  
Executive Conference Center  
Lower Lobby

### MAJOR WORKSHOP 27

**Dialogue With a Difference: Moving Beyond Talk**  
(For workshop description, see page 77-88)

Part II  
2:30-6:00 p.m.  
**NEW YORK BALLROOM WEST**  
Third Floor

### MAJOR WORKSHOP 28

#### Keeping Our Eyes on the Prize: Mainstreaming Assessment as a Diversity Grounded Pathway to Excellence

(For workshop description, see page 78)

2:30-6:00 p.m.

**EMPIRE EAST**  
Second Floor

### MAJOR WORKSHOP 31

#### Hiring for Cultural Competence: Practical Methods and Strategies To Get What You Need

Colleges and universities can no longer afford to hire faculty and staff who are not culturally competent. Each college and university faces different challenges in this area. This session is designed to provide practical methods and strategies that can be adapted for use on campuses, and for the types of cultural competence most needed by the institutions. Participants will work together to identify various dimensions of cultural competence, and will focus on which of these represent the most critical needs for their particular institutions. Participants will also learn practical methods and strategies which include: (1) designing appropriate advertisements, (2) improving paper screening procedures, (3) writing effective interview and reference questions, and (4) designing demonstrations that effectively measure cultural competence.

**Cristine Clifford Cullinan**, Ph.D., Training and Development Administrator, University of Oregon—Eugene, Oregon

2:30-6:00 p.m.

Part II  
2:30-6:00 p.m.  
**CONFERENCE ROOM K**  
Executive Conference Center  
Lower Lobby

### 3-HOUR CONCURRENT SESSIONS

#### A Conflict Management Training Model for Mediating Diversity Conflicts in University Settings: Building Foundations and Institutional Models

(For session description, see page 78)

4:00-5:30 p.m.

**SUITE 4801**  
Forty Eighth Floor

### VIDEO PREVIEW AND DISCUSSION



#### *Blue-Eyed/Brown-Eyed Exercise*

Jane Elliott's "blue eyed-brown eyed exercise" is one of the most acclaimed and most widely used diversity training tools ever developed. Elliott's method is based on her belief that people can best be motivated to fight discrimination by experiencing it themselves—if only for a few hours in a controlled environment.

Introduction and discussion by representative from California Newsreel. [www.newsreel.org](http://www.newsreel.org)

4:00-5:30 p.m.

4:00-5:30 p.m.  
**CONFERENCE ROOM E**  
Executive Conference Center  
Lower Lobby

### 90-MINUTE CONCURRENT SESSIONS

#### Reaching Our Target Population: Responding to the Assault on Race Conscious Programs

◆◆ Policy Issues ◆◆

This session will address the impact of the Michigan admissions' cases on faculty hiring strategies. Although the *Grutter* case upheld the consideration of race in student admissions' policies, the meaning of these cases for institutional policies regarding faculty diversity remains an open question. This session will address: (1) how these cases may affect the legal landscape with regard to race-conscious efforts in faculty hiring and retention; (2) how the continued assault on race-conscious student scholarship and retention programs may impact the future for minority faculties; and (3) how colleges and universities may establish lawful programs to enhance faculty diversity featuring strong institutional leadership, curricular development, research initiatives, and incentives for departments and faculty that will promote academic diversity. This session should particularly benefit individuals working to recruit racially diverse faculty and graduate students, particularly from institutions facing attacks on their race-conscious programs or practices.

**Sheila O'Rourke**, J.D., Executive Director, Academic Advancement and Special Assistant to the Provost, University of California Office of the President—Oakland, California

**Level of Experience:**  
Intermediate

4:00-5:30 p.m.  
**CONFERENCE ROOM J**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** All

**The “Got Ignorance?” Campaign, Raising Cultural Awareness at Institutes of Higher Learning**

◆◆ Interactive Training ◆◆

This session demonstrates a pro-active campaign at Iowa State University intended to target acts of discrimination, injustice, and violence motivated by hatred, intolerance, and ignorance. The session will provide general information on this organization, but will also include an interactive segment intended to allow participants a first hand look at the active role “got ignorance?” has on our campus. Participants will be able to gather valuable information surrounding our organization and hopefully collect ideas on how to replicate and/or further what we have done as an organization. This session should particularly benefit those who are concerned with acts of ignorance in their own communities and would like to form an organization such as “got ignorance?” or use activities similar to the ones we use to bring awareness to their own campus/community.

**Sarai E. Arnold**, Undergraduate Student, Speech Communications Major, Iowa State University—Ames, Iowa

**Rachel A. Davis**, Undergraduate Student, Psychology Major, Iowa State University—Ames, Iowa

**Karla J. Hardy**, Undergraduate Student, Sociology Major, Iowa State University—Ames, Iowa

**Mayarih Sharif**, Undergraduate Student, Accounting Major, Iowa State University—Ames, Iowa

4:00-5:30 p.m.  
**RIVERSIDE SUITE**  
Third Floor

**Level of Experience:**  
Intermediate

**Documenting the Differences Diversity Makes: A Case Study of the Center on Democracy and a Multiracial Society(CDMS) as a Campus Change Model**

◆◆ Case Studies/Model Programs ◆◆

This session examines an innovative cross-campus initiative that focuses on racial inclusiveness. The Center on Democracy in a Multiracial Society, at the University of Illinois in Urbana-Champaign, advances its aggressive diversity agenda for improving campus climates. Information on the background and formation of the Center will be provided, as well as lessons learned and insights from launching such an effort on a highly decentralized campus. The session will close with a discussion of effectively documenting the difference diversity makes. This session should particularly benefit those who are interested in learning about an emerging new model of campus change that aims to facilitate but also document the benefits of racial diversity and inclusion.

**Rosalinda B. Barrera**, Ph.D., Associate Provost; Professor, Department of Curriculum and Instruction and Latina/o Studies & Research Program; Interim Director, Center on Democracy and a Multiracial Society, University of Illinois—Urbana-Champaign, Illinois

**Julia Johnson Connor**, Ph.D., Interim Assistant Director, Center on Democracy in a Multiracial Society, University of Illinois—Urbana-Champaign, Illinois

4:00-5:30 p.m.  
**CONFERENCE ROOM I**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** All

**The Costs of Oppression and the Benefits of Justice to People From Privileged Groups**

◆◆ Theoretical Models ◆◆

This interactive session will explore the costs of oppression to people from privileged groups. Participants in this session will be asked to consider how people from dominant groups are negatively affected by social injustice and how they could benefit from greater equality. In social justice education, we usually focus on how injustices affect people from oppressed groups and their experiences with prejudice and discrimination. Yet, it impacts everyone, living in a society with institutionalized inequality. Exploring the complexity of oppression will be the focus, with the goal of reducing resistance to social change and providing an impetus to support social justice efforts. We will also discuss how participants might use this framework in their work. This session should particularly benefit those who work with individuals from privileged groups on social justice issues and/or people from a privileged group who would like to further consider their investment in social change.

**Diane J. Goodman**, Ed.D., Diversity and Human Relations Trainer/Consultant—Nyack, New York

4:00-5:30 p.m.  
**CONFERENCE ROOM F**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate and Advanced

### **Learning by Conducting an Experiential Faculty Development in a Latino Community**

◆◆ Case Studies/Model Programs ◆◆

This session will provide a discussion of a week-long faculty development seminar that took 12 university professors from the classroom to the community to enhance their understanding of a Latino community and improve their teaching and outreach efforts. This session will provide an overview of the highly collaborative planning and implementation processes associated with this seminar. The session attendees will receive a summary of the training curriculum provided to those selected faculties to teach them about the community and to prepare them for hands-on service-learning experiences. Participating faculties' perceptions of the seminar, as reflected in qualitative and quantitative evaluations, will be reviewed, as will their use of this experience to develop service-learning coursework in collaboration with nonprofit agencies. This session should particularly benefit faculty developers, faculty members who are interested in experiential or service learning, as well as those interested in means to augment college or university community outreach efforts.

**Nora Bacon**, Ph.D., Interim Co-Director, Service-Learning Academy, and Associate Professor of English and Writing Program Administrator, University of Nebraska—Omaha, Nebraska  
**Ana Cruz**, Doctoral Candidate, Communication, University of Nebraska-Lincoln; Instructor, School of Communication, University of Nebraska—Omaha, Nebraska  
**Paul W. Sather**, Interim Co-Director, Service-Learning Academy, University of Nebraska—Omaha, Nebraska

4:00-5:30 p.m.  
**CONFERENCE ROOM B**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice

### **Millennials and Diversity: Unraveling the Tapestry**

◆◆ Research/Assessment/Evaluation ◆◆

This session will present the results of a mixed-methods study on the attitudes, perceptions and behaviors of the Millennial student regarding diversity, and how these change over the course of students' college careers. The session is designed as a knowledge-sharing community to benefit both novice and advanced Student Affairs practitioners. Current and incoming students—the Millennials—are more diverse and have been exposed to diversity differently than previous generations of students. Their experiences with diversity before arriving on campus and during their college career have in turn influenced the campus climate. Consequently, higher education is presented with the challenge to reshape diversity programming and policies to accommodate these emerging differences. This session should particularly benefit those who work directly with students or with diversity programs and policies.

**Gary A. Cruz**, Doctoral Candidate, Center for the Study of Higher Education in Science and Technology Policy and Student Affairs; Assistant Director for Assessment and Research, Department of Multicultural Programs & Services, University of Arizona—Tucson, Arizona

**Lynette Cook Francis**, Doctoral Candidate, Culture, Education, and Society, University of Pennsylvania; Assistant Vice President, Multicultural Programs and Services, University of Arizona—Tucson, Arizona

**Theresa Holthusen**, Doctoral Student, Center for the Study of Higher Education; Program Coordinator, Judicial Affairs, University of Arizona—Tucson, Arizona

**Amanda Kraus**, Hall Director, Department of Residence Life, University of Arizona—Tucson, Arizona

**Melissa D. Ousley**, Ph.D., Coordinator, Retention Programs and Services, Multicultural Programs and Services, University of Arizona—Tucson, Arizona

**Cynthia N. Quijada**, Special Assistant to the Vice President, Multicultural Programs and Services, University of Arizona—Tucson, Arizona

**Sofia Ramos**, Doctoral Student, Center for the Study of Higher Education; Associate to Director, Diversity Resource Office, University of Arizona—Tucson, Arizona

**Melissa Vito**, Doctoral Candidate, Educational Leadership, Northern Arizona University; Associate Vice President, Campus Life and Dean of Students, University of Arizona—Tucson, Arizona

4:00-5:30 p.m.  
**LIBERTY SUITE 1 AND 2**  
Third Floor

**Level of Experience:** All

### **Passages of Passing**

◆◆ Case Studies/Model Programs ◆◆

This interactive session is designed to illuminate issues that arise when others determine and impose their assumptions regarding the heritage, culture(s), ethnicity(ies), and identity(ies) of those who look European American (white) but have no intention of passing. Comments like: "But...you don't look Hispanic...you look Italian..." or "...but you're different..." "...you can't be Black...you don't look African American" and "...you look so exotic with your cat eyes" have serious personal repercussions and professional ripple effects. Participants will work in small groups to address questions associated with the assumptions of others and the ramifications this has on the personal and professional lives of ethnically diverse people who happen to look white. This session should particularly benefit those who are interested in the process of dialogue and inquiry where deeper understandings of power and privilege are continually deconstructed and empowerment attained.

**Jacquelyn V. Reza**, Ed.D., Professor and Counselor, Human Sexuality, Intercultural Studies, and Women's Studies, De Anza College; Adjunct Faculty, Department of International and Multicultural Education, University of San Francisco—Cupertino, California

**Jessica R. Williams**, Professor, Political Science, City College of San Francisco—San Francisco, California

4:00-5:30 p.m.  
**SUITE 4501**  
Forty Fifth Floor

**Level of Experience:**  
Intermediate

### **Dialogue Makes a Difference: Traversing the Diversity Terrain**

◆◆ Case Studies/Model Programs ◆◆

This interactive session focuses on two significant programs: The Social Justice Learning Community and a dialogue series called "The Changing Face of Columbia College." Columbia College, a college for women affiliated with the United Methodist Church, developed these programs in response to demographic changes to the historically white institution. The demographic changes were an increase in: (1) the number of African American students to forty percent of the student population, (2) the proportion of the students relying on federal assistance, and (3) the tension created by greater expressiveness of gay students. Presenters will illustrate how the first program, the Social Justice Learning Community brings together the faculty and students across a variety of disciplines in order to examine issues of injustice based on race, economic class, ethnicity, gender, religion, ability, age, and sexual orientation. The second program is the dialogue series which includes students, faculty, and staff. Participants will learn about program goals, responses, evaluation, and examples of engaged learning activities. The session should particularly benefit those institutions interested in an interdisciplinary approach to teaching for social justice and opportunities for important dialogue addressing issues of diversity beyond the classroom.

**Sheila Elliott**, Ph.D., Professor, History and Political Science, Columbia College—Columbia, South Carolina

**James Lane**, Ph.D., Professor of Education, Columbia College—Columbia, South Carolina

**Sue Rivell McClam**, Director, of Social Justice Learning Community, and Senior Lecturer of Spanish, Department of Modern Languages and Literatures, Columbia College—Columbia, South Carolina

4:00-5:30 p.m.  
**SUITE 4901**  
Forty Ninth Floor

**Level of Experience:**  
Intermediate

### **Building the Bridge: Developing Empowering Linkages Between California State University, Sacramento and the Sacramento Black Community**

◆◆ Case Studies/Model Programs ◆◆

This session entails an inquiry into the nature of linkages/partnerships between California State University Sacramento and the Black community within the Sacramento Metropolitan area. The main purpose of this inquiry is to determine to what extent CSUS as a predominantly white major public university develops and maintains equitable linkages/partnerships within the Black community. During the last thirty years most major universities have developed operating paradigms in which academic and other university mission concerns are placed under increasing economic constraints. In recent years the California legislative situation and economic environment have exacerbated the situation. However, there are particular entities within the university seeking to develop equitable linkages/partnerships within the Black community. This inquiry seeks to classify and measure the success and equity of such linkages/partnerships. This session will particularly benefit staff, faculty, university administrators and community activists interested in developing equitable linkages between the university and ethnic communities. The session will also be of interest to students and other individuals interested in learning more about community/university relations.

**Shade Akinbayode**, Undergraduate Student, Kinesiology Major, California State University—Sacramento, California

**Ricky Green**, Ph.D., Assistant Professor, Ethnic Studies, California State University—Sacramento, California

**Ginger J. Levert**, Undergraduate Student, Sociology Major, California State University—Sacramento, California

**Nacole Smith**, Undergraduate Student, Biological Science; Historian of Cooper Woodson College Student Association, California State University—Sacramento, California

**Adam C. Williams III**, Undergraduate Student, Digital Media Major; President of Cooper Woodson College Student Association, Cooper Woodson College Enhancement Program, California State University—Sacramento, California

4:00-6:00 p.m.

## 2-HOUR CONCURRENT SESSIONS

4:00-6:00 p.m.

### CONFERENCE ROOM H

Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice

#### **Building: Process, Brick, and Concrete That Actively Links the University and the Native American Community**

◆◆ Case Studies/Model Programs ◆◆

This session provides an opportunity for participants to learn about the extensive state, corporate, private, and tribal grass-roots efforts through active fundraising and cultivation of creative partnerships that have created a building complete with learning technology, furnishings and art. It is more than a physical link between the Native American communities of Oregon and Portland State University. It is the story of a “dream becoming a reality,” an structure that is both unique in its design, and unique in the building of collaborative relationships of Native and non-Native people. Presenters will provide insight into building and sustaining strong community interest; cultivating creative partnerships; maintaining consistent student involvement over multiple cohorts and developing greater institutional understanding of, and commitment to, minority populations. This session should particularly benefit those who are interested in creating a vibrant learning environment where students work alongside community leaders and professionals for mutual benefit, especially where traditional institutional funding sources are limited.

**Rose I. Hill**, Coordinator, American Indian Student Academic Services, Portland State University—Portland, Oregon

**Tabitha Whitefoot**, Coordinator, Native American Student and Community Center, Portland State University—Portland, Oregon

**Paulette Watanabe**, Director, Educational Equity Programs and Services, Portland State University—Portland, Oregon

4:00-6:00 p.m.

### CONFERENCE ROOM D

Executive Conference Center  
Lower Lobby

**Level of Experience:** All

#### **Who Wants To Be A . . . (dot, dot, dot)?—A Multimedia Interactive Diversity and Social Justice Game Show**

◆◆ Case Studies/Model Programs ◆◆

This undergraduate student-led session will provide participants with an introductory level peer-based model for teaching incoming college students about issues addressing race, ethnicity, social justice, and diversity. The game show “Who Wants To Be A...(dot, dot, dot)?” created by Intercultural Community Center program assistants at Occidental College, provides students with educational facts about underrepresented groups, explores commonalities in discriminatory practices across identity issues, and actively engages students in exploring diversity and social justice issues. Through this game show, students experience and engage with issues of tokenism and stereotypes, allowing for the opportunity to dialogue on issues dealing with race, class, gender, ability, religion, and sexual orientation in an engaging and entertaining manner. Participants will gain from the materials, and logistical information, an understanding of the relevant issues that need to be considered in order to adapt this game show to their own college campus. This session should particularly benefit those interested in retaining culturally diverse students, quality of life for culturally diverse students on predominantly white campuses, awareness of the experiences of racial/ethnic groups, teaching and learning in culturally diverse classroom environments, and positive outcomes of cultural diversity on campuses.



**Edyael Del Carmen Casaperalta**, Undergraduate Student, Psychology Major; Programming Assistant, Intercultural Community Center, Occidental College—Los Angeles, California  
**Sayuri Virginia Espinoza-Silva**, Undergraduate Student, Sociology Major; Programming Assistant, Intercultural Community Center, Occidental College—Los Angeles, California  
**Molly Kirsten Franz**, Undergraduate Student, Spanish Literary Studies and Chinese Language and Literature Major; Programming Assistant, Intercultural Community Center, Occidental College—Los Angeles, California  
**Eric Hubbard**, Undergraduate Student, Politics Major; Programming Assistant, Intercultural Community Center, Occidental College—Los Angeles, California  
**Mika Ito**, Undergraduate Student, Psychology Major; Programming Assistant, Intercultural Community Center, Occidental College—Los Angeles, California  
**Kai Rudisell Small**, Undergraduate Student, Diplomacy and World Affairs Major; Programming Assistant, Intercultural Community Center, Occidental College—Los Angeles, California

4:00-6:00 p.m.  
**RIVERSIDE BALLROOM**  
 Third Floor

**Level of Experience:**  
 Intermediate

**Assessment, Diversity and Institutional Transformation: The Role of Research in Curricular and Co-curricular Change**

◆◆ Research/Assessment/Evaluation ◆◆

This session will provide a brief overview of the context for the College of St. Catherine's (CSC), the nation's largest Catholic college for women. The college has a substantial percentage of students of color (2nd among all private colleges in the state of Minnesota), as well as significant number of first generation and/or economically challenged students. For the past six years, the college has been involved in extensive curricular/co-curricular transformation and related assessment. The session will focus on CSC's most recent institutional transformation project, Educating for Diversity and Democracy Phase I and Phase II, supported by substantial grants, and the current context for continuing and institutionalizing the work. Throughout the session, emphasis will be placed on the connections between strategic assessment and curricular/co-curricular transformation. The goal in all these efforts has been a campus and a curriculum that are more inclusive of diversity as with regard to race and ethnicity, social class, immigration status, and first generation college student status. This session should particularly benefit those who are interested in college-wide diversity initiatives, extensive curricular transformation, and strategic use of assessment efforts and resultant data.

**Yolanda Garcia Benjamin**, Admission Counselor, College of St. Catherine—St. Paul, Minnesota  
**Rose Brewer**, Ph.D., Professor of African American and African Studies, University of Minnesota—Minneapolis, Minnesota  
**Nancy A. Heitzeg**, Ph.D., Associate Professor of Sociology, and Program Director, Critical Studies of Race and Ethnicity, College of St. Catherine—St. Paul, Minnesota  
**Scott J. Pakudaitis**, Research and Data Administrator, Institutional Planning, College of St. Catherine—St. Paul, Minnesota

7:00-8:30 p.m.

**INFORMAL NETWORKING MEETINGS**

(For more information, see page 23)

8:30-10:30 p.m.

**SPECIAL EVENT**

**METROPOLITAN EAST**  
 Second Floor

For a follow-up session— **Project 2050: Exploring a Model for Creating Performance and Dialogue** on Saturday, June 4, see page 102



**Project 2050: Environ-Mentality**

What is environmental injustice and how does it intersect with other forms of prejudice? How does the movement expand beyond conservation and enter into the realm of socioeconomic change and global survival? "Think globally, act locally!" Project 2050 youth will present a dazzling performance under the guidance of this year's artists and scholars include Regie Cabico, Rokafella and Kwikstep, Baba Israel, Mildred Ruiz, Steven Sapp, Jorge Cortinas, Alice Tuan,

Magdalena Gomez and Grisha Coleman.

Project 2050 is a multi-year exploration of the year when it is projected that people of color will become the majority in the U.S.

Performance by New World Theater

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## SATURDAY, JUNE 4, 2005

8:30-9:45 a.m.

### 75-MINUTE CONCURRENT SESSIONS

8:30-9:45 a.m.

**CONFERENCE ROOM D**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** All

#### **African American Men in College: Saving Lives...Salvaging Dreams**

◆◆ Case Studies/Model Programs ◆◆

This session provides participants with an opportunity to examine the conditions facing African-American Male students in higher education. Several retention initiatives and models (i.e., Student African American Brotherhood-S.A.A.B.) intended to enhance the experience of African American males in colleges and universities across the country will be discussed, explored and provided as a series of strategies and recommendations to enhance the quality of life for this population. This session should particularly benefit those professionals who are searching for creative ways to impact the African American Men's experience in college.

**Tyrone Bledsoe**, Ph.D., Special Assistant to the President, University of Toledo—Toledo, Ohio  
**Kevin D. Rome**, Ph.D., Vice President, Campus Life, Clayton College & State University—Morrow, Georgia

8:30-9:45 a.m.

**CONFERENCE ROOM B**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate

#### **Show Me the TIPS—Innovative Approach to Teaching Diversity in the Community College**

◆◆ Curricular/Pedagogical Models ◆◆

This session introduces and models a pragmatic way to teach a diversity related course in the community college. The TIPS (Theories, Issues, People, Strategies) model of organizing diversity content and pedagogy will be discussed. The TIPS model utilizes basic principles of social justice education and emphasizes community building in the classroom. It also aims to solidify relationships through student engagement of the content and process. Dialogue circle principles are heavily utilized, as well as various cultural practices and perspectives on community and relationship building. Participants will have an opportunity to experience a day in a TIPS classroom. This session should particularly benefit those who teach in diverse environments and are interested in creating a shared identity in their classrooms. Faculties who teach diversity courses in community colleges will find this session particularly useful as it addresses both content selection and delivery in the community college context.

**Stephen K. Appiah-Padi**, Ph.D., Director, Multicultural Center, Lansing Community College—Lansing, Michigan

8:30-9:45 a.m.

**CONFERENCE ROOM J**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice

#### **Insight Into the Challenges Latino Students Face While Training in Theatre**

◆◆ Research/Assessment/Evaluation ◆◆

This session will consider the findings of research into standards and diversity in voice training in the theater. The session will introduce the findings of the presenter's phenomenological research study examining the experience of Latino students as non-dominant group members in the field of the theater. This study investigated two general research questions: (1) how do Latino theater students define their experiences, and (2) what pedagogical approaches nurture or hinder the cultural and physical changes the Latino student experiences? This session should particularly benefit those who are interested in the success and empowerment of Latino students, those who are interested in phenomenological inquiry, and teachers who are interested in the link between identity development and linguistic development.

**Micha A. Espinosa**, Director, Voice and Speech, Western Michigan University—Kalamazoo, Michigan

8:30-9:45 a.m.  
**CONFERENCE ROOM K**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** All

### **Finding, Documenting, and Presenting a (Campus) Human Rights Experience**

◆◆ Case Studies/Model Programs ◆◆

This session will examine the process of creating an exhibit without excessive labor to chronicle the human rights experience on college and university campuses. It will discuss the course of action through which the historical progression—and digression—of social justice is documented and integrated into a campus community. “The Human Rights Experience, at the University of Utah: 1850-2004” chronicles thousands of distinctive people and events which impacted the landscape of a strikingly homogenous campus. Based on a two-year undergraduate research project at the University of Utah, this session will detail the development of ideas to labor, through completion. A lasting testament to institutionalized social inequalities, this powerful exhibit is now a significant part of campus diversity observances and celebrations. This session should particularly benefit those who desire to educate a community about historical experiences that often go unnoticed.

**Kristopher L. Cannon**, Undergraduate Student, Gender Studies Major; Student Intern, Office of the Associate Vice President for Diversity, University of Utah—Salt Lake City, Utah

**Sara Hogan**, Undergraduate Student, Health Promotion and Education Major; Student Intern, Office of the Associate Vice President for Diversity, University of Utah—Salt Lake City, Utah

8:30-9:45 a.m.  
**LIBERTY SUITE 3**  
Third Floor

**Level of Experience:**  
Intermediate

### **More Than Meets the Eye: A Multifaceted Approach to Minority Affairs and Community Relations**

◆◆ Long- and Short-Range Planning ◆◆

Cleveland State University’s Office of Minority Affairs and Community Relations (OMACR) is strategically placed at the vice presidential level, which allows for provision of direct services to students. Equally important is the opportunity to impact institutional climate, policy and systemic development and change. A multifaceted approach supports OMACR’s capacity to impact services to students through traditional programs for student retention and programs that enhance students’ academic achievement, cultural competency and leadership skills. The session reports on OMACR’s ability to provide professional development and enhance cultural competence of faculty and staff, cosponsor faculty and academic programs, support retention of faculty, and present community and multicultural conferences are made possible as a result of its organizational placement. Through strategic planning, creative budgeting, and program assessment, OMACR is able to promote the university’s interest and serve as a resource in advancing diversity and multiculturalism. In the face of reorganization and budget reductions, OMACR continues to accomplish its goals largely by collaborating with internal and external partners and remaining open to new strategies to promote the effectiveness and delivery of programs. This session should particularly benefit those who want to learn diverse methods of planning and budgeting to provide multicultural and diversity programs to the university and community.

**Maritza L. Pérez**, Coordinator, Multicultural Programming, Minority Affairs and Community Relations, Cleveland State University—Cleveland, Ohio

**Charlette M. Redding**, Budget Officer, Minority Affairs and Community Relations, Cleveland State University—Cleveland, Ohio

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

8:30-9:45 a.m.  
**LIBERTY SUITE 1 AND 2**  
Third Floor

**Level of Experience:** All

### **Ventures Scholars Program: Paving the Pathway for Underrepresented Students Pursuing Math and Science Careers**

◆◆ Case Studies/Model Programs ◆◆

This session examines a successful national outreach program that links high-achieving underrepresented and first-generation college-bound students interested science, engineering and technology-related education and careers to a national pathway of information, resources and opportunities. Information about the tools used to implement the Ventures Scholars Program (VSP) will be provided, as well as insights and lessons learned from its implementation. This session should particularly benefit those practitioners interested in educating the next generation of scientists, engineers, doctors, and leaders; students interested in learning about a free national program that offers extensive college and career-related information and resources, and will help those who are in charge of recruiting underrepresented populations to math, science, and technology-related programs.

**Jessica Arkin**, National Director, Ventures Scholars Program, Ventures In Education, Inc.—New York, New York

8:30-9:45 a.m.  
**CONFERENCE ROOM H**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice

### **Pima Community College Students “Breaking the Chain on Racism and Intolerance”**

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

This session will highlight Pima Community College’s programs that address the very divergent needs of those students from the “Hip Hop” generation. A group of community college students who have competed to be on the NCORE panel will share their perspectives and research on timely topics: “Taking the Streets to School,” “Outreach to Disadvantaged and At-risk Youth,” “Establishing Partnerships with Community Agencies,” and other pertinent issues. Presenters will share some of the campus’ award winning programs developed to help students gain insights and strategies. Participants will learn how the college offers a unique collaboration between curricular and co-curricular lives of students, which includes the Medallion leadership program, student life, student clubs, and policies linked to aiding students to live in a diverse community. This session should particularly benefit those who work directly with students and are seeking new and innovative ways for outreach efforts to disadvantaged and at-risk individuals.

**Paula Cruz**, Undergraduate Student, Immigration Law Major, Pima Community College, East Campus—Tucson, Arizona

**Adam Dellos**, Undergraduate Student, Political Science Major, Pima Community College, East Campus—Tucson, Arizona

**John Polder**, Undergraduate Student, Political Science Major, Pima Community College, East Campus—Tucson, Arizona

**Tony Post**, Undergraduate Student, Political Science Major, Pima Community College, East Campus—Tucson, Arizona

**Anna Beatrice Richards**, Student Services Specialist, Career Services/Academic Advising, Pima Community College, East Campus—Tucson, Arizona

**Shekesha Shelton**, Undergraduate Student, Liberal Arts Major, Pima Community College, East Campus—Tucson, Arizona

**Brandi Woods**, Undergraduate Student, Liberal Arts Major, Pima Community College, East Campus—Tucson, Arizona

8:30-9:45 a.m.  
**CONFERENCE ROOM F**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice and Intermediate

### **Student-Coordinated Cultural Centers: A Unique Model**

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

This session explores the uniqueness of student-coordinated Cultural Centers at Oregon State University. An overview of the historical, logistical, and administrative background of the four Centers, which are situated at different campus locations, will be provided. The centers included in this model are the Asian & Pacific Cultural Center, the Lonnie B. Harris Black Cultural Center, the Centro Cultural César Chávez, and the Native American Longhouse. Finally, this session will address the effectiveness of this model and will further the discussion on the validity of having separate Cultural/Resource Centers versus a single Multicultural Center. This session should particularly benefit those who are interested in the retention of students of color, as well as practitioners providing support services to students of color, and to students who are concerned with a relevant campus climate for underrepresented students.

**Jose Aparicio**, Undergraduate Student, Construction Management Engineering Major; Internal Coordinator, Centro Cultural César Chávez, Oregon State University—Corvallis, Oregon

**Tana Atchley-Juarez**, Graduate Student, Education in College Student Services Administration; External Coordinator, Native American Longhouse, Oregon State University—Corvallis, Oregon

**Mercedes Benton**, Coordinator, Diversity Development, Oregon State University—Corvallis, Oregon

**Isaac Magaña**, Undergraduate Student, Business Major; External Coordinator, Centro Cultural César Chávez, Oregon State University—Corvallis, Oregon

**Isabel Sánchez-Saltos**, Graduate Student, Education in College Student Services Administration; Graduate Teaching Assistant, Diversity Development, Oregon State University—Corvallis, Oregon

**Ikaika Tsukiyama**, Undergraduate Student, Forestry Major; Administrative Assistant, Diversity Development, Oregon State University—Corvallis, Oregon

**Teri Young**, Undergraduate Student, Cultural Anthropology Major; Administrative Assistant, Diversity Development, Oregon State University—Corvallis, Oregon

8:30-9:45 a.m.  
**CONFERENCE ROOM C**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate

### **The Role of Peer Mentoring in Student-of-Color Leadership Development**

◆◆ Research/Assessment/Evaluation ◆◆

Higher education institutions have unique opportunities to respond to the need for increasing participation of people-of-color in leadership positions or participation by cultivating leader potential among college students. This session examines the role of peer mentoring in the leadership development of students-of-color in higher education. The session will present findings from a dissertation study, and will provide an overview of the peer mentoring literature, discuss innovative approaches to mentoring this population, and share various student-of-color perspectives about their development as leaders. The research shared may also serve as a foundational study for further research looking at the peer mentoring relationship over time, and the extent to which those involved with peer mentoring and leadership on campus go on to continue these activities in the larger society. This session should particularly benefit educators as they develop programs and services that promote leadership development, campus involvement, and other interventions to contribute to quality.

**Connie Rose Tingson**, Doctoral Candidate, Higher Adult and Lifelong Education Program, Educational Administration Department; Graduate Assistant, Institute for Research on Teaching and Learning, Michigan State University—East Lansing, Michigan

8:30-11:30 a.m.

**EMPIRE WEST**  
Second Floor

### **MAJOR WORKSHOP 32**

#### **The Art of Restorative Justice/Art as Healing**

In this session Indigenous Issues Forums presenters will share the artwork of Lakota artist Jim Yellowhawk (Lakota/Iroquois) to explore themes of boarding schools, addiction, and the value of understanding and transcending life's difficulties. In this highly participatory session, participants will be able to spend time with distinct pieces of artwork, then gather together to talk about them in terms of our own experiences and values. The session objectives are (1) to use Native art as a teaching/healing tool and as a catalyst for deep dialogue, (2) to provide opportunity for first hand participation in a wholistic talking circle process, (3) to present a discussion of curriculum models that embrace art in the workplace and classroom, and (4) to share and increase understanding and appreciation of restorative practices in our homes and in our communities.

**Jim Yellow Hawk**, Lakota artist—Rapid City, South Dakota  
**Ruth Yellow Hawk**, Co-Director, Indigenous Issues Forums—Rapid City, South Dakota

8:30-11:30 a.m.

**RIVERSIDE SUITE**  
Third Floor

Ask the Presenter About the  
Afternoon Tour:  
**Queen's Neighborhood: The  
Most Diverse Zip Code in the  
Country**  
Saturday, June 4,  
4:00-6:00 p.m.

### **MAJOR WORKSHOP 33**

#### **Race and Ethnicity in an Immigrant Community: The Case of South Asians in New York City**

This session highlights the processes of racial and ethnic formations in the United States by analyzing the case of New York City's South Asian immigrants. Whereas South Asians are officially part of the "racial" category of Asian Americans, they are often clubbed with Middle East and Arab Muslims, and many of them are indeed not confirmed to one clear racial identity. Also, the "nationality" based ethnic identity of Asian Indians, the large and dominating group in the South Asian population, is very diverse within and comprises many cultures and religions. Recent local and global developments have assisted adoption of the more inclusive ethnic label of "South Asians" which includes groups such as Bangladeshis, Pakistanis, and Sri Lankans. The presentation draws upon ethnographic research on South Asian communities of New York City to illustrate the complex and tenuous formation of racial and ethnic identities in contemporary United States.

**Madhulika S. Khandelwal**, Ph.D., Director, Asian/American Center, City University of New York, Queens College—Flushing, New York

#### **Queen's Neighborhood: The Most Diverse Zip Code in the Country**

This tour is in conjunction with the above Major Workshop. Dr. Khandelwal will be guiding this tour. After the Tour she will recommend the authentic diverse restaurants for dinner (on your own). Please sign-up with Dr. Khandelwal before and/or after the session. Interested participants need to be at designated area no later than 4:00 p.m. Please allow for one hour for your bus and/or subway trip to Queens. For subway information, please check with Dr. Khandelwal and/or hotel information desk in the lobby.

8:30-11:30 a.m.

**CENTRAL PARK WEST**  
Second Floor

### **MAJOR WORKSHOP 34**

#### **Interculturalism: A New Framework for Diversity**

This session summarizes findings from a four-year study to create “the first intercultural university” in the U.S. and outlines a new framework for diversity that relocates the analysis away from essentializing categories and instead emphasizes each individual as a “subject” or agent. While multicultural approaches have succeeded wonderfully at introducing the stories of silenced, marginalized groups, they have not always enlisted the full participation of “dominant” group members or carved out a reunifying playing field that bridges across difference. The session will convey the practical steps that can be taken to create an intercultural campus characterized by learning and sharing across difference. It will provide information on what works and doesn’t work, and suggest how to overcome resistance to change in “white dominant” institutions. The presenter will discuss the “how to” aspects on some of the larger ramifications of an intercultural framework for the U.S. as a maturing nation looking for concrete ways, through education, to move out of its isolationism and global conflict and into a new stance of collaboration and mutual reliance. The last part suggests how diversity efforts in U.S. higher education can play a lead role in the forthcoming transition from a free market, “neoliberal democracy” to a U.S. democracy defined by significant, direct civic engagement by a diverse public—that is, a more “participatory democracy.” To prepare for the latter, U.S. education must be intercultural.

**Greg Tanaka**, Ph.D., Professor, Human Development, Pacific Oaks College—Pasadena, California

8:30-11:30 a.m.

**RIVERSIDE BALLROOM**  
Third Floor

### **MAJOR WORKSHOP 35**

#### **Project 2050: Exploring a Model for Creating Performance and Dialogue**

New WORLD Theater’s youth initiative, Project 2050, is a multi-year exploration of the mid-century demographic shift, when it is projected that people of color will become the majority in the United States. Addressing the issues compelled by these changing demographics, the project engages youth communities, professional artists, scholars, and community activists in civic dialogue and artistic creation. This session will focus on ways to develop a model for Project 2050 in different communities and environments. It will look at the commonalities between diverse populations and the way an artistic voice and scholarly voice can evoke dialogue. Participants will gain knowledge in the artistic and practical application of creating an artistic presentation. This session will benefit students, new professionals and veteran practitioners by exploring the collaborative process that infuses artistry, scholarship and production.

**Marion Wright**, Instructor of Drama and Dance, Spelman College—Atlanta, Georgia

8:30-11:30 a.m.

**CENTRAL PARK EAST**  
Second Floor

### **MAJOR WORKSHOP 36**

#### **Sisters of the Academy (SOTA) Institute Panel Discussion**

Sisters of the Academy Institute was the brain child of six African American female graduate students in higher education at Florida State University in March 2001. Specifically, a book entitled *Sisters of the Academy: Emergent Black Women Scholars in Higher Education* (Stylus, 2001) was co-edited by two women scholars, one being the founding president of SOTA. The book covers the historical, social, cultural, political and academic factors that affect Black women in the academy. The narratives and recollections of experiences that the authors wrote about were inspiring, riveting and hardening all at the same time. Thus, this piece of literature was not enough for the academy to see through the lens of African American women; therefore SOTA, the organization, was created. The mission of SOTA is to facilitate the success of Black women in the academy by (1) creating an educational network of Black women in higher education in order to foster success in the areas of teaching, scholarly inquiry and service to the community; (2) to facilitate collaborative scholarship and journal publications among Black women in higher education; and (3) to facilitate the development of relationships to enhance members’ professional development. Presenters will discuss the above-mentioned factors affecting African American women scholars, research agendas and publications about African and African American students and faculty and the survival of the academy and Ivory Tower.



**Tamara C. Bertrand**, Doctoral Candidate, Education, Program Evaluation; Graduate Research Assistant, Center for Educational Research and Policy Studies, Florida State University—Tallahassee, Florida  
**Anna L. Green**, Ph.D., Assistant Professor, School of Business and Industry, Florida A&M University—Tallahassee, Florida  
**Kimberly L. King**, Ph.D., Associate Professor, College of Education, Auburn University—Auburn, Alabama

Part I  
8:30-11:30 a.m.  
**EMPIRE EAST**  
Second Floor

### MAJOR WORKSHOP 37

#### **Diversity Training Design: Understanding Your Audience, and Designing Appropriately and Effectively For What You Need and Want To Accomplish**

This session has three very practical goals: (1) providing participants with tools to assess the perspectives of the members of their audiences, so they can more appropriately target diversity and equity training programs for maximum effectiveness; (2) practicing how to identify the appropriate domains of learning—cognitive, affective and/or skill-building—for learning goals, either in classroom teaching or workplace training; and (3) learning to design, facilitate and evaluate learning activities in each of these domains.

**Cristine Clifford Cullinan**, Ph.D., Training and Development Administrator, University of Oregon—Eugene, Oregon

Part II continues  
2:30-5:30 p.m.

8:30-11:30 a.m.

### 3-HOUR CONCURRENT SESSIONS

8:30-11:30 a.m.  
**CONFERENCE ROOM L**  
Executive Conference Center  
Lower Lobby

#### **Opening Doors to the Taboo: Peer Theater for Empowerment and Change**

◆◆ Interactive Training ◆◆

This session demonstrates the use of the peer, an improvisational, interactive theater to address social justice issues in college settings. SHADES Theater and UNITY Theater from Rutgers University will demonstrate their approach to educating and engaging college students in social justice issues. Information on the history of the peer educational theater, the basic components needed to create a peer theater program and take-home resources, improvisational methods, and guidelines for facilitation will be provided, as well as insights from ten years of peer educational theaters at Rutgers University. This session should particularly benefit those who are interested in alternative, interactive methods to create dialogue among student services professionals, and faculty.

**Level of Experience:**  
Intermediate

**Francesca M. Maresca**, Doctoral Candidate, Human Sexuality, New York University; Producer, SHADES Theater, Rutgers University—New Brunswick, New Jersey  
**Theresa Tantay-Wilson**, Graduate Student, Educational Theater, New York University; Producer, UNITY Theater, Rutgers University—Newark, New Jersey

8:30-11:30 a.m.  
**NEW YORK BALLROOM EAST**  
Third Floor

### RECOMMENDED SESSION FOR STUDENTS AND STUDENT SUPPORT PROFESSIONALS

#### **Multicultural Leadership Tool Box: Moving With Purpose, Engaging a Plan, Utilizing Skills and Achieving Results**

◆◆ Interactive Training ◆◆

This highly interactive session uses Multicultural Affairs and Student Support professionals to provide student leaders with a "Multicultural Leadership Tool Box," which is comprised of the elements needed to effectively lead Multicultural Student Organizations. The presenter will help student leaders address the following: (1) how to develop an agenda, (2) to create a constitution, (3) organize and run meetings, (4) develop archives, (5) develop programs/events, (6) overcome apathy, (7) build consensus, (8) build coalitions, (9) wage campaigns, (10) develop campus image, and (11) create educational programs. With the help of Multicultural Affairs and Student Support professionals, students will come to better understand campus culture, "power players," and how to forge effective relationships. Student Leaders will leave the session with a wealth of information, greater insight and a plan of action, as well as a network of support. Professionals will learn how to develop their student leaders, and how to be more effective professionals, mentors and allies.

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

## DIALOGUE SESSION

For an overview of Dialogue sessions, see page 4

8:30-11:30 a.m.  
**NEW YORK BALLROOM WEST**  
Third Floor

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.

### **Developing Intergroup Dialogue Programs on College Campuses**

This interactive panel discussion offers participants an in-depth opportunity to: (1) identify the essential ingredients of intergroup dialogues in college campuses; (2) learn about different dialogue models and programs currently at use on college and university campuses; and (3) strategize implementation on their campus. This series should particularly benefit those who are involved in cultivating leadership and building community in diverse campuses or who wish to create or enhance environments for authentic relationships across differences. It is designed for faculty, student affairs personnel, college administrators, and students interested in promoting opportunities for interracial/ethnic dialogues inside and outside the classroom on college campuses. An overview of existing models, programming strategies and key challenges and lessons will be presented. A focused discussion on strategies for getting a program started on college campuses and/or institutionalized will be facilitated in small groups.

**Demonic Cobb**, Visiting Specialist in Education, Instructor and Assistant Coordinator, The Program on Intergroup Relations Counseling Center, Residential Life, University of Illinois—Urbana Champaign, Illinois

**Roger Fisher**, Associate Director, The Program on Intergroup Relations, University of Michigan—Ann Arbor, Michigan

**Kelly Maxwell**, Associate Director, The Program on Intergroup Relations, University of Michigan—Ann Arbor, Michigan

**Ximena Zúñiga**, Ph.D., Professor of Education, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

9:00-11:30 a.m.

**CONFERENCE ROOM E**  
Executive Conference Center  
Lower Lobby

## VIDEO PREVIEW/PRESENTATION AND DISCUSSION

### ***Making Whiteness Visible*—Creating and Using video to Get to Real Conversation About Race**

A special invitation by producer and director Dr. Shakti Butler to participate in the process of creating a new video, *Making Whiteness Visible*. The purpose of this new video is to feature the up close and personal stories of white activists and their ongoing journeys of learning and transformation as activists. The video will weave together the experiences and stories of white women and men—of various ages and backgrounds—who have worked to gain clarity and understanding of what it means to be white and still challenge notions of racism and white supremacy in the United States. The video will use, art, theater, movement, photographs and music to amplify stories that share richly varied experiences and life processes informed by deep reflection and social justice action. Participants will personally experience and explore film as an amazingly powerful tool for promoting deep learning and change, and will have an opportunity to experientially review two short clips from *The Way Home* and *Light in the Shadows* and discuss the best ways to use video for learning. Also, Dr. Butler will encourage participants' input on the content of *Making Whiteness Visible*.



**About the Producer/Director:** Dr. Butler is the producer and director of two groundbreaking documentaries: *The Way Home* and *Light in the Shadows*. She invites critical thinking, while, at the same time, enriching people's ability to connect to one another. Her warmth and compassion, along with her intuitive listening capacities, supports self-directed learning in others. She is a popular and inspirational facilitator who generates new questions and transformative learning within her speaking engagements, workshops and trainings which are held across the U.S. Shakti is seeking to use the collective wisdom of NCORE participants to create a powerful new tool that will support all of us in our much needed work in terms of building equity in the world.

9:30-11:30 a.m.

## 2-HOUR CONCURRENT SESSIONS

9:30-11:30 a.m.  
**CONFERENCE ROOM I**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice

### **Diversity and Social Justice Experience: Training Curriculum Offered to Freshmen Residents of Weinstein Hall**

◆◆ Case Studies/Model Programs ◆◆

This session showcases a curriculum developed by residential education staff (professional and student) in Weinstein Hall at New York University to equip residents to share information regarding diversity and social justice with their peers. The presenter will provide information on how the curriculum was developed, how the experience was promoted, and how participants recruited. Session topics and guides for facilitators, as well as student participants' feedback will also be shared. The session will be interactive by allowing participants to discuss the session topics in the curriculum and brainstorm/share other activities and ways of addressing the topics with the hope of developing a more comprehensive curriculum. The entire curriculum (original and the developments from this working session) will be distributed electronically to those who attend or request the information. This session should particularly benefit those who are working in residence life or student activities who are interested in developing an introductory diversity and social justice curriculum to utilize in training and developing student leaders.

**Ryan Sylvester**, Graduate Student, Global Studies; Community Development Educator, New York University—New York, New York

10:00-11:30 a.m.

## 90-MINUTE CONCURRENT SESSIONS

10:00-11:30 a.m.  
**CONFERENCE ROOM D**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** All

### ***Entre Familia: Creating a Family Affair at a Large, Predominantly White Campus***

◆◆ Curricular/Pedagogical Models ◆◆

This session highlights a unique university and community partnership that is driven by retention goals and has resulted in greater student achievement. Information will be provided on the development of a transition course for Latino freshmen, including a review of the course content that incorporates cultural and personal validation, as well as academic and professional development. The session will focus on (1) the relationship between Chicano/Hispanic Student Affairs (CHSA), a retention unit, and the University of Arizona's Hispanic Alumni Club (UAHA); (2) the course content of CHSA's Success Express class and how it developed; (3) assessment tools and student achievement results; and (4) a brief description of CHSA and UAHA programming for Latino sophomores, juniors and seniors. This session should particularly benefit practitioners interested in retention of Latino students or other minority students, and those who are interested in developing collaborative relationships with vested community groups.

**Socorro Carrizosa**, Director, Chicano/Hispanic Student Affairs, Department of Multicultural Programs and Services, University of Arizona—Tucson, Arizona

**Marty J. Cortez**, Scholarship Chair, University of Arizona Hispanic Alumni, Chicano/Hispanic Student Affairs, Department of Multicultural Programs and Services, University of Arizona—Tucson, Arizona

**Marisol J. Diaz**, Retention Coordinator, Chicano/Hispanic Student Affairs, Department of Multicultural Programs and Services, University of Arizona—Tucson, Arizona

**Student Representatives** from University of Arizona—Tucson, Arizona

10:00-11:30 a.m.  
**SUITE 4501**  
Forty Fifth Floor

**Level of Experience:**  
Intermediate

**Changing the World One Word at a Time: Using Writing in Faculty Learning Communities to Explore Diversity Issues**

◆◆ Curricular/Pedagogical Models ◆◆

The nature of structured faculty learning communities is a good “fit” for the needs of people exploring diversity issues. The faculty learning communities create a safe place to discuss politically charged issues, develop ideas and strategies, learn from others in different disciplines, reenergize from the emotional challenges of diversity work, and create products that could not be created in isolation. The purpose of this session is twofold: (1) to briefly describe the model and the two communities that have focused on diversity at Miami University, and (2) to describe in depth a writing process used by one of the communities to enhance and disseminate their work. Benjamin Disraeli said “The best way to become acquainted with a subject is to write a book about it.” The inclusion of writing within the faculty learning community powerfully illustrated how the multiple voices and perspectives of the authors were enriched by the interactions of the group. This session should particularly benefit those who are interested in creating faculty learning communities to create and implement diversity initiatives, advancing curricular change in colleges and universities, especially in teacher education, and writing and publishing about their own diversity learning.

**Barbara J. Heuberger**, Ph.D., Associate Professor and Coordinator, Early Childhood Education Program, Miami University—Oxford, Ohio

**Irene Lang Kleiman**, Visiting Instructor, Department of Teacher Education, Miami University—Oxford, Ohio

**Tammy Ann Schwartz**, Ed.D., Assistant Professor, Middle Childhood Teacher Education Program, Miami University—Oxford, Ohio

**Raymond Terrell**, Ed.D., Special Assistant to the Dean, Diversity Initiatives, School of Education and Allied Professions, Miami University—Oxford, Ohio

10:00-11:30 a.m.  
**CONFERENCE ROOM C**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate

**Minority Advisement Program (MAP): Georgia Southern University**

◆◆ Case Studies/Model Programs ◆◆

This interactive session examines an award winning mentoring model for first year minority students. Each participant will be given a binder of information that will parallel the presentation, as well serve as a reference tool to implement similar initiatives. The session will be divided into the following parts: (1) an icebreaker with the objective of illustrating the impact privilege can have on one’s success and thus the need for minority mentoring programs, (2) the history and structure of MAP, (3) the selection and training process of MAP sponsors (peer mentors), (4) examples of the types of programs implemented, (5) assessments of the overall program, and (6) case studies and success stories. This session should particularly benefit those who are concerned with retention issues and success of minority students on majority campuses, practitioners who provide direct services to minority students, as well as practitioners and students in need of retention strategies for their respective campuses.

**Amy N. Anderson**, Graduate Student, Higher Education Administration; MAP Coordinator  
Georgia Southern University—Statesboro, Georgia

**Erik Howard**, Graduate Student, Multicultural Student Center, Georgia Southern University—Statesboro, Georgia

**Ramona Howard**, Graduate Student, Higher Education Administration; Graduate Assistant, Dean of Students Office, Georgia Southern University—Statesboro, Georgia

**Georj Lewis**, Doctoral Candidate, Educational Administration; Dean of Students, Georgia Southern University—Statesboro, Georgia

**Consuela Ward Pender**, Director, Multicultural Student Center, Georgia Southern University—Statesboro, Georgia

**Marco Pitts**, Graduate Student, Minority Advisement Center, Multicultural Student Center, Georgia Southern University—Statesboro, Georgia

10:00-11:30 a.m.  
**CONFERENCE ROOM H**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** All

### **Facilitating and Strengthening Student Success in Community Colleges: The Washington State Students of Color Conference**

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

In this session participants will learn about the Washington State Students of Color Conference hosted by the Multicultural Student Services Directors Council (MSSDC) of Washington. The session will include a brief description of the history of the MSSDC and the evolution of this student conference as a leadership building experience; a summary of the recent evaluation data collected with a discussion of its significance to student success and retention in higher education; and presentations of the student personal stories conveying the impact the conference has had on their academic careers and leadership skills. This session should particularly benefit those who work with students of color within student programming, retention, and leadership development at the two-year level. Those who work in statewide consortiums, evaluation and other educational arenas (four years, secondary, etc.) would also benefit from the model presented.

**Yoshiko S. Harden-Abe**, Coordinator, Multicultural Services Retention, Highline Community College—Des Moines, Washington

**Bernadette L. Henderson**, Director, Diversity & Equity, South Puget Sound Community College—Olympia, Washington

**Agnes B. Steward**, Assistant Director, Student Development, Pierce College—Lakewood, Washington

**Tina Young**, Director, Office of Multicultural Initiatives, Seattle Community College—Seattle, Washington

10:00-11:30 a.m.  
**CONFERENCE ROOM F**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate

### **Multicultural Considerations: Linking Identity Development and Scholarly Development to Improve Retention and Graduation Rates of Underrepresented Students**

#### ◆◆ Theoretical Models ◆◆

The session will focus on pragmatic strategies that can be applied by members of the university community to assist students in accessing the appropriate resources and facilitating personal growth during their undergraduate years. The education and development of these students require that the full resources of the university be accessible. Resources that are “available “ are not always “accessible.” Multicultural constructs and student-centered approaches can improve accessibility for all students. Central to our thesis is the notion that to provide competent assistance to today’s multicultural student body demonstrates an appreciation of the multiple worlds and contexts that the students must navigate throughout the college experience. These strategies will benefit both students and institutions of higher education by increasing retention and fostering critical aspects of student development. This session should particularly benefit those who work in opportunity or support service programs, as well as any who function in advising, counseling or teaching capacity with students.

**Pedro Luna**, Academic Counselor, Office of Supportive Services, Syracuse University-Syracuse, New York

**Denise Trionfero**, Associate Director, Office of Supportive Services, Syracuse University-Syracuse, New York

**Christopher J. Weiss**, Doctoral Candidate, Counseling and Human Services, College of Education; Administrative Counselor, Office of Supportive Services, Counseling and Student Support Center, Syracuse University—Syracuse, New York

10:00-11:30 a.m.  
**CONFERENCE ROOM B**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** All

### **Infusing Diversity Into the Faculty Hiring Process**

#### ◆◆ Policy Issues ◆◆

This interactive session will examine the dynamics associated with addressing diversity issues within the faculty hiring process. While increasing diversity within the faculty is a shared concern, methods of achieving this are highly controversial. Some institutions require the search committees include the faculty of color as a means of trying to achieve this objective. Others have policies that require diverse applicant and/or interview pools before a screening process can proceed. To find effective ways of appropriately valuing diversity rather than seeking a “good fit” can sometimes create dissension and dismay. Additional questions may also prevail. Should minorities be expected to provide the only “voice” for diversity during the screening process? Is their input valued? Can a trained “diversity champion” contribute to the committee work? Can non-minority employees be identified and oriented to serve as “diversity champions?” Join us to discuss strategies for infusing responsibility for diversity within the search committee process.

**Nanette Lee Reynolds**, Ed.D., Senior Advisor to President, Grand Valley State University—Allendale, Michigan; and Co-consultant on Diversity to the President, Lansing Community College—Lansing, Michigan  
**Cami Zawacki**, Ph.D., Special Consultant on Equal Opportunity & Diversity, Lansing Community College—Grand Rapids, Michigan

10:00-11:30 a.m.  
**LIBERTY SUITE 1 AND 2**  
Third Floor

**Level of Experience:** Novice

### **Student Partnership: The Sharing of Education**

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

This session is designed to discuss different approaches in bringing awareness to issues of diversity within both the campus and global community. In particular, group conversation will critique and analyze programming tactics implemented by other institutions in comparison to those of Texas Christian University. Participants will be invited to not only share experiences both effective and non-effective approaches on their own campuses, but will be challenged with evaluating their success levels. Furthermore, students will have an opportunity to discuss positive adjustments within their own programming techniques and tactics.

**Emily J. Dunn**, Undergraduate Student, Women's Studies Major, Texas Christian University—Fort Worth, Texas

**Jerret Holmes**, Undergraduate Student, Advertising/Public Relations Major, Texas Christian University—Fort Worth, Texas

**Katherine N. Niederer**, Undergraduate Student, Finance Major, Texas Christian University—Fort Worth, Texas

10:00-11:30 a.m.  
**CONFERENCE ROOM K**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice

### **Evaluation Tools for Racial Equity**

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

In this session, presenters will generate an active discussion that probes participants' own ongoing racial equity efforts. "Is our program making a difference that matters?" "Are we on a trajectory to reach our long term outcomes?" "What constitutes success and who says so?" "When we share findings, are they presented in a way that creates difficulty for people to 'blame the victim' for poor outcomes?" These are some of the questions that concern groups who want to evaluate their anti-racism and inclusion efforts. Presenters will help participants consider these and other issues, review the framework and discuss guiding questions from a new website, *Evaluation Tools for Racial Equity*. This session should particularly benefit those who want to be certain that evaluations take into account issues of racism, power, privilege, and oppression in the way they are designed, in the kinds of questions they ask, in the outcomes measured, and in the ways people interpret and use evaluation findings.

**Sally A. Leiderman**, President, Center for Assessment and Policy Development—Havertown, Pennsylvania

**Maggie Potapchuk**, President, MP Associates, Inc.—Silver Spring, Maryland

10:00-11:30 a.m.  
**CONFERENCE ROOM J**  
Executive Conference Center  
Lower Lobby

**Level of Experience:**  
Intermediate and Advanced

### **A Pilot Initiative to Engage ALL Faculty in Conversations About Diversity**

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

This session will discuss and reflect on a pilot program aimed at reaching those faculty who choose not to engage with the topic of diversity. This discussion seeks to expand the toolbox we use for generating institutional change with respect to diversity. The primary purpose of this initiative is to reach beyond the "usual suspects" who attend faculty development workshops and have mandatory sessions on diversity that include all faculty members. Presenters will provide information on the background of the program, its concept and design, the experiences of the discussion facilitators, and evaluation results. A significant amount of time will be allotted to a discussion of this project and how a similar model can be applied in a different institutional context. This session should particularly benefit those who are interested in working for institutional change with respect to the inclusion and equity of all into the curriculum and campus community. The faculty and administrators will find this discussion especially helpful in seeking ways to broaden the circle of engagement with respect to diversity. Some experience with institutional change will be helpful, but not necessary.

**Nefertiti Burton**, Associate Professor, Department of Theater Arts, Director, Graduate Studies, and Coordinator, Faculty Development, College of Arts and Sciences, University of Louisville—Louisville, Kentucky

**David S. Owen**, Ph.D., Assistant Professor, Department of Philosophy, University of Louisville—Louisville, Kentucky

10:00-11:30 a.m.  
**LIBERTY SUITE 3**  
Third Floor

**Level of Experience:** Novice  
and Intermediate

**Learning to Value Diversity: A Cognitive and Social Approach for First-year Students at a Predominantly White University**

◆◆ Curricular/Pedagogical Models ◆◆

The purpose of this session is twofold: (1) to provide participants with an understanding of the importance of exploring issues of race, class, gender, and sexual orientation in the classroom and (2) to give participants useful tools to integrate cultural competence with critical thinking skills. Participants will learn how instructors need to be aware of their own levels of comfort and competence in order to help students examine their own biases that can limit thinking and learning. Using critical thinking and social justice theoretical frameworks, this session will provide participants with useful classroom activities that integrate the development of critical thinking skills and cultural competence. Since one of the goals of the session is to provide useful application tools, participants will actively engage in the “classroom” activities as they are being shared. This session should particularly benefit classroom instructors who are interested in deepening their own awareness of personal bias and confront racism.

**Becky Pettit**, Doctoral Candidate, Educational Administration; Associate Director, Institute for Scientific Computation, and Director, Organizational Development and Diversity, Office of the Vice-President for Research, Texas A&M University—College Station, Texas

**Carolyn L. Sandoval**, Doctoral Candidate, Educational Administration; Assistant Lecturer and Managing Editor, The International Journal of Qualitative Studies in Education, Texas A&M University—College Station, Texas

10:00-11:30 a.m.  
**SUITE 4901**  
Forty Ninth Floor

**Level of Experience:**  
Intermediate

**Beyond Tolerance: Embracing the Power of Love**

◆◆ Theoretical Models ◆◆

This highly interactive and thought-provoking session invites participants to go beyond the culture of tolerance and embrace the possibility of healing individual wounds and establishing loving connections across personal and societal divides. Presenters will share powerful insights to raise awareness and bring about a new paradigm that can transform thinking and provide an approach to diversity training from a completely different perspective. This session will also include two exercises so that each participant can experience first hand the power that their loving thoughts and intentions can have in melting down fears and bringing us together as people. This session should particularly benefit instructors, trainers, student leaders, as well as professionals who are responsible for developing, assessing and implementing a diversity plan in their organizations, campuses or communities.

**Jesus Nebot**, Filmmaker, Peace Activist, Author, Speaker, Consultant, Zokalo Entertainment—Los Angeles, California

**Frank E. Ross III**, Ph.D., Associate Director, Campus and Community Life, Division of Student Life and Diversity, Indiana University Purdue University—Indianapolis, Indiana

10:00 a.m.-5:00 p.m.

**LENOX BALLROOM**  
Second Floor

**EXHIBITOR SHOWCASE AND RESOURCE CENTER**

(Open daily 10:00 a.m.-6:00 p.m. through Saturday, June 4)

11:45 a.m.  
**METROPOLITAN BALLROOM**  
Second Floor

**CLOSING LUNCHEON**

1:00-1:45 p.m.  
**METROPOLITAN BALLROOM**  
Second Floor

For a dialogue with Bob Suzuki,  
see below

## CONFERENCE CLOSING PLENARY SESSION



### Keynote Address:

#### **Embracing Diversity: An Imperative for Progress in a Democratic Society**

**Bob H. Suzuki, Ph.D.**, President of California State Polytechnic University, Pomona (July 1991-2003)

Dr. Suzuki currently serves on the California Student Aid Commission, on the Boards of Directors of the Pasadena Bioscience Center and Leadership Education for Asian Pacifics (LEAP) in Los Angeles, and on the Advisory Board of the Ahimsa Center at Cal Poly Pomona. He has also served as a member of the National Science Board, the Board of Directors of the American Association of Colleges & Universities (AAC&U), the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), and the Board of Trustees of the Japanese American National Museum. Dr. Bob Suzuki was born in Portland, Oregon to Japanese immigrant parents. During World War II, he was imprisoned with his family in an internment camp in Minidoka, Idaho, where he received his first three years of schooling. After the completion of his doctorate, he taught for four and half years in the Department of Aerospace Engineering at the University of Southern California. While teaching, he became deeply involved in civil rights and public and community affairs. Among numerous activities, he was one of the leaders of a successful nationwide campaign that led to the Congressional repeal of the Emergency Detention Act of 1950, and as chair of the National Education Commission of the Japanese American Citizens League (JACL), he was responsible for initiating action that led to the inclusion of Asian Americans in federally-mandated affirmative action programs. As a result of his deep involvement in these activities, he changed his professional field and devoted himself full-time to work that more directly addressed pressing societal problems. Dr. Suzuki returned to academic administration when he assumed the position of Dean of Graduate Studies and Research, which after four and half years, he assumed the position of Vice President for Academic Affairs at California State University, Northridge. In July of 1991, Dr. Suzuki was selected as the fourth president of California State Polytechnic University, Pomona. During his tenure as president, Dr. Suzuki transformed and improved the quality of many of Cal Poly's academic programs and operations, and developed several innovative programs including the International Polytechnic High School, Agriscapes, and Innovation Village, among others. He was among the first scholars to debunk the "model minority" stereotype of Asian Americans when he published a seminal journal article on the subject in 1977. Dr. Suzuki has been honored on numerous occasions for his contributions in the areas of community service, education, and human and civil rights. Most recently, on November 3, 2003, he was conferred the Order of the Rising Sun, Gold Rays with Neck Ribbon by the Japanese Government.

2:00-3:00 p.m.

**METROPOLITAN WEST**  
Second Floor

## INFORMAL DIALOGUE WITH BOB H. SUZUKI

2:30-3:30 p.m.

**LIBERTY 1 AND 2**  
Third Floor

## VIDEO PREVIEW AND DISCUSSION



### *Skin Deep*

Producer/Director: Frances Reid

Join the eye-opening journey of a diverse and divided group of college students as they awkwardly but honestly confront each other's racial prejudices. The students eventually learn to hear each other, arrive at new levels of trust and understanding, and take their first tentative

steps towards building community.

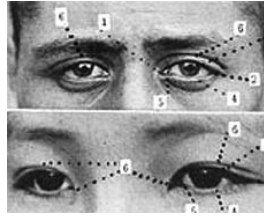
Introduction and discussion by California Newsreel. [www.newsreel.org](http://www.newsreel.org)



2:30-4:00 p.m.

**LIBERTY 3**  
Third Floor

### VIDEO PREVIEW AND DISCUSSION



#### **Race—The Power of an Illusion**

This episode of the award-winning three part series asks, if race is not biology, what is it? It uncovers how race resides not in nature but in politics, economics and culture. It reveals how our social institutions “make” race by disproportionately channeling resources, power, status and wealth to white people.

Introduction and discussion by California Newsreel. [www.newsreel.org](http://www.newsreel.org)

2:30-4:30 p.m.

### 2-HOUR CONCURRENT SESSIONS

2:30-4:30 p.m.  
**CONFERENCE ROOM F**  
Executive Conference Center  
Lower Lobby

#### **A Declaration of Progressive Values: Cultural Centers Uniting for Common Good**

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

In light of the current “compassionate,” “moral,” and conservative direction of the country, this session will address efforts in California to mobilize students, professionals working in cultural centers, and community members to be proactive in voicing their values and opinions. Presenters will discuss how people of color, the poor and working class, women, the queer community, immigrants, and other oppressed groups continue to face obvious and subtle attacks on their civil, legal, educational, and human rights in the United States and abroad. The session will provide information on how California cultural centers have organized to create a statewide and regional network for students and professionals. Also, tools for professionals interested in developing their own networks of professional and political support will be provided. Finally, the session presents an analysis of conservative and morality movements around the country, and how California resists and continues to set trends in diversity/cultural movements. This session should particularly benefit those who are interested in mobilizing and organizing with other professionals in their regions, those interested in being proactive with progressive educational agendas in their work, and those who feel they are “blue state” professionals surrounded by “red state” influences.

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

**Frederick Smith**, Assistant Director, Cross Cultural Centers, California State University—Los Angeles, California

**Level of Experience:** All

2:30-4:30 p.m.  
**CONFERENCE ROOM I**  
Executive Conference Center  
Lower Lobby

#### **Teaching “Cultural Competence in Health Care”: Lessons Learned**

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

This session will describe the context for the development and implementation of a course on Cultural Competence in Health Care. The overall goal of this course is to increase students’ level of cultural competence to enable them to work within a diverse health and human services environment. This course was developed and is instructed with longstanding non-academic community partners, and focuses on students’ self-awareness, knowledge, and skill in becoming culturally competent. A foundational aspect of this course is that one must understand racism before one can become culturally competent. This course is required for both undergraduate and graduate students in different programs, and has a strong experiential component within an interactive environment. An overview of course contents and format will be presented. Evaluative comments from students will be shared. Session participants will experience one of the class exercises, and will be encouraged to provide feedback and share their respective classroom experiences in engaging students to become more race conscious. This session should particularly benefit those who have taught a course with an anti-racism focus, or are considering doing so.

**Suzanne Selig**, Ph.D., Director and Professor, Health Sciences and Administration, University of Michigan—Flint, Michigan

**Level of Experience:** Novice

Part II  
2:30-5:30 p.m.  
**EMPIRE EAST**  
Second Floor

### MAJOR WORKSHOP 37

#### **Diversity Training Design: Understanding Your Audience, and Designing Appropriately and Effectively For What You Need and Want To Accomplish**

(For workshop description, see page 103)

## DIALOGUE SESSION

For an overview of Dialogue sessions, see page 4

2:30-5:30 p.m.  
**NEW YORK BALLROOM EAST**  
Third Floor

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.

### **Successfully Communicating Across Difference: Methods for Engaging Students in Dialogue**

This session will present and demonstrate various methods and techniques that can be used to engage students in dialoguing across race and other social group boundaries. It will use a didactic and experiential approach to workshop facilitation. This session should particularly benefit those who want to foster dialogic conversations in diverse classrooms, work groups, or any group situation where effective communication, constructive engagement and collaboration are the goals. Facilitators will use examples and activities that specifically focus on race and ethnicity. However, the techniques that will be shared, discussed, and experienced can also be successfully used when dialoguing across other social group differences.

**Elaine Brigham**, Master's Degree Candidate, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

**Tanya Kachwaha**, Social Justice Educator/Educational Consultant, Everywoman's Center, University of Massachusetts—Amherst, Massachusetts

**Kamala Kiem**, Master's Degree Candidate, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

**Matthew King**, Master's Degree Candidate, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

**Tanya Williams**, Doctoral Candidate, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

2:30-5:30 p.m.

## 3-HOUR CONCURRENT SESSIONS

2:30-5:30 p.m.  
**NEW YORK BALLROOM WEST**  
Third Floor

**Level of Experience:**  
Advanced

### **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. This hands-on session will teach participants the six essential areas to consider when adapting training activities. Presenters will address how it has become an increasing challenge to engage constituencies in workshops, training sessions, and other programming that fosters an understanding of differences when their resources are few and in much need of modification. For many years now for-profit consulting firms and publishing companies have developed a number of innovating tools that are readily transferable to the campus community. 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.

**Moacir "MO" Barbosa**, Project Coordinator, Boston BEST Initiative, The Medical Foundation—Boston, Massachusetts

**Colette M. Cummings**, Associate Dean of Students, Webster University—St. Louis, Missouri

2:30-5:30 p.m.  
**CONFERENCE ROOM E**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** Novice and Intermediate

### **Perfect Ladies Don't Become Provosts: A Roundtable for Administrators, Faculty, Students, Staff, and Consultants of Color**

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

For the last five years, women, particularly Women of Color in Higher Education have been underrepresented and have higher turnover rates than Student Affairs Practitioner/Scholars and often are deterred from achieving mid- and senior-level positions. This session should particularly benefit those who, wish sharing their own personal stories, transcends myths, and reclaim their joy. Participants will be gain new insights on how to avoid unconscious mistakes that derail their professional growth at predominantly white colleges. Using case studies, multimedia formats and interactive exercises we will all take a step toward personal empowerment.

**Shaquana Anderson**, Resident Director, Department of Resident Life, University of Maryland—College Park, Maryland  
**C. Michelle Ko**, Director, Asian Pacific Student Services, Loyola Marymount University—Los Angeles, California  
**Sunny Park-Suh**, Ed.D., Teachers College, Columbia University—New York, New York  
**Dawn Person**, Ph.D., Director, Higher Education Program, California State University—Long Beach, California  
**Rochelle R. Peterson**, Assistant Dean, Students for Multicultural Affairs, Arcadia University—Glenside, Pennsylvania  
**Susan A. Stuart**, Doctoral Student, Higher and Postsecondary Education, Teachers College, Columbia University—New York, New York  
**Blanca E. Vega**, Financial Aid Counselor, The Bank Street College of Education—New York, New York

2:30-5:30 p.m.  
**CONFERENCE ROOM D**  
 Executive Conference Center  
 Lower Lobby

**Level of Experience:** Novice and Intermediate

**Cosmic Race, Rainbow People and Other Myths: An Exploration of Race and Racial Identity in the Latino Community**  
 ♦♦ Interactive Training ♦♦  
 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. Other groups are often puzzled or offended when Latinas/os fail to identify themselves racially. Through the use of a lecture and interactive exercises, this session will help participants explore the historical and contemporary factors affecting Latinas/os racial identity and the impact of this identity on issues of equity and social justice. 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 who are involved in providing services to Latina/o students, improving interracial relations on campus, and are responsible for multicultural programming.

**Jorge Zeballos**, Diversity Consultant—Flemington, New Jersey

2:30-5:30 p.m.  
**CONFERENCE ROOM C**  
 Executive Conference Center  
 Lower Lobby

**Level of Experience:** All

**DIFFERENT, NOT DEFICIENT:**  
**Part One: Nonstandard English Dialects—Language Bias, Linguistic Truths and New Mindsets**  
**Part Two: How to Teach Oral and Written Standard English to Nonstandard English-Speakers**  
 ♦♦ Interactive Training ♦♦  
 Language Bias (making assumptions about children's intelligence based solely on their speaking styles) widens and perpetuates the achievement and cultural gaps in our classrooms. Since children read, write and test the way they speak, oral standard English-acquisition is imperative for academic and professional success. This highly two-part interactive session simulates the presenter's bi-dialectic standard English-acquisition course, which is nationally replicated in elementary, college, and outreach programs. Part One will demonstrate and discuss: the discovery of two linguistic truths regarding nonstandard dialects, why nonstandard English-speakers are different, not deficient; and how language bias causes severe educational and professional damage to nonstandard English-speakers who have not learned to switch situationally into oral standard English. Part Two uses participatory lesson-simulations, video tapes and other materials to demonstrate a unique five-step system that teaches standard English mastery. This session should particularly benefit those who teach education/speech/radio/TV/English/journalism/theater/business; Pre K-12 teachers; educators who establish policy for curricula, standardized testing, special education placements and staff development; and individuals who want to model standard English and enhance their own marketability.

**Mary I. Berger**, President/Author/Trainer, Orchard Books, Inc.; Instructor, Columbia University—Chicago, Illinois

2:30-5:30 p.m.  
**CONFERENCE ROOM B**  
Executive Conference Center  
Lower Lobby

**Level of Experience:** All

### **Some of My Best Friends are \_\_\_\_\_. Navigating the Complexity of Alliance Building**

◆◆ Interactive Training ◆◆

“Some of my best friends are \_\_\_\_\_” is a phrase sometimes spoken by people who are new to diversity awareness. Often regarded as a statement of ignorance, this session will demonstrate that it is in fact a genuine personal connection that forms the strongest alliance—a true partnership that can weather the mistake that allies undoubtedly make with each other. This session examines what it is that makes alliance-building work and what detracts from it by offering a model that has been used successfully on college campuses across the country for the last 23 years. Finally, the session will provide tools to forge authentic and deep relationships across all differences. Presenters, who differ in race, age and sexual orientation, will use human development theory, experiential exercises, a video, and modeling of the challenges and successes of their own ten-year friendship/work relationship, to illustrate the process. This session should particularly benefit anyone from students to front line staff to faculty and administrators who want to use alliance-building to end oppression and transform their institution, their work area or themselves.

**Lillian Roybal Rose**, Trainer/Facilitator, Lillian Roybal Rose Seminars—Santa Cruz, California  
**Linda Croyle**, Trainer/Facilitator, The Dialogue Consultants—Los Angeles, California

2:30-5:30 p.m.  
**RIVERSIDE SUITE**  
Third Floor

**Level of Experience:** All

### **Enduring Images: American Indians in the Popular Imagination**

◆◆ Interactive Training ◆◆

This interactive session will examine how American Indians are represented in the American educational system and in popular culture, the educational implications of these images, and the effects these constructions may have on interactions between Indian and non-Indian communities. This training session will include the use of images and excerpts from readings commonly found in preschool through high school learning materials. Participants will engage in discussions on imagery and interpretations of these images and how these meanings serve as implicit context for media coverage, public policy decisions, education, health care, and other issues. Participants will also build skills related to identifying and constructively responding to these messages in common contexts. Special attention will be paid to the impact these images (or messages?) have on our everyday interactions and how to capitalize on teachable moments. This session should particularly benefit those practitioners and students who work with American Indian students, organizations, or communities; those who work to improve campus climates, particularly those who work to end the institutional use of racial mascots and logos; and those interested in how American Indian issues fit into social justice work.

**J P Leary**, Consultant, American Indian Studies, Wisconsin Department of Public Instruction—Madison, Wisconsin  
**Adrienne L. Thunder**, Advisor, Cross-College Advising Service, University of Wisconsin—Madison, Wisconsin

2:30-5:30 p.m.  
**RIVERSIDE BALLROOM**  
Third Floor

**Level of Experience:**  
Intermediate

### **What's in Your Bubble? Understanding the Impact of Internal Dialogue on Cross-Cultural Interactions and Situations**

◆◆ Interactive Training ◆◆

This session will concentrate on identifying ways in which we can overcome deeply rooted beliefs, attitudes, and behaviors that hinder our ability to communicate effectively cross-culturally. In this session, we will examine triggers that individuals experience and how these triggers influence our ability to interact across difference. We will confront our thoughts and attitudes and consider innovative techniques to change them in order to overcome problematic communication styles. Participants will leave with skills to continue examination of their own cross-cultural communication. This session will go beyond mere acceptance and tolerance of difference toward creating true relationships and interdependence in our communities. It will explore diversity of race/ethnicity, gender, age, class and ability as meets the needs of the participants. This session should particularly benefit those who are interested in challenging themselves in their diversity work and developing greater skills for deeper cross-cultural understanding. The session is especially important for those who are influential in a diverse community and seek authenticity in their communication.

**Linda Cade**, Counselor, University Counseling Center, University of Vermont—Burlington, Vermont  
**Sue Demasi**, Assistant Director, Finance and Operations, Center for Health and Well Being, University of Vermont—Burlington, Vermont  
**Derek George**, Counselor, University Counseling Center, University of Vermont—Burlington, Vermont  
**Karol Josselyn**, Health Care Nurse, Student Health Clinic, University of Vermont—Burlington, Vermont  
**Dottie R. Morris**, Ph.D, Diversity Consultant and Core Faculty, Institute for Global Diversity and Social Change, Antioch New England Graduate School—Bellows Falls, Vermont  
**Wendi West**, Diversity Consultant, Institute for Global Diversity and Social Change, Antioch New England Graduate School—Bellows Falls, Vermont

# The University of Oklahoma

## A National Flagship for Excellence

- OU ranks number one among comprehensive public universities in the per capita number of freshman National Merit Scholars and in the top 10 of all public and private institutions in the number of freshman National Merit Scholars enrolled.

- This year OU enrolled the highest ranked freshman class ever enrolled at a public university in Oklahoma.

- OU's private endowment has more than tripled since 1994, growing from \$204 million to more than \$640 million.



*The Wing Gardens at OU's north entrance are designed to provide year-round appeal. In the background is the "front door" of the University – the Visitor Center in Jacobson Hall.*

- OU is home to one of the two largest natural history museums in the world associated with a university. The Sam Noble Oklahoma Museum of Natural History has more than 5 million artifacts and contains 198,000 square feet on 60 acres of land. The museum exhibits include the largest Apatosaurus on display in the world and the oldest work of art ever found in North America – a lightning bolt painted on an extinct bison skull.

- Due to OU's increased private support during the past 10 years, the number of endowed faculty positions has more than tripled, increasing from 100 to more than 370, helping to retain and attract talented faculty members.

- OU continues to break private fund-raising records, with more than \$1 billion in gifts and pledges over the past decade, 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. OU's donor base has increased from 17,000 to more than 98,275.

- 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 143 student exchange agreements with universities in 51 countries. Students from over 100 countries are enrolled on OU's Norman campus.

- The University of Oklahoma ranks in the top 10 in the nation of "Institutions of Excellence in the First College Year," according to a national study by the Policy Center on the First Year of College. The study recognizes OU's initiatives for first-year students and its commitment to put students first. In ranking institutions, the center considered programs that are broad-based, multi-faceted and creative, such as high school-to-college transition programs and programs for at-risk students. Additional criteria included the extent to which these programs make a difference in students' first year in school and the ease with which students make the transition from high school to a college or university.

- 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 Latin American, Asian American and African American students.

- OU has strong programs in international and area studies, with an International Programs Center led by former U.S. Ambassador to the United Nations Edward Perkins.

- 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.

- OU has been recognized as an outstanding university for Hispanic students by Hispanic Outlook in Higher Education magazine.

- OU's Weitzenhoffer Collection of French Impressionism, the single most important gift of art ever given to a U.S. public university, is now housed in the Fred Jones Jr. Museum of Art's new Mary and Howard Lester Wing,

named in honor of the chairman of the board of the San Francisco-based Williams-Sonoma Inc. and his wife. The collection, which was a bequest from Clara Weitzenhoffer, includes works by Van Gogh, Monet, Renoir, Gauguin, Pissarro and Vuillard. The collection joins other important collections at the museum, including the Fleischaker collection of 400 major works by the Taos Colony of artists; the Thams collection of Southwestern art by members of the Taos Colony; the former U.S. State Department Embassy art collection; and the Dorothy Dunn collection of Native American art. The total collection includes more than 8,000 works of art.

- The University has created an Honors College with one of the largest honors programs among public universities in the United States. Fourteen hundred students participate in small classes of 22 or less.

- 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.

*The University of Oklahoma is an equal opportunity institution.*

# OU - A Pacesetter For Excellence



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The University of Oklahoma College of Continuing Education

## Public and Community Services Division

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**Belinda P. Biscoe, Ph.D.**

Assistant Vice President—  
College of Continuing Education,  
The University of Oklahoma,  
Public and Community Services

As the public service division of the College of Continuing Education, Public and Community Services (PCS) has provided service to diverse populations since its inception more than 50 years ago. PCS is comprised of over 18 departments, more than 500 employees and in excess of 60 grant and contract programs.

- American Indian Institute
  - National Center for Disability Education and Training
  - Southwest Prevention Center
  - Center for Early Childhood Professional Development
  - Executive Training-Team Quest
  - Health Promotion Programs
  - Workforce Oklahoma
  - Oklahoma Professional Development Program
  - Public Service Institute
  - Southwest Center for Human Relation Studies
  - Region VII Comprehensive Center
  - Children of Promise, Mentors of Hope
  - Center for Public Management
  - Center for the Study of Small and Rural Schools
  - National Resource Center for Youth Services
  - National Conference Logistics Center
  - Center for Effective Schools
  - Evaluation and Testing
- Educational Testing, Evaluation, Assessment and Measurement (E-TEAM)

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**NCORE**

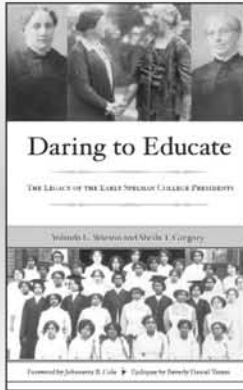


**2005 Conference**

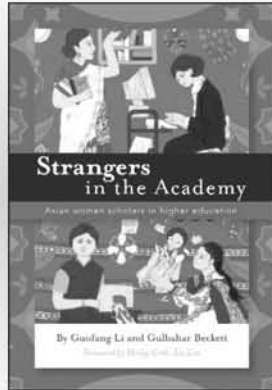




# Vital Books in Racial Diversity and Education



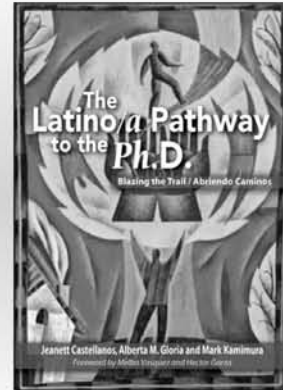
**NEW**  
**Daring to Educate**  
*The Legacy of the Early Spelman College Presidents*  
**YOLANDA L. WATSON AND SHEILA T. GREGORY**  
 PB, \$29.95



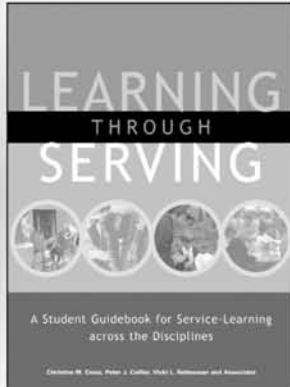
**NEW**  
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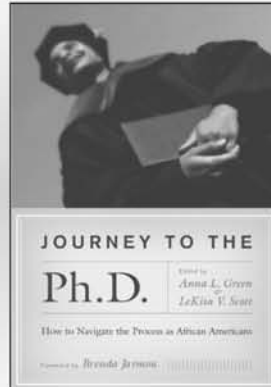
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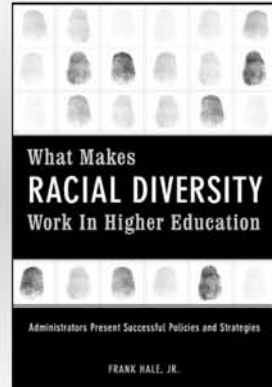
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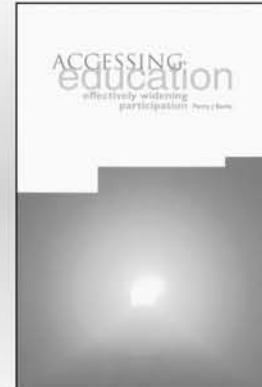
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- ◆ create a place where the most difficult issues of power and privilege can be addressed by colleagues working in good faith with each other over time
- ◆ balance scholarship with fiction, non-fiction, poetry, films, interactive exercises, and reflective self-knowledge so as to increase colleagues' and students' ability to recognize and respect plural dimensions of culture not customarily studied in academic curriculum nor reinforced in campus and organizational climates.

### **How do SEED Leaders learn these skills?**

By participating in the seven-day SEED leader training program in the summer, called the New SEED Leaders' Week, and then leading a monthly, year-long seminar on educational equity and diversity designed for their own college or school campus, for 10 -20 colleagues who volunteer their time.

**Though the SEED Project was designed 18 years ago** for secondary school teachers, educators from numerous colleges and universities have requested participation and held seminars within their institutions, led by faculty and/or administrators. Some of these sites are Michigan State University, Dutchess Community College (NY), Santa Rosa Junior College (CA), University of Colorado/Boulder, Gonzaga University (WA), Sam Houston State University (TX), Central Michigan University, Nassau Community College (NY), Grossmont College (CA), Metropolitan State University (CO), Haverford College (PA), Edmonds Community College (WA), Foothill College (CA), Eastern Washington University (WA), North Idaho College, University of Wisconsin/Madison, Lesley University (MA), Radford University (VA), College of the Desert (CA), and Memphis Theological Seminary (TN).

### **When is the next New SEED Leaders' Week?**

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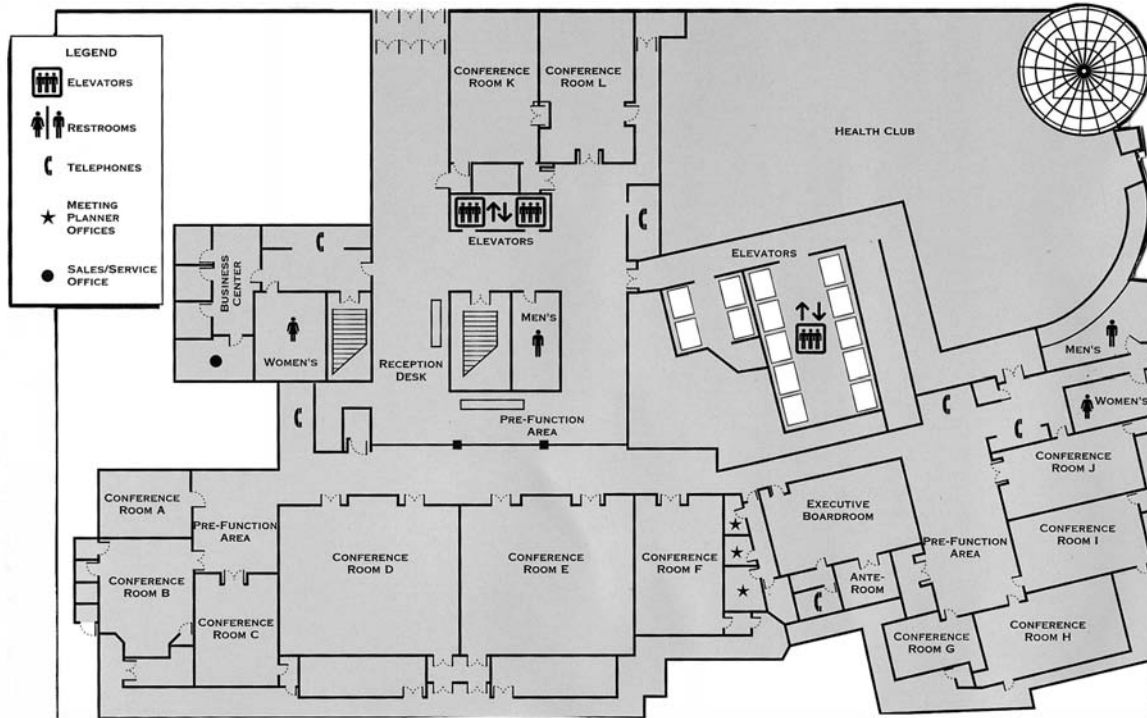
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5:30 p.m. - 6:30 p.m.

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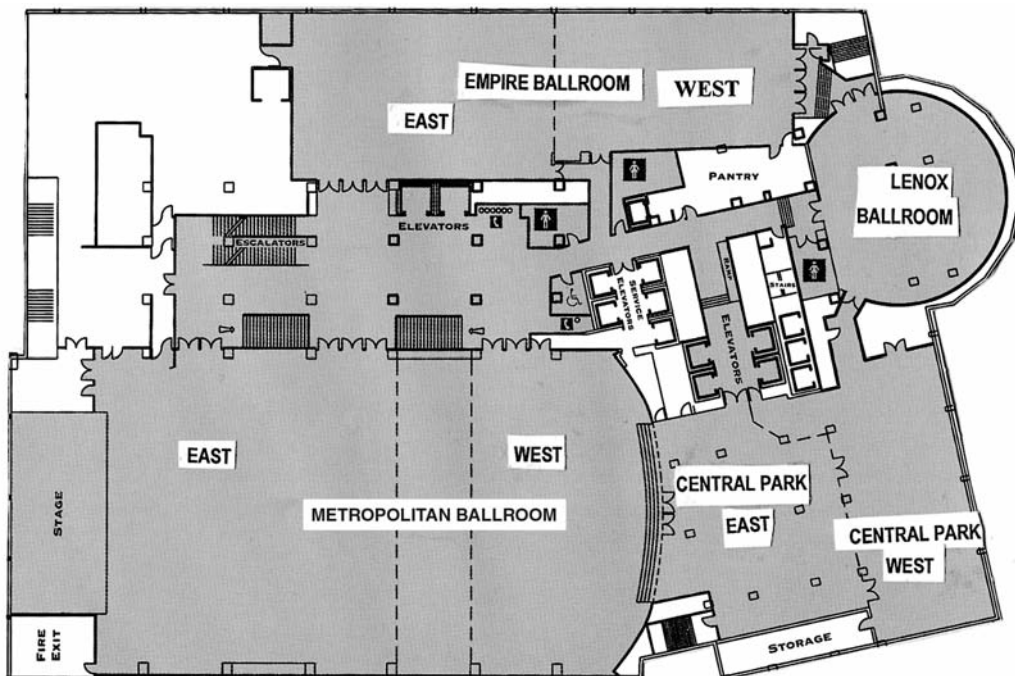
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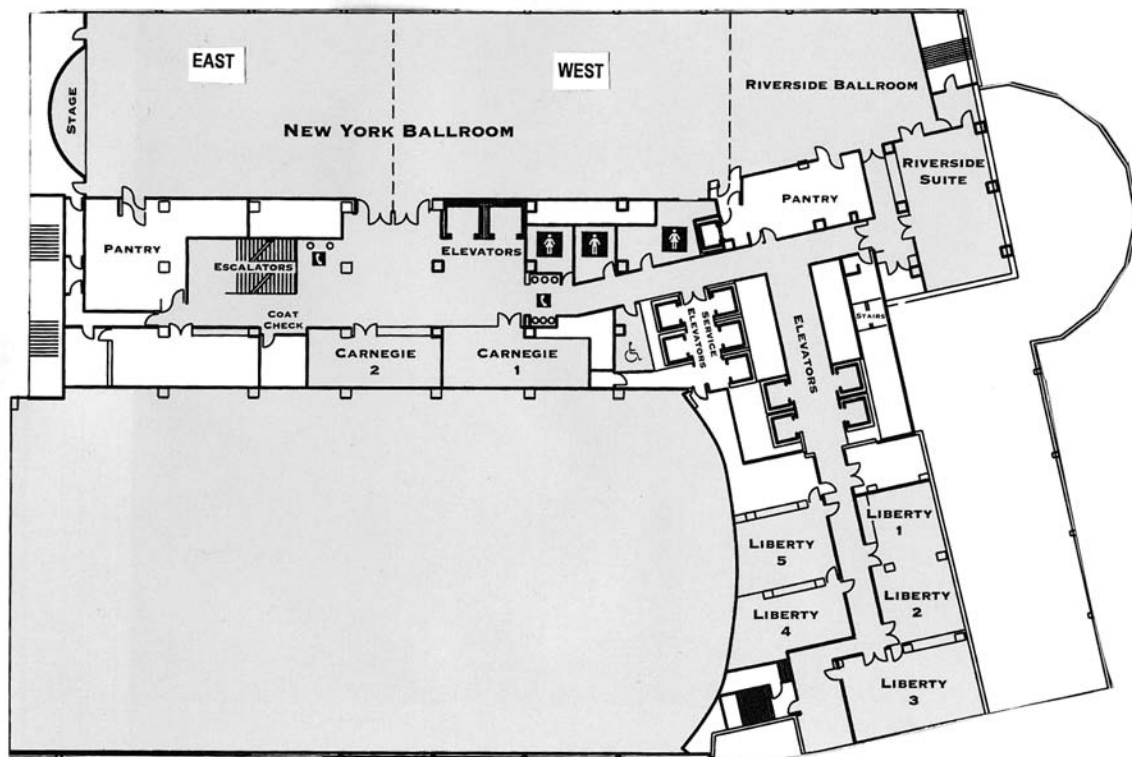
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Lenox Ballroom 10:00 a.m.-6:00 p.m.

Kelly Abernathy-Porch:	Recruitment products and information
Michael Adejumo:	Artist Exhibition
Bridigit Anyajl:	Contemporary Ethnic Wears and Artifacts
Janel Bell:	Tolerance Education Material
Brenda Burt:	JDOTT membership information and T-shirts, Books
Veronica Estrada:	College program information and brochures
Felicia Gustin:	Educational material, Books by Speakers
Jeff Hitchcock:	Books and bound materials, brochures
Jen Lofquist:	Books on Race and Diversity in Higher Education
Vera Mooring:	Fraternity and Sorority items, Afrocentric Artwork
Michelle Pasena:	Bill Gates Millennium Scholar Program
Harriet Schiffer:	Kente Cloth
Barry Shelton	Cultural and Ethnic Artwear and Textiles
Carolina Valencia:	Books, Videos, and Maps
Teri Wang:	Educational Media
Scott Wolfman:	Lecturers and Speakers material
Jim Yellow Hawk:	Lakota Art

# Listing of Concurrent Sessions by Category:

Page #

**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.

- Islam and the African-American Experience .....55
- Creating Collaborative Approaches to Address Racial Injustice .....62
- THE THIRD SHIFT: Creating Safe Spaces for People of Color, African Ancestry Women’s Work in The Academy .....80
- The Costs of Oppression and the Benefits of Justice to People From Privileged Groups .....91
- Multicultural Considerations: Linking Identity Development and Scholarly Development to Improve Retention and Graduation Rates of Underrepresented Students .....107
- Beyond Tolerance: Embracing the Power of Love .....109

**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.

- Toward a Praxis of Antiracist School Leadership Preparation .....51
- The Basic Legal Principles Subject to the “Strict Scrutiny Doctrine” Required in All Higher Education Affirmative Action Plans .....52
- National Hispanic/Latino American Agenda: Latinos in Higher Education Summit Report .....58
- The National Center for Institutional Diversity at the University of Michigan: Mission and Values .....71
- Reaching Our Target Population: Responding to the Assault on Race Conscious Programs .....90
- Infusing Diversity Into the Faculty Hiring Process .....107-108

**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.

- Diversity Scorecard: A Model for Long- and Short-Range Planning for Institutional Change .....41
- Working the System: A Multi-Year Diversity Transformation Program for the Campuses of Indiana University .....50-51
- Assessing Future Needs for Diversity Training and Education: Opportunity Scanning Model .....52
- Senior Diversity Officers in Higher Education: Leading Change and Building Institutional Capacity for Diversity .....80
- *Tertulias*: A Diversity Training Model .....87-88
- More Than Meets the Eye: A Multifaceted Approach to Minority Affairs and Community Relations .....99
- Student Partnership: The Sharing of Education .....108
- A Declaration of Progressive Values: Cultural Centers Uniting for Common Good .....111

**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.

- Ball State University’s Guide to Recruiting a More Diverse Faculty .....38
- Posse: College Access, Youth Leadership and Campus Change .....38
- Study Abroad: One Approach to Educating Students of Color .....39
- Cross Racial Female Mentoring at a Predominantly White Southern University: Teaching and Learning From Personal Experiences .....39
- Recruitment, Retention and Career Enhancement Programs for African-American Faculty and Upper-Level Administrators: A Look at Three Programs Implemented at Tennessee Board of Regents Institutions .....40
- It’s Great to Be a Girl/THREADS Program: An Innovative Approach to College Students Mentoring Middle Students and Learning From Each Other. ....40-41
- The SMILE Program: A University Model That Supports the Higher Education Aspirations, Academic Success, and Educational Attainment of Underrepresented Students .....44
- Closing the Circle: (Re) Connecting Alumni of Color to Your Campus Community .....49
- The Battle for Equity at UCLA: African Americans—a Decade of Record-Breaking Academic Achievements in the Face of Lowest Historical Admission Numbers .....50
- Changing the Lenses of Recruitment and Retention to Connect With Communities of Color .....50
- Responding to Hate Crimes and Incidents on Campus: Perspectives From a University Community .....53
- How To Attract and Nurture Mixed Race Students: An Insider’s Look .....54
- UCSD Chancellor’s Undergraduate Diversity Leadership Institute: An Innovative Model for Promoting Social Justice Action Across and Within Race/Ethnicity, Gender, and Sexuality .....55
- Generating Expectations for Student Achievement (GESA): An Equity Awareness Teacher Professional Development Program, Implemented by the New York Consortium for Professional Development .....56
- Rethinking Cross-Cultural Student Organizing by Working From a Polyculturalistic Framework .....56-57
- Square Pegs in Round Holes; Both Must Change for a Proper Fit .....58

- Black Males in Higher Education—Why They Come, Why They Leave, Why They Stay: Strategies for Recruiting, Rewarding, and Retaining Them . . . . . 59
- Out of Institutional Shadows and Into Campus Leadership for Diversity: Cultivating Support Staff as Diversity Stake Holders and Educators . . . . . 60
- Facilitating Success and Retention of Students of Color Through Collaborative Strategies at the University of Washington School of Nursing . . . . . 60
- Cultivating Student Ownership of Community Service Projects: A University Partnership With a High School Learning Community . . . . . 61-62
- Coalition 4Change: A Case Study of Anti-Racist Student Activism Involving Collaboration With Faculty at the University of Alabama . . . . . 64-65
- Legally Recruiting and Retaining a Diverse Faculty: The Faculty Recruitment Office at Stanford University . . . . . 70
- Reflections of the Civil Rights Movement Through Experiential Learning . . . . . 71
- Retention Through Mentoring: Adding a More Personal Touch in Retaining First Year Students . . . . . 71
- Strategies to Close the Achievement Gap in a Majority Minority High School in the South. The Necessity of External Pressure by a Community Task Force to Raise the Quality of Secondary Education and Access to Higher Education for Underrepresented Groups . . . . . 72
- Creating Valuable Linkages Between the University of Alaska Anchorage and Native Community Elders: Three Projects Increasing Intergenerational Participatory Research Between Alaska Native Elders and College Students . . . . . 79
- Racial Intolerance: Addressing the Problem Through a Non-Traditional Campus Colloquium . . . . . 81
- Two Models for Inclusivity and Institutional Change: St. Olaf College Institutional Journey, 2000-2005 . . . . . 81
- Implementing Social Justice Weekend Retreats . . . . . 82
- Institutional ABC's (Ambushes, Boobytraps, and Camouflage: Negotiating the Management Minefield as Administrators of Color . . . . . 84
- Tripartite Collaboration With University and the Community: Partnerships That Support Serve Racial/Ethnic Communities . . . . . 85
- The New Struggles Facing African American Students at Predominantly White Institutions: Designing Models That Work, From Inception to Implementation . . . . . 85
- Shades of Ebony in the Ivory Tower: Supporting the Work of Doctoral Students of Color . . . . . 86
- Crossing the Border: The Transition to UCLA From High School and Community College Using a Pedagogy of Excellence . . . . . 86
- Study Circles: Let's Talk About Race . . . . . 87
- A Forum on Diversity: Visiting Scholars/Rising Star Scholarships—Programs That Promote Both Faculty and Student Diversity . . . . . 87
- The Dream Act and the Undocumented Students: How Much Longer do They Need to Wait for Better Alternatives in Higher Education? . . . . . 88
- Documenting the Differences Diversity Makes: A Case Study of the Center on Democracy and a Multiracial Society(CDMS) as a Campus Change Model . . . . . 91
- Learning by Conducting an Experiential Faculty Development in a Latino Community . . . . . 92
- Passages of Passing . . . . . 93
- Dialogue Makes a Difference: Traversing the Diversity Terrain . . . . . 93
- Building the Bridge: Developing Empowering Linkages Between California State University, Sacramento and the Sacramento Black Community . . . . . 93-94
- Building: Process, Brick, and Concrete That Actively Links the University and the Native American Community . . . . . 94
- Who Wants To Be A . . . (dot, dot, dot)?—A Multimedia Interactive Diversity and Social Justice Game Show . . . . . 94-95
- African American Men in College: Saving Lives...Salvaging Dreams . . . . . 98
- Finding, Documenting, and Presenting a (Campus) Human Rights Experience . . . . . 99
- Ventures Scholars Program: Paving the Pathway for Underrepresented Students Pursuing Math and Science Careers . . . . . 99
- Student-Coordinated Cultural Centers: A Unique Model . . . . . 100
- Diversity and Social Justice Experience: Training Curriculum Offered to Freshmen Residents of Weinstein Hall . . . . . 105
- Minority Advisement Program (MAP): Georgia Southern University . . . . . 106
- Facilitating and Strengthening Student Success in Community Colleges: The Washington State Students of Color Conference . . . . . 107
- A Pilot Initiative to Engage ALL Faculty in Conversations About Diversity . . . . . 108
- Perfect Ladies Don't Become Provosts: A Roundtable for Administrators, Faculty, Students, Staff, and Consultants of Color . . . . . 112-113

**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.

- I've Read the Articles, Seen the Movie, Attended the Workshops, Now What? Moving to Further Action on Systems of Privilege . . . . . 40
- 10 Ways to Fight Hate on Campus . . . . . 41
- From the Source—Multiracial Students Share Their Experiences on the Evolving Multiracial Movement: Practical Information for Faculty, Administrators, Counselors, and Students When Working With Multiracial Students . . . . . 44-45
- The Politics of Accents . . . . . 59
- Black Women Faculty Succeeding in Predominantly White Colleges and Universities Despite the Odds . . . . . 61
- A Conflict Management Training Model for Mediating Diversity Conflicts in University Settings: Building Foundations and Institutional Models . . . . . 78
- Mixed-Race Student Organizing: Problems and Possibilities . . . . . 79
- A CAMPUS OF DIFFERENCE™: An Anti-Bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute . . . . . 89
- The "Got Ignorance?" Campaign, Raising Cultural Awareness at Institutes of Higher Learning . . . . . 91



- Opening Doors to the Taboo: Peer Theater for Empowerment and Change .....103
- Multicultural Leadership Tool Box: Moving With Purpose, Engaging a Plan, Utilizing Skills and Achieving Results .....103
- Cosmic Race, Rainbow People and Other Myths: An Exploration of Race and Racial Identity in the Latino Community .....113
- DIFFERENT, NOT DEFICIENT: Part One: Nonstandard English Dialects—Language Bias, Linguistic Truths and New Mindsets; Part Two: How to Teach Oral and Written Standard English to Nonstandard English-Speakers .....113
- Some of My Best Friends are\_\_\_\_\_. Navigating the Complexity of Alliance Building .....114
- Enduring Images: American Indians in the Popular Imagination .....114
- What’s in Your Bubble? Understanding the Impact of Internal Dialogue on Cross-Cultural Interactions and Situations .....114

**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.

- The Power of Words: Broadening the Cultural and Social Implications of Communication .....55
- Increasing Faculty Diversity: Integrating Technology in Recruitment and Retention .....57
- Bridging in the New: Finding and Adapting Innovative Diversity Exercises for Your Campus .....112

**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.

- Curriculum Transformation: Alternative Approaches to Change .....37
- Cultures and Communities: Mainstreaming Diversity and Engagement Into the Core Curriculum .....53
- Teaching White Privilege at a Predominantly White Institution: Challenges and Opportunities .....59
- Relational-Cultural Model: An Approach for Facilitating a “Live Encounter” Within Culturally Diverse Student Populations .....60
- Expanding the Circle: Respecting the Past, Preparing for the Future—A Curriculum to Support American Indian Students in Transition .....70
- Addressing Multicultural Perspectives in Mostly White Classrooms: Using Video Clips for Teaching About Prejudice .....80
- Transformative Pedagogies: Empowering all Voices in the Learning and Teaching Environment .....82
- Teaching/Learning Social Justice Across Generations .....86
- Learning from *The Color of Fear*: Tools and Strategies for Teachers and Leaders .....89
- Show Me the TIPS—Innovative Approach to Teaching Diversity in the Community College .....98
- Pima Community College Students “Breaking the Chain on Racism and Intolerance” .....100
- *Entre Familia*: Creating a Family Affair at a Large, Predominantly White Campus .....105
- Changing the World One Word at a Time: Using Writing in Faculty Learning Communities to Explore Diversity Issues .....106
- Learning to Value Diversity: A Cognitive and Social Approach for First-year Students at a Predominantly White University .....109
- Teaching “Cultural Competence in Health Care”: Lessons Learned .....111

**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.

- What We Know About Hispanic Test Takers in the United States: Issues, Trends, and Potential for Enhancing Achievement Levels .....38
- Undergraduate Research: The Effects of Programmatic Socialization for Graduate School and Career .....39
- Job Satisfaction, Commitment, and Turnover Intentions of Latino and Non-Latino Faculty and Staff in Higher Education .....49
- Bridging Difference: A Closer Look at Social Awareness Development Through Interactions With Diverse Peers .....51
- Stories of Success in American Indian Retention: Student Experiences in a Peer Mentoring Program .....53
- Advancing and Assessing Diversity at the University of Michigan: Staying True to Our Course in the Face of Challenge .....54
- Assessing Retention Programs for Multicultural Students .....56
- Support Services for Students With Disabilities at Historically Black Colleges and Universities .....72
- Finding Our Future: A Successful Model for Hispanic Transfer .....84
- Historical and Current Review of Sub-Group Performance Differences on the SAT .....85-86
- Millennials and Diversity: Unraveling the Tapestry .....92
- Assessment, Diversity and Institutional Transformation: The Role of Research in Curricular and Co-curricular Change .....95
- Insight Into the Challenges Latino Students Face While Training in Theatre .....98
- The Role of Peer Mentoring in Student-of-Color Leadership Development .....101
- Evaluation Tools for Racial Equity .....108

# THE COLLEGE BOARD/NCORE 2005 STUDENT SCHOLARSHIP RECIPIENTS

Currently in its 12th 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 contribution to support Student Scholarships by **The College Board**. The contributions will allow NCORE to offer the opportunity for greater number of student scholars to attend this unique national conference. NCORE 2005 Student Scholars and their institutions are listed below:

**Stephanie Oluchukwu Akpa**

Undergraduate Student  
Political Science and History  
University of California  
San Diego, California

**Margie J. Andreason**

Undergraduate Student  
Political Science and Social Work  
Concordia College  
Moorhead, Minnesota

**Joel Arvizo**

Undergraduate Student  
Biology, Health Promotion and Education  
University of Utah  
Salt Lake City, Utah

**Edyael Del Carmen Casaperalta**

Undergraduate Student  
Psychology  
Occidental College  
Los Angeles, California

**Mai-leen Colón**

Undergraduate Student  
Sociology and Anthropology  
Skidmore College  
Saratoga Springs, New York

**Candice Espinoza Coots**

Undergraduate Student  
Electronic Media and Spanish  
University of Oregon  
Eugene, Oregon

**Ryan J. Davis**

Graduate Student  
Higher Education Administration  
Old Dominion University  
Norfolk, Virginia

**Kady-Ann Antoinette Davy**

Undergraduate Student  
Psychology and Business  
University of Oregon  
Eugene, Oregon

**Steve Desir**

Graduate Student  
Secondary Education-Social Studies Education  
New York University  
New York, New York

**Chauncey Demond Goff**

Doctoral Student  
Special Education  
The University of Oklahoma  
Norman, Oklahoma

**Mary E. González**

Undergraduate Student  
History and Mexican American Studies  
Public Policy  
University of Texas  
Austin, Texas

**Rebecca Herman**

Undergraduate Student  
Religion and Spanish  
University of Puget Sound  
Tacoma, Washington

**Eric Hubbard**

Undergraduate Student  
Politics  
Occidental College  
Los Angeles, California

**Gerard Kwiatkowski**

Undergraduate Student  
Mathematics and Spanish  
Grand Valley State University  
Allendale, Michigan

**Adam P. Labonte**

Undergraduate Student  
Government, World Affairs and History  
University of Tampa  
Tampa, Florida

**David Lee**

Undergraduate Student  
Sociology and Journalism  
State University of New York, Purchase College  
Purchase, New York

**Alicia Denise Malik**

Undergraduate Student  
Sociology and Pre-law  
Rice University  
Houston, Texas

**Raja Murthy**

Undergraduate Student  
Marketing, Puerto Rican/  
Hispanic Caribbean Studies  
Rutgers, State University of New Jersey  
New Brunswick, New Jersey

**Jaymes P. Myers**

Undergraduate Student  
Speech Communication and Ethnic Studies  
University of Utah  
Salt Lake City, Utah

**E. Star L. Oosahwe**

Doctoral Student  
Adult and Higher Education  
The University of Oklahoma  
Norman, Oklahoma

**Thomandra Shavun Sam**

Undergraduate Student  
Psychology and Sociology  
Louisiana State University  
Baton Rouge, Louisiana

**Sarah Slaiman**

Undergraduate Student  
Political Science and Criminal Justice  
Rutgers, State University of New Jersey  
Newark, New Jersey

**Kai Small**

Undergraduate Student  
Diplomacy and World Affairs  
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California State University  
Sacramento, California

**ChenRu Zheng**

Undergraduate Student  
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Iowa State University  
Ames, Iowa

# NCORE 2005-2006 NATIONAL ADVISORY COMMITTEE (NAC)

The NCORE National Advisory Committee is now established. The Chair for the year ahead is Thomas L. Hill, Ph.D., Vice President for Student Affairs, Iowa State University at Ames, Iowa; Executive Committee Member, Southwest Center for Human Relations Studies, The University of Oklahoma-Norman, Oklahoma.

The key figures in the development of the proposal were Dr. Belinda Biscoe, Assistant Vice President, University Outreach, of the University of Oklahoma along with Dr. Frances Kendall and Dr. Sharon Washington.

The function of the National Advisory Committee (NAC) shall be to assist in setting a vision for the conference or implementing that vision by making recommendations with respect to the conference program, keynote speakers, and special events. As the name suggests, its function shall be advisory.

## NCORE 2005 Appointed National Advisory Committee (NAC) Members

### NAC Members (Two Years Appointment)

**Jason Minh Alt**, Diversity Advocacy Coordinator  
State University of New York—Purchase, New York

**Maricela Alvarado**, Director  
Latino Cultural Center, Purdue University—West Lafayette, Indiana

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

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

**Cristine Cullinan**, Ph.D., Administrator  
Training and Development, University of Oregon—Eugene, Oregon

**Kenneth B. Durgans**, Ed.D., Vice Provost  
Institutional Diversity, Rensselaer Polytechnic Institute—Troy, New York

**Denise Henning**, Ph.D., Vice President  
Academics, First Nations University—Regina, Saskatchewan Canada

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

**Patricia M. Lowrie**, Director  
Women's Resource Center, Michigan State University—East Lansing, Michigan

**Lisa Moore**, Assistant Director  
Women's Community Center, Stanford University—Stanford, California

**David Owen**, Assistant Professor  
Department of Philosophy, University of Louisville—Louisville, Kentucky

**Jonell Sanchez**, Higher Education Assessment Manager  
The College Board—New York, New York

**Franci L. Taylor**, Cross-Cultural Competency Consultant  
—Bozeman, Montana

**Sharon Washington**, Ph.D., Provost  
Vice President, Academic Affairs, Spelman College—Atlanta, Georgia

**Willa Young**, Associate Director  
Multicultural Center, The Ohio State University—Columbus, Ohio

### NAC Members (One Year Appointment)

**Gwen Anderson**, Director  
Multicultural Center, Student Services, Utah Valley State College—Orem, Utah

**Robin C. Benton**, Assistant Professor  
Sport, Fitness & Leisure Studies, Salem State College—Salem, Massachusetts

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

**Linda Morales Husch**, Director  
Multicultural Resource Center, Binghamton University—Binghamton, New York

**Joi D. Lewis**, Dean  
Department of Multicultural Life, Macalester College—St. Paul, Minnesota

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

**JoAnn Moody**, Ph.D., Diversity Consultant, and Director  
Northeast Consortium for Faculty Diversity—San Diego, California

**Gregory Ochoa**, Associate Dean  
Students, Shippensburg University—Shippensburg, Pennsylvania

**G. Dean Patterson Jr.**, Assistant Vice President  
Student Affairs, Case Western Reserve University—Cleveland, Ohio

**Erek Perry**, Assistant to the President  
University Diversity, Ohio University—Athens, Ohio

**Jacquelyn V. Reza**, Ed.D., Professor/Counselor  
De Anza Community College—Cupertino, California

**Stuart J. Sparvier**, Director  
Residence Life, Briar Cliff University—Sioux City, Iowa

**Christopher Weiss**, Administrative Counselor  
Office of Supportive Services, Syracuse University—Syracuse, New York

**Charmaine L. Wijesinghe**, Ed.D., Consultant  
Organizational Development and Social Justice—Delmar, New York

### National Advisory Committee Student Members—One Year Appointment

**Mardi Byerly**, Graduate Student  
Neuroscience and Cognitive Science, University of Maryland  
—College Park, Maryland

**E. Star L. Oosahwe**, Doctoral Student  
Adult and Higher Education, The University of Oklahoma  
—Norman, Oklahoma

**Nicholas Severson**, Undergraduate Student  
Vice President, Associated Students, University of San Diego  
—San Diego, California

**Connie Rose Tingson**, Doctoral Student  
Educational Administration Organization, Michigan State University  
—East Lansing, Michigan



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