

PROGRAM AND RESOURCE GUIDE

NCORE 2006



19TH ANNUAL

National Conference on Race & Ethnicity in American Higher Education

May 30 through June 3, 2006 ♦ Chicago, Illinois

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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ON THE COVER: *Blues People in Grant Park*, a 33" X 23" collage painting by Dale Washington in Chicago. Dale Washington tells both his story and our contemporary history through the series of drawings, paintings, and assemblages that he has produced since the late 1980s. Each of Dale's final images, no matter how abstracted or reduced it might appear, is from a sketch duly recorded at the time of his observation. His body of work is a discourse on how to see the line, the color, the energy and the motion of that which is around us. As an artist, Dale is the proverbial enigma. He defies expectations and so called standard mockings of what art is supposed to be. Instead he evolves the practice and levity of art as life's pronouncement and reason. He understands the importance of the artist knowing and living with his own voice. The power here is in the significance of creating and continuing to create art works. Many collectors have hailed him as one of the most prolific artist of this time. His work is celebrated by a great number of collectors and his contribution to this life is truly a grand celebration of freedom. Dale Washington has a master's hand in the control of many artistic media and techniques. Courtesy of the Hearne Fine Art, Little Rock, Arkansas <http://hearnefineart.com>

PROGRAM SCHEDULE AT A GLANCE

MONDAY, MAY 29

<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 3)		
<input type="checkbox"/> APINCORE (Asian Pacific Islander) Caucus Meeting: Regional Chairs & Caucus Co-Chairs	6:00-7:30 p.m.	5
<input type="checkbox"/> Latino/a Caucus Meeting: Pre-Conference Orientation for Executive Board	6:00-7:30 p.m.	5

TUESDAY, May 30

<input type="checkbox"/> Pre-Conference Institute Sessions	8:30 a.m.-5:30 p.m.	8-20
<input type="checkbox"/> Pre-Conference Institute Luncheon	11:35 a.m.-1:15 p.m.	20
Special Performance: Rosita Mathews		
<input type="checkbox"/> APINCORE (Asian Pacific Islander) Caucus Meeting: Welcome & Conference Overview	6:00-7:30 p.m.	20
<input type="checkbox"/> JDOTT Board Meeting	6:00-8:00 p.m.	20
<input type="checkbox"/> Latino/a Caucus Meeting: Pre-Conference Orientation	6:00-8:00 p.m.	21
<input type="checkbox"/> Informal Networking Meetings	6:00-8:00 p.m.	21
<input type="checkbox"/> Students and Student Scholars Reception	6:00-8:30 p.m.	21
Keynote Address: Paul M. Lisnek		
<input type="checkbox"/> Special Event—Performance “Yo Soy Latina!”	8:30-10:30 p.m.	21

WEDNESDAY, MAY 31

<input type="checkbox"/> Greeting the New Day (Wednesday, May 31 through Saturday, June 3)	7:00-7:30 a.m.	24
<input type="checkbox"/> Pre-Conference Institute Sessions	8:30-11:30 a.m.	24-34
<input type="checkbox"/> Workshop Sessions	10:00 a.m.-5:00 p.m.	35-44
<input type="checkbox"/> Exhibitor Showcase Opens	10:00 a.m.-6:00 p.m.	35
<input type="checkbox"/> Networking Meeting for All NCORE Caucus Groups	11:45 a.m.-12:45 p.m.	35
<input type="checkbox"/> National Advisory Committee General Meeting	11:45 a.m.-12:45 p.m.	35
<input type="checkbox"/> Opening Blessing Ceremony	12:40-12:55 p.m.	36
<input type="checkbox"/> Welcoming Remarks	12:55-1:00 p.m.	36
<input type="checkbox"/> Opening Keynote Address: Helen Zia	1:00-1:45 p.m.	36
<input type="checkbox"/> Informal Dialogue and Session With Helen Zia	2:00-3:30 p.m.	36
<input type="checkbox"/> Special Features:		
Roundtable Discussion by College Presidents	2:00-3:30 p.m.	37
Roundtable Discussion Student to Student	2:00-4:00 p.m.	39
Interactive Presentation and Dialogue: Johnnetta Betsch Cole	4:00-5:00 p.m.	45
<input type="checkbox"/> Welcoming Reception	6:30-8:00 p.m.	45
<input type="checkbox"/> Special Event Movie Screening and Discussion “Crash”	8:30-10:30 p.m.	45

THURSDAY, JUNE 1

<input type="checkbox"/> Exhibitor Showcase	7:00 a.m.-6:00 p.m.	48
<input type="checkbox"/> Continental Breakfast	7:30-9:00 a.m.	48
<input type="checkbox"/> National Advisory Committee Sub-Group Meetings	8:00-9:00 a.m.	48
<input type="checkbox"/> Keynote Address: Roberto Suro	9:00-9:45 a.m.	48
<input type="checkbox"/> Informal Dialogue With Roberto Suro and Book Signing: Roberto Suro	10:00-11:30 a.m.	48
<input type="checkbox"/> Workshop Sessions	10:00 a.m.-5:30 p.m.	49-64
<input type="checkbox"/> A Conversation With Tim Wise	10:30 a.m.-noon	56
<input type="checkbox"/> Series of Film Previews and Discussions	10:30 a.m.-noon	56
<input type="checkbox"/> One-on-One Meeting With Experts	10:30 a.m.-4:00 p.m.	57
<input type="checkbox"/> Informal Networking Meetings	noon-1:00 p.m.	57
<input type="checkbox"/> Series of Film Previews and Discussions	1:00-4:00 p.m.	61, 65
<input type="checkbox"/> Special Feature: Interactive Presentation and Dialogue: Richard Fry	4:00-5:30 p.m.	65
<input type="checkbox"/> APINCORE (Asian Pacific Islander) Caucus Meeting: Future Planning and Caucus Nominations	6:30-8:30 p.m.	65
<input type="checkbox"/> JDOTT Summit Meeting	6:30-8:30 p.m.	65
<input type="checkbox"/> Latino/a Caucus Meeting: Discussion About Latinos in Higher Education	6:30-8:30 p.m.	65
<input type="checkbox"/> Informal Networking Meetings	6:30-8:30 p.m.	65
<input type="checkbox"/> Special Event Performance: Peggy Myo-Young Choy	8:30-10:30 p.m.	65

FRIDAY, JUNE 2

<input type="checkbox"/> Exhibitor Showcase	7:00 a.m.-6:00 p.m.	68
<input type="checkbox"/> Continental Breakfast	7:30-8:30 a.m.	68
<input type="checkbox"/> Workshop Sessions	8:30 a.m.-6:00 p.m.	68-90
<input type="checkbox"/> One-on-One Meeting With Experts	9:00 a.m.-3:30 p.m.	77
<input type="checkbox"/> Series of Film Previews and Discussions	10:30 a.m.-noon	82
<input type="checkbox"/> Informal Networking Meetings	noon-12:50 p.m.	82
<input type="checkbox"/> Keynote Address: Suzan Shown Harjo	1:00-1:45 p.m.	82-83
<input type="checkbox"/> Informal Dialogue With Suzan Shown Harjo	2:00-3:00 p.m.	83
<input type="checkbox"/> Series of Film Previews and Discussions	2:00-3:30 p.m.	83
<input type="checkbox"/> Special Feature: Interactive Presentation and Dialogue: William B. Harvey	4:00-5:30 p.m.	90
<input type="checkbox"/> APINCORE (Asian Pacific Islander) Caucus Meeting: Elections	7:30-8:30 p.m.	91
<input type="checkbox"/> Special Feature: Roundtable Discussion NCORE Caucus Groups	8:30-10:00 p.m.	91
<input type="checkbox"/> JDOTT-Sponsored Dance	10:00 p.m.-1:00 a.m.	91

SATURDAY, JUNE 3

<input type="checkbox"/> Workshop and Dialogue Sessions	9:00 a.m.-3:30 p.m.	94-111
<input type="checkbox"/> Exhibitor Showcase	10:00 a.m.-3:30 p.m.	102
<input type="checkbox"/> Closing Luncheon	11:45 a.m.-1:15 p.m.	106
<input type="checkbox"/> National Advisory Committee General Meeting	noon-1:15 p.m.	107
<input type="checkbox"/> Special Event—Movie Screening and Discussion “Urban Poet”	1:30-3:30 p.m.	108
<input type="checkbox"/> Closing Keynote Address: Michael Eric Dyson	4:00-4:45 p.m.	112
<input type="checkbox"/> Informal Dialogue and Book Signing: Michael Eric Dyson	5:00-6:00 p.m.	112

PRE-CONFERENCE INSTITUTES

INSTITUTE ON AUTHENTIC LEADERSHIP: WOMEN, RACE, PRIVILEGE, POWER, AND EMOTIONAL LITERACY

- PART I—Defining “Self” Through Story—Tuesday, May 30—8:30-11:30 a.m. 1
- PART II—Creating and Walking in Our New Stories Together (Interpersonal Focus)—Tuesday, May 30—1:30-5:30 p.m. 1
- PART III—Making Systemic Difference (Institutional)—Wednesday, May 31—8:30-11:30 a.m. 2

INSTITUTE ON BUILDING COALITIONS: CONNECTING OUR INSTITUTIONS TO THE COMMUNITIES IN WHICH THEY SIT

- PART I—Tuesday, May 30—8:30-11:30 a.m. 1
- PART II—Tuesday, May 30—1:30-5:30 p.m. 1
- PART III—Wednesday, May 31—8:30-11:30 a.m. 2

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 30—8:30-11:30 a.m. 1
- PART II—Tuesday, May 30—1:30-5:30 p.m. 1
- PART III—Wednesday, May 31—8:30-11:30 a.m. 2

INSTITUTE ON COMMUNITY CROSS-RACIAL INSTITUTE ON LGBT ISSUES IN HIGHER EDUCATION

- PART I—Tuesday, May 30—8:30-11:30 a.m. 1
- PART II—Tuesday, May 30—1:30-5:30 p.m. 1
- PART III—Wednesday, May 31—8:30-11:30 a.m. 2

INSTITUTE ON DECONSTRUCTING THE CRISIS CONCERNING AFRICAN AMERICAN MEN IN HIGHER EDUCATION FROM ALARMING TRENDS TO EFFECTIVE INTERVENTIONS AND INNOVATIVE COLLABORATIVE PARTNERSHIPS

- PART I—Beyond Disparities and Underrepresentation: Expanding Access and Outreach to Increase African American Male Enrollments—Tuesday, May 30—8:30-11:30 a.m. 10-1
- PART II—Beyond Sleepwalkers: Creating Environments Conducive to Purposeful Engagement and High-Performance Among African American Male Undergraduates—Tuesday, May 30—1:30-5:30 p.m. 1
- PART III—Beyond Casualties and Survivors: Enacting a Multi-Pronged Approach to Retaining, Graduating, and Increasing African American Male Representation in the Latter Stages of the Postsecondary Educational Pipeline Wednesday, May 31—8:30-11:30 a.m. 26-2

INSTITUTE ON GLOBAL ISSUES IN RACE AND ETHNICITY: STRATEGIES FOR DEVELOPING COMPETENCIES IN THE INTERNATIONAL ARENA

- PART I—Addressing the Real Issues—Tuesday, May 30—8:30-11:30 a.m. 1
- PART II—Different Foci and Different Strategies: Classrooms and Policies—Tuesday, May 30—1:30-5:30 p.m. 1
- PART III—Different Foci and Different Strategies: International Students, Scholars, and Study Abroad Programs Wednesday, May 31—8:30-11:30 a.m. 2

INSTITUTE ON HOW TO BUILD AN INTERCULTURAL CAMPUS: A FOUNDATION FOR LEARNING IN A GLOBAL SOCIETY

- PART I—Intercultural Storytelling—Tuesday, May 30—8:30-11:30 a.m. 1
- PART II—Organizational Change—Tuesday, May 30—1:30-5:30 p.m. 1
- PART III—Complementarity—Wednesday, May 31—8:30-11:30 a.m. 2

INSTITUTE ON INCLUSIVE LEADERSHIP

- PART I—Inclusive Leadership Development for Women—Tuesday, May 30—8:30-11:30 a.m. and continuing 1:30-5:30 p.m. 12-1
- PART II—Navigating Your Career in Higher Education—Wednesday, May 31—8:30-11:30 a.m. 2

INSTITUTE ON LATINA/OS’ PATHWAY TO THE PH.D., K-20: NAVIGATING THE ROAD THROUGH A PSYCHOSOCIAL CULTURAL (PSC) PERSPECTIVE

- PART I—Latina/os’ Representation in Education K-16 and K-12 Issues, Transfers, and Latina/o Undergraduates at PWIs: Recruitment, Retention, and Creating a Pipeline for the Ph.D.—Tuesday, May 30—8:30-11:30 a.m. 1
- PART II—Doctoral Experiences, Unique Challenges, and Coping With Family, Community, Campus/Departmental Climate and Faculty—Tuesday, May 30—1:30-5:30 p.m. 1
- PART III—Solutions and Recommendations: An Action Plan for Success—Wednesday, May 31—8:30-11:30 a.m. 28-2

INSTITUTE ON MEDIATION AND RACIAL JUSTICE IN HIGHER EDUCATION

- PART I—The Mediation of Conflicts on Campus: How Racial Privilege is Re-enacted Through Resolution Tuesday, May 30—8:30-11:30 a.m. 1
- PART II—A Racial Justice Approach to Mediation—Tuesday, May 30—1:30-5:30 p.m. 1
- PART III—Developing a Social Justice Conflict Intervention Program on Your Campus Wednesday, May 31—8:30-11:30 a.m. 2

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 30—8:30-11:30 a.m. 14-15
- PART II—Arab/Islamic Cultural Foundations and Identity—Tuesday, May 30—1:30-5:30 p.m. 14-15
- PART III—Campus Culture and the Politics of 9/11—Wednesday, May 31—8:30-11:30 a.m. 29

INSTITUTE FOR MINORITY AFFAIRS PROFESSIONALS

- PART I—The Multicultural Affairs Office—Tuesday, May 30—8:30-11:30 a.m. 15
- PART II—Retention! Retention! Retention! Creating Retention Programs of Substance and Style—Tuesday, May 30—1:30-5:30 p.m. 15
- PART III—Developing the Framework for an Effective Diversity Education Program—Wednesday, May 31—8:30-11:30 a.m. 30

INSTITUTE ON MULTICULTURAL FRATERNITIES AND SORORITIES: ARE WE READY FOR CHANGE?

- PART I—Historical Issues and Perspectives: The More Things Change, the More Things Stay the Same—Tuesday, May 30—8:30-11:30 a.m. . . . 15
- PART II—Building a Strong Greek Community: A Change is Coming—Tuesday, May 30—1:30-5:30 p.m. 15
- PART III—Developing an Action Plan: Changing for the Future—Wednesday, May 31—8:30-11:30 a.m. 30

INSTITUTE ON PLANNING AND TRAINING FOR DIVERSITY IN ORGANIZATIONS

- PART I—Tuesday, May 30—8:30-11:30 a.m. 16
- PART II—Tuesday, May 30—1:30-5:30 p.m. 16
- PART III—Wednesday, May 31—8:30-11:30 a.m. 31

INSTITUTE ON PROGRAM ASSESSMENT/EVALUATION

- PART I—Make Assessment Work for Excellence: Spotlighting Critical Concepts and The Role of Self as Instrument
Tuesday, May 30—8:30-11:30 a.m. 16-17
- PART II—Working It!: Maximizing the Value and Utility of Assessment/Evaluation Practices for Excellence and Equity
Tuesday, May 30—1:30-5:30 p.m. 17
- PART III—Assessment Works!: Moving From Insight to Action for Social Justice—Wednesday, May 31—8:30-11:30 a.m. 31

INSTITUTE ON RISING ABOVE COGNITIVE ERRORS AND SHORTCUTS: GUIDELINES FOR FACULTY SEARCH COMMITTEES

- PART I—Typical Cognitive Errors Unwittingly Made by Individuals—Tuesday, May 30—8:30-11:30 a.m. 17
- PART II—How to Rise Above Cognitive Errors and Remedy Organizational Dysfunctions—Tuesday, May 30—1:30-5:30 p.m. 17

INSTITUTE FOR TEACHING ABOUT RACE AND RACISM THROUGH STORYTELLING AND THE ARTS

- PART I—Tuesday, May 30—8:30-11:30 a.m. 17
- PART II—Tuesday, May 30—1:30-5:30 p.m. 17
- PART III—Wednesday, May 31—8:30-11:30 a.m. 32

INSTITUTE ON A TOOL TO TRANSFORM YOUR CAMPUS CLIMATE (WHEN DIALOGUE IS NOT ENOUGH . . .)

- PART I—Tuesday, May 30—8:30-11:30 a.m. 18
- PART II—Tuesday, May 30—1:30-5:30 p.m. 18
- PART III—Wednesday, May 31—8:30-11:30 a.m. 32

INSTITUTE FOR TRANSFORMING HIGHER EDUCATION INSTITUTIONS USING MULTI CULTURAL ORGANIZATIONAL DEVELOPMENT (MCOB)

- PART I—Transforming Our Institutions Using Multi Cultural Organizational Development—Tuesday, May 30—8:30-11:30 a.m. 18
- PART II—MCOB Systems Change Process: Model in Action-Part One—Tuesday, May 30—1:30-5:30 p.m. 18
- PART III—MCOB Systems Change Process: Model in Action-Part Two—Wednesday, May 31—8:30-11:30 a.m. 33

INSTITUTE ON TRANSFORMING WHITENESS IN THE CLASSROOM

- PART I—Making Whiteness Visible: Internalized Whiteness and Whiteness in the Classroom—Tuesday, May 30—8:30-11:30 a.m. 19
- PART II—Emotional Barriers to Interracial Communication and Antiracist Action: Breaking Old Patterns, Establishing
New Practices—Tuesday, May 30—1:30-5:30 p.m. 19
- PART III—Integrating Heart and Head: Implementing the Understanding Whiteness/Unraveling Racism Model in
Educational Institutions—Wednesday, May 31—8:30-11:30 a.m. 33

INSTITUTE FOR WORKING WITH EMOTIONAL INTELLIGENCE IN A DIVERSE SOCIETY

- PART I—Tuesday, May 30—8:30-11:30 a.m. 19
- PART II—Tuesday, May 30—1:30-5:30 p.m. 19
- PART III—Wednesday, May 31—8:30-11:30 a.m. 34

INSTITUTE ON LEADERSHIP AND EMPOWERING THE ACTIVISTS IN STUDENTS

- How To Play With Difficult People**
Tuesday, May 30—8:30-11:30 a.m. 2
- Multicultural Leadership Toolbox: Moving With Purpose, Utilizing Skills and Achieving Results**
Tuesday, May 30—1:30-5:30 p.m. 2
- Who Wants to Be a . . . (dot, dot, dot)?—A Multimedia Interactive Diversity and Social Justice Game Show**
Wednesday, May 31—8:30-11:30 a.m. 3

DIALOGUES/DISCUSSIONS

- ROUNDTABLE DISCUSSION BY COLLEGE PRESIDENTS FOR INSTITUTIONAL LEADERSHIP: Leading With Heart**
Wednesday, May 31—2:00-3:30 p.m. 3
- ROUNDTABLE DISCUSSION Student to Student: Diversity at Chicago Area Colleges and Universities**
Wednesday, May 31—2:00-4:00 p.m. 3
- A CONVERSATION WITH TIM WISE—Disasters, Natural and Otherwise: Race, Class and Hurricane Katrina**
Thursday, June 1—10:30 a.m.-noon 5
- One-on-One Meeting With Experts Experienced on Teaching and Social Justice Issues**
Thursday, June 1—10:30 a.m.-4:00 p.m. 5
Friday, June 2—9:00 a.m.-3:30 p.m. 7
- Get REAL: A Frank Discussion Between Brown and Black America**
Saturday, June 3—9:00 a.m.-noon 10
- Sustained Dialogue: It's Not Just Talk . . . It's a Social Movement**
Saturday, June 3—9:00 a.m.-noon 10
- MAJOR WORKSHOP 38: Bearing the Torch: Bridging the Student Experience at NCORE and Home Institution**
Saturday, June 3—1:30-3:30 p.m. 10

FILM PREVIEWS AND DISCUSSIONS

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> A Conversation on Race: Black, White, or Other?
(Films Media Group)
Thursday, June 1—10:30 a.m.-noon 56 <input type="checkbox"/> The Color of Fear
(Stir Fry Seminars—Hugh Vasquez, Victor Lewis)
Thursday, June 1—10:30 a.m.-noon 56 <input type="checkbox"/> February One: The Story of the Greensboro Four
(California Newsreel)
Thursday, June 1—10:30 a.m.-noon 56 <input type="checkbox"/> What's Race Got To Do With It
(California Newsreel)
Thursday, June 1—1:00-4:00 p.m. 61 <input type="checkbox"/> David Henry Hwang
(Films Media Group)
Thursday, June 1—2:30-3:30 p.m. 65 <input type="checkbox"/> Circle of Women
(Eddie Moore Jr., The Bush School)
Friday, June 2—10:30 a.m.-noon 82 | <ul style="list-style-type: none"> <input type="checkbox"/> Making Whiteness Visible
(Shakti Butler, World Trust Educational Services, Inc.)
Friday, June 2—10:30 a.m.-noon 8 <input type="checkbox"/> The Road to Brown
(California Newsreel)
Friday, June 2—10:30 a.m.-noon 8 <input type="checkbox"/> White Privilege 101: Getting in on the Conversation
(Eddie Moore Jr., The Bush School)
Friday, June 2—2:00-3:30 p.m. 8 <input type="checkbox"/> Jane Elliott's Eye of the Storm and Blue Eyed
(California Newsreel)
Friday, June 2—2:00-3:30 p.m. 8 <input type="checkbox"/> Urban Poet
(New Film Production)
Saturday, June 3—1:30-3:30 p.m. 10 |
|---|---|

DAY AT A GLANCE

- Tuesday, May 30 6-7
- Wednesday, May 31 22-23
- Thursday, June 1 46-47
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- Saturday, June 3 92-93

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NCORE 2006 19th ANNUAL NATIONAL CONFERENCE ON RACE & ETHNICITY IN AMERICAN HIGHER EDUCATION

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

NCORE would like to acknowledge the contributions made in providing valuable support for successful implementation of this leading national forum. These contributions will allow NCORE to continue to offer the Student Scholarships and opportunity for greater program elements at this unique national conference.

NCORE 2006 Contributors:

- ◆ College Board
- ◆ *The New York Times*
- ◆ *Diverse Issues in Higher Education* (Formerly *Black Issues*)
- ◆ University of Chicago
- ◆ University of Illinois at Chicago, and
- ◆ Southern Poverty Law Center

Thank you for your contributions

MONDAY, MAY 29, 2006

1:00-8:00 p.m.

**8TH STREET SOUTH
REGISTRATION**
Lobby Level

For other meetings of
APINCORE Caucus group,
see pages 20, 65, and 91

6:00-7:30 p.m.
WILLIFORD C
Third Floor

For other meetings of
Latino/a Caucus group, see
pages 21, 35, and 65

6:00-7:30 p.m.
WILLIFORD A
Third Floor

REGISTRATION AND ON-SITE CHECK-IN

(Registration will remain open daily 8:00 a.m.-5:00 p.m. through Saturday, June 3)

APINCORE (ASIAN PACIFIC ISLANDER) CAUCUS

During NCORE 2006, there are four meetings hosted by the APINCORE (Asian Pacific Islander) Caucus Group.

APINCORE Business Meeting
For regional Chairs and caucus Co-Chairs.

LATINO/A CAUCUS

Four meetings are hosted by the Latino/a Caucus Group organized during NCORE Conference. During NCORE 2006 the Latino/a caucus will meet to discuss a series of issues affecting Latinos faculty, administrators, and students in higher education.

Pre-Conference Orientation for Executive Board

DAY AT A GLANCE ■ TUESDAY, MAY 30

page

8:00 a.m.-5:00 p.m.

REGISTRATION AND ON-SITE CHECK-IN

8:30-11:30 a.m.

- **INSTITUTE ON Authentic Leadership: Women, Race, Privilege, Power, and Emotional Literacy**
PART I—Defining “Self” Through Story
- **INSTITUTE ON Building Coalitions: Connecting Our Institutions to the Communities in Which They Sit**
PART I
- **INSTITUTE ON Class Issues: Preparations, Methods and Cautions for Including Socio-Economic Class in Teaching and Learning About Diversity and Discrimination**
PART I
- **INSTITUTE ON Community Cross-Racial Institute on LGBT Issues in Higher Education**
PART I
- **INSTITUTE ON Deconstructing the Crisis Concerning African American Men in Higher Education: From Alarming Trends to Effective Interventions and Innovative Collaborative Partnerships**
PART I—Beyond Disparities and Underrepresentation: Expanding Access and Outreach to Increase African American Male Enrollments 10-1
- **INSTITUTE ON Global Issues in Race and Ethnicity: Strategies for Developing Competencies in the International Arena**
PART I—Addressing the Real Issues 1
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- **INSTITUTE ON Latina/os’ Pathway to the Ph.D., K-20: Navigating the Road Through a Psychosocial Cultural (PSC) Perspective**
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- **INSTITUTE ON Transforming Whiteness in the Classroom**
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- **INSTITUTE FOR Working With Emotional Intelligence in a Diverse Society.** 1
- **INSTITUTE ON Leadership and Empowering the Activists in Students**
How To Play With Difficult People 2

11:35 a.m.-1:15 p.m.

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- SPECIAL PERFORMANCE: *Let’s Sing Gospel!* by Rosita Mathews 2

1:30-5:30 p.m.

- **INSTITUTE ON Authentic Leadership: Women, Race, Privilege, Power, and Emotional Literacy**
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6:00-8:00 p.m.

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6:00-8:30 p.m.

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KEYNOTE ADDRESS: Paul M. Lisnek 21

8:30-10:30 p.m.

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TUESDAY, MAY 30, 2006

REGISTRATION AND ON-SITE CHECK-IN

8:00 a.m.-5:00 p.m.

8TH STREET SOUTH REGISTRATION

Lobby Level

(Registration will remain open daily 8:00 a.m.-5:00 p.m. through Saturday, June 3)

PRE-CONFERENCE INSTITUTE SESSIONS

A series of 22 Institutes is scheduled all day Tuesday, May 30 and the first half day of Wednesday, May 31. Participants may register for only ONE Pre-Conference Institute of their choice. PRE-ENROLLMENT IS REQUIRED.

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.

For an overview of sessions comprising the Institute on Authentic Leadership: Women, Race, Privilege, Power, and Emotional Literacy, see page 2

INSTITUTE ON Authentic Leadership: Women, Race, Privilege, Power, and Emotional Literacy

A three-part interactive experiential institute is designed to cultivate our emotional literacy in relationship to issues of women, race, ethnicity, privilege, and power. We need to know who we are in order to be authentically effective leaders. Today's world is vastly complex and rapidly shrinking. All over the globe issues of race, racism and white privilege are starting to be recognized as critical components within a menu of social justice issues: education, housing, health, and women's rights. As women who are striving to be authentic educators, professionals, change agents and leaders we must learn to assess and understand our own assumptions, beliefs and myths. During the institute, we will use a holistic integrative approach for our learning. Through the use of video footage, sharing stories and dialogue we will explore multiple ways of seeing and being engaged in social justice issues through the lens of race. The institute is designed to help us—as women—access, consider and develop both our individual and collective voices. We will explore our abilities to lead, as well as follow, through generative sharing about what it is that helps us grow and claim our personal power. As a result of this institute, women will experience what it means to assess our authenticity and performances while exploring new approaches to communicating, setting strategies and taking action. By building capacities that connect what we have learned in tandem with our inner wisdom and power, we will be more aware of what it means to work towards the creation of new ways of thinking about cultivating our capacities as women in relationship to race, privilege, power and emotional literacy. What does it mean to be alive, creative, vibrant, open and present to paradigms that are often contradictory?

8:30-11:30 a.m.

WILLIFORD C

Third Floor

PART I—Defining "Self" Through Story

Using video as a catalyst, we will use stories related to race and power that allow us to highlight and connect our personal experiences to our learning. We will discuss our multiple meaning-making processes and their relationship to our emotional literacy. Through this dialogue we will identify our personal strengths, as well as areas that would benefit from more focused personal attention.

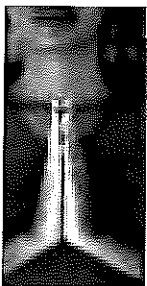
1:30-5:30 p.m.

WILLIFORD C

Third Floor

PART II—Creating and Walking in Our New Stories Together (Interpersonal Focus)

In this session we will explore how experiences of race, privilege and power inform our interpersonal relationships. Our exploration will provide educators/professionals an opportunity to co-create new models for communication, collaborations and leadership that are holistic and take into consideration other global dimensions of race, ethnicity, culture and power.



Shakti Butler, Ph.D., Executive Director, Producer/Director, *The Way Home* and *Light in the Shadows*, World Trust Educational Services, Inc.—Oakland, California
Mercedes, Martin, Co-Founder, CEO/President, InPartnership Consulting, Inc.—Oakland, California

For an overview of sessions comprising the Institute on Building Coalitions: Connecting Our Institutions to the Communities in Which They Sit, see page 2

8:30-11:30 a.m.
CONTINENTAL BALLROOM A
Lobby Level

1:30-5:30 p.m.
CONTINENTAL BALLROOM A
Lobby Level

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

8:30-11:30 a.m.
CONTINENTAL BALLROOM C
Lobby Level

1:30-5:30 p.m.
CONTINENTAL BALLROOM C
Lobby Level

INSTITUTE ON Building Coalitions: Connecting Our Institutions to the Communities in Which They Sit

Building cross-race coalitions for the purpose of institutional change is a confounding and complex process. Too often we spin our wheels planning events and attending meetings rather than doing those things required for building robust coalitions: examining our personal biases, addressing our unearned privileges, and being committed to keeping our eyes on the larger social purpose. Because no institution exists in a vacuum, for an institution to be strong it must be meaningfully connected to its surrounding communities, particularly those that are composed of people of color or poor whites. Without authentic internal coalitions and the processes they catalyze in our schools, the connections to, and the work in, the community is likely to be superficial. In this highly interactive institute, participants will: (1) strengthen their understanding of this complex process, (2) enhance skills necessary to building effective coalitions that result in systemic change, (3) examine the connections between internal coalitions and those with the surrounding community, and (4) practice coalition building around a social justice issue.

PART I

PART II

Pamela Huang Chao, Professor of Sociology, American River College—Sacramento, California
Harry R. 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, Lecturer/Professor; Faculty, Archaeology-Graduate Level, Indigenous Cultural Resource Management-Undergraduate Level, Native North American Indian Studies, University of Leiden—Netherlands
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

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

This day and a half-long institute is 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. They will also receive copies of the exercise designs, as well as a bibliography of references and resources.

PART I—This session will focus on the basic information about socio-economic class and class status in the United States. Participants will engage 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 (3) how popular culture confuses and distorts information about class and status. Participants will also receive guidelines for running similar exercises with groups of students, faculty, administrators and/or other staff.

PART II—This session will expand on 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 for both discrimination and exclusion in education, employment and other public policy issues. This session will also include guidelines and demonstrations related to setting up dialogue programs for faculty, administrators, other staff and students about issues related to class and race on campus. Once again, participants will also receive guidelines for running similar exercises with groups of students, faculty, administrators and/or other staff.

Donna Harshaw Albro, JD, Assistant Dean of Intercultural Studies, and 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, Fleurette King Consulting & Training—Atlanta, Georgia

For an overview of sessions comprising the Institute on Community Cross-Racial Institute on LGBT Issues in Higher Education, see page 2

INSTITUTE ON Community Cross-Racial Institute on LGBT Issues in Higher Education

This day and a half-long institute will provide a venue where we can have an effective discussion among a broad cross-section of the LGBT communities of color and their allies who are mostly on predominantly white institution campuses. When race and ethnicity overlap and are central parts of our LGBT identities, how do we manage the personal, academic, and professional demands and expectations? The institute provides an opportunity for a critical mass of LGBT people of color to have within-group discussions and cross-group discussions to explore and share common concerns, strategize, and gain understanding of each others' circumstances and gain allies. This institute will explore a range of issues in regard to campus and community life issues, mentoring, academic approaches to these issues and inclusion within ethnic studies and multicultural curricula, student and human relations services, and the contexts of religious affiliations both institutionally and on campus. The institute will be for faculty, staff, and students from the LGBT community and its active allies who will explore with each other the issues, tensions and successes around the intersections of racial identity and sexual orientation/gender identity on campus: (1) how do LGBT people of color strategize to get sexual orientation and gender identity issues included within the ethnic communities' agendas, as well as trust or make sure that LGBT organizations are inclusive of people of color; (2) what are the appropriate roles of white LGBT allies in these dynamics on campus; and (3) how do we speak about these issues openly and honestly with each other? Issues of personal presentation, representation and "authenticity" will be shared and discussed as we encourage support and mutual strategizing during the current national climate that has placed LGBT relationships at the center of several state and national debates.

8:30-11:30 a.m.
LAKE MICHIGAN
Eighth Floor

PART I—This session will be predominantly presentation, with some introductory interactive exercises for all participants to do self-assessment and exploration of current knowledge and understanding. Presenters and participants will then work through definitions and major issues on campuses to co-create some of the agenda and focus for the continuing sessions.

1:30-5:30 p.m.
LAKE MICHIGAN
Eighth Floor

PART II—This session will follow with a series of dialogues, fish-bowl exercises, and small-group processing with break-outs into interest and identity groups of both race and sexuality to explore concepts and issues more deeply and interactively. By the end of this session, each participant should have identified specific goals and needs.

Billy Curtis, Director, Gender Equity Resource Center, University of California—Berkeley, California
Aida Martinez, Director, The Multi-Ethnic Student Program, University of Minnesota—Morris, Minnesota
A.T. Miller, Ph.D., Coordinator, Multicultural Teaching and Learning, University of Michigan—Ann Arbor, Michigan

Kimi Mojica, Director, Diversity Education and Support, University of Oregon—Eugene, Oregon
Lisa Moore, Assistant Dean, Multicultural Affairs, Reed College—Portland, Oregon
Agustin Orozco, Assistant Director, Office of Academic Support and Instructional Services (OASIS), University of California-San Diego—La Jolla, California
Frederick Smith, Assistant Director, Cross Cultural Centers, California State University—Los Angeles, California

INSTITUTE ON Deconstructing the Crisis Concerning African American Men in Higher Education: From Alarming Trends to Effective Interventions and Innovative Collaborative Partnerships

While undergraduate women outnumber men across all racial/ethnic groups, the gender gap is most pronounced among African Americans. More alarmingly, over two-thirds of all African American men who start college never complete their bachelor's degrees. In fact, African American male undergraduates are retained least often among both sexes and all racial/ethnic groups in higher education. In comparison to their same-race female counterparts and men from other racial/ethnic backgrounds, African American male student engagement is woefully low, which results in academic mediocrity and stifled educational outcomes.

A three-part institute focuses on reversing the plight of the African American male collegian in three areas: (1) access and enrollments, (2) engagement and achievement, and (3) graduation rates and persistence beyond the baccalaureate degree level. Each part of the institute will present and discuss, trends and issues—both nationally and from the institute participants' respective campuses. Complex problems will be placed in explanatory sociocultural frameworks, and practical recommendations for effective interventions and collaborative partnerships will be offered.

For an overview of sessions comprising the Institute on Deconstructing the Crisis Concerning African American Men in Higher Education: From Alarming Trends to Effective Interventions and Innovative Collaborative Partnerships, see page 2

8:30-11:30 a.m.
MARQUETTE ROOM
Third Floor

PART I—Beyond Disparities and Underrepresentation: Expanding Access and Outreach to Increase African American Male Enrollments

This session will examine gender gaps in enrollments and the low college matriculation rates of African American men. Data from the National Center for Education Statistics will be presented, and institute participants will be invited to describe the effects of these disparities on their respective campuses. These issues will be placed in an explanatory sociocultural framework. Practical recommendations for creating a college-going culture among African American male youth and increasing the number of African American men at the undergraduate level will be offered.

1:30-5:30 p.m.
MARQUETTE ROOM
Third Floor

PART II—Beyond Sleepwalkers: Creating Environments Conducive to Purposeful Engagement and High-Performance Among African American Male Undergraduates

Multiple data sources will be used in this session to illustrate the degrees to which African American male undergraduates are disengaged, both inside and outside of the classroom. Also, the participants will be invited to describe engagement trends among African American men on their campuses. These issues will be placed in an explanatory sociocultural framework, and the effects of disengagement on achievement and developmental outcomes will be considered. The session also will offer practical recommendations for increasing participation in activities and organizations, campus leadership positions, enriching educational experiences, and will share transferable lessons learned from high-achieving African American male student leaders.

Shaun R. Harper, Ph.D., Assistant Professor and Research Associate, Center for the Study of Higher Education, Pennsylvania State University—University Park, Pennsylvania

For an overview of sessions comprising the Institute on Global Issues in Race and Ethnicity: Strategies for Developing Competencies in the International Arena, see page 2

INSTITUTE ON Global Issues in Race and Ethnicity: Strategies for Developing Competencies in the International Arena

A three-part institute will focus on determining and addressing the challenges faced in the classroom, in campus interactions, preparation of American students for culturally-competent abroad study, and in making and administering policy when examining the complexity of race and ethnicity in a global context. The institute will hold interest for any American and international faculty, administrators, and professional staff in higher education, interested students, and high school teachers in attendance.

8:30-11:30 a.m.
WILLIFORD A
Third Floor

PART I—Addressing the Real Issues

In this interactive session the realities of addressing international issues of race and ethnicity on our campuses will be discussed as they play out in higher education's striving to reach true multiculturalism through strategic planning for diversity. Through some presentation and discussion, the issues we face related to national origin, language, economics, religion, disability, and, generally the crossing of borders, will lead to an exercise using the settings and challenges as identified by institute participants. In small working groups, participants may focus on the issues raised on their own campuses and identify how those complexities manifest themselves at home. Groups will share their information with all participants with feedback from the panel.

1:30-5:30 p.m.
WILLIFORD A
Third Floor

PART II—Different Foci and Different Strategies: Classrooms and Policies

Presenters will share and demonstrate written and visual classroom strategies that can help to address global issues of race and ethnicity in the classroom and will facilitate the sharing of other approaches to problems and solutions as identified by institute participants in the field. Since all presenters are faculty and/or administrators, they will lead a discussion of the policy challenges in working with issues of global race and ethnicity.

Lindsay Dunn, Assistant to the President for Advocacy, Gallaudet University—Washington, D.C.
Carolyn Hodges, Ph.D., Associate Dean, Academic Personnel, The University of Tennessee—Knoxville, Tennessee

John Long, Ed.D., Professor Emeritus, University of Chicago; President, Long and Associates, International and Educational Consultants; U.S. Coordinators, Berlin Study Visit Program—Chicago, Illinois

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

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

Tina L. Singleton, Coordinator, Disability Studies, John F. Kennedy Jr. Institute for Worker Education, Office of Academic Affairs, City University of New York—New York, New York

For an overview of sessions comprising the Institute on How To Build an Intercultural Campus: A Foundation for Learning in a Global Society, see page 2

8:30-11:30 a.m.
CONFERENCE ROOM 4K
Fourth Floor

1:30-5:30 p.m.
CONFERENCE ROOM 4K
Fourth Floor

INSTITUTE ON How To Build an Intercultural Campus: A Foundation for Learning in a Global Society

A three-part institute will provide an opportunity to learn how to turn your own campus into an intercultural campus—and use the same skills to envision a new democracy. It is based on the lessons learned from the first successful U.S. effort to construct an intercultural university campus. The goals of this institute are to teach attendees: (1) how to improve racial and ethnic relations on their campuses, and (2) how to prepare their graduates to be successful citizens in a diverse global society. The institute will conclude with a brief discussion of how story-based intercultural approaches to education can one day become a precursor to a new democracy that is diverse and participatory—across difference.

PART I—Intercultural Storytelling

Skills building and interactive in nature, this segment will lead participants through intercultural storytelling exercises, a tool building component which they can tailor for their own campuses, and discussion about why intercultural success will require first having vibrant multicultural programs.

PART II—Organizational Change

This session will consist of an “action research workshop” where participants will learn how to make their college or university campus intercultural. Participants will work in small groups (through guided exercises) to develop institutional change strategies tailored to each person’s institution, explore how to construct teams that implement the change, learn how to attract external grants to fund the transformation, discuss how to reach people who are not open to diversity, and learn the benefits of a “before and after” (pre/post) assessment of campus racial attitudes.

Laila Aaen, Ph.D., Chair, Human Development Distance Learning Department, Pacific Oaks College—Pasadena, California

ReGena Booze, Ph.D., Professor, Department of Human Development, Pacific Oaks College—Pasadena, California

Cindy Cruz, Ph.D., Professor, Department of Human Development, Pacific Oaks College—Pasadena, California

Greg Tanaka, Ph.D., Professor, Human Development, Pacific Oaks College—Pasadena, California

INSTITUTE ON Inclusive Leadership

“Inclusive leadership” understands that strong, responsive organizations encourage the participation of everyone in its community by recognizing the value of multiple perspectives, successfully tapping into the skills and talents present, and striving to create socially just environments. There have been significant gains during the past two decades by women and people of color in attaining executive leadership positions in higher education. Disproportionately men continue to occupy the majority of president and cabinet level positions at colleges and universities in the United States, while women continue to constitute more than half of the students in post-secondary education. *The Higher Education Almanac* reported that nationally women comprised 56.3 percent of all students in post-secondary education at all levels and earned 46.3 percent of doctoral degrees in 2002, yet in Fall 2001 just more than 38.4 percent of all full-time faculty, and only 21.1 percent of presidents were women, (*The Chronicle of Higher Education*, <http://chronicle.com>, Section: The 2004-5 Almanac, Vol. 52, Issue 1). Campus Women LEAD is a new affiliate of the AAC&U Office of Diversity, Equity, and Global Initiative dedicated to honoring, strengthening, and mobilizing the leadership of women in support of inclusive excellence and the New Academy. Through development of a model for inclusive transformational leadership, Campus Women LEAD seeks to create an academy in which women of many communities work together in multicultural alliances, and women in all positions of the academy are empowered to lead.

For an overview of sessions comprising the Institute on Inclusive Leadership, see page 2

Part I
8:30-11:30 a.m.
CONTINENTAL BALLROOM B
Lobby Level

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

Inclusive Leadership Development for Women

This daylong session is designed to nurture mid-career women, emerging women leaders and men actively supporting the development of women leaders by providing an opportunity to engage with others on the topic of inclusive leadership and how to meet the dynamic needs of faculty, staff, other stakeholders and ultimately the students. Participants will gain a broader perspective by which to understand their campus environment. They will learn how to use the institutional mission to expand the agenda, identify personal learning edges and how to use them as guideposts, and gain a greater understanding about multicultural alliance building.

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

Anny Morrobel-Sosa, Ph.D., Dean, Allen E. Paulson College of Science and Technology, Georgia Southern University—Statesboro, Georgia

Caryn McTighe Musil, Ph.D., Vice President, Office of Diversity, Equity, and Global Initiatives; and Director, Program on the Status & Education of Women, Association of American Colleges & Universities—Washington, D.C.

Sharon J. Washington, Ph.D., Special Assistant to the President for Diversity Initiatives, Bennett College for Women—Greensboro, North Carolina

For an overview of sessions comprising the Institute on Latina/os' Pathway to the Ph.D., K-20: Navigating the Road Through a Psychosocial Cultural (PSC) Perspective, see page 2

INSTITUTE ON Latina/os' Pathway to the Ph.D., K-20: Navigating the Road Through a Psychosocial Cultural (PSC) Perspective

A three-part, highly interactive institute, will address the representation and experiences of Latina/o students in k-12, college and graduate education. The institute will briefly examine the critical issues influencing the attrition of Latina/os in k-12 and community college. Further emphasis will be placed on the Latina/o college experience such as the role of culture, family, and community for undergraduates. Specific data on Latina/o undergraduate challenges, coping, and retention strategies will be presented. The steps to creating a Ph.D. pool will also be identified for university administrators and students. The second part of the institute will focus on Latina/os doctoral experiences at PWIs. The influence of family, gender, social expectations, university/departmental environment, and mentorship will be highlighted. Specific data by doctoral students and their means of navigating the system will be presented. Recommendations for deans, faculty, university administrators, and students will assist programs to create a more inclusive and culturally sensitive environment for successful recruitment, retention, student satisfaction, and graduation. The goal of the institute is to increase awareness, knowledge, and skills of educators and students about the Latina/o experience in education. Combining knowledge with skills will assist higher education institutions and its constituents to create a more inclusive environment for Latina/os at all levels of the education system. The institute is designed for students and student professional leaders.

8:30-11:30 a.m.
PRIVATE DINNING ROOM (PDR) 2
Third Floor

PART I—Latina/os' Representation in Education K-16 and K-12 Issues, Transfers, and Latina/o Undergraduates at PWIs: Recruitment, Retention, and Creating a Pipeline for the Ph.D.

This highly interactive session is an examination of first and second generation Latina/o student experiences from a psychological, social, and cultural perspective. First, the k-12 system will be examined in relation to services, resources, and cultural inclusiveness. How are families being integrated into the education system? How does the curriculum represent Latina/o culture and its history? How does youth's role of cultural interpreters and translators translate into child/parent relationships? Following, the role of community colleges will be reviewed. In particular, undergraduate students' experiences will be discussed. Examining both qualitative and quantitative data, Latina/o college students' motivation, social expectations, social support, and cultural values and practices will be discussed. Family values and expectations, ethnic identity, cultural incongruence, and the role of community will also be addressed. Social support systems and specific coping and retention strategies for graduation and successful doctoral application as well will be highlighted. Last, a practical blueprint which increases Latina/o representation at the graduate level will be presented with student examples and testimonies.

1:30-5:30 p.m.
PRIVATE DINNING ROOM (PDR) 2
Third Floor

PART II—Doctoral Experiences, Unique Challenges, and Coping With Family, Community, Campus/Departmental Climate and Faculty

This session will discuss the Latina/o doctoral experiences at PWIs. The role of age, gender, Latinidad, and family are addressed in the context of completing a degree while preserving one's well-being. Common themes and emergent patterns throughout student narrative data will be discussed. For example, unique challenges and doctoral students' coping techniques (e.g., creating an educational family, cultural resurges, joining Latina/o graduate clubs, and finding a supportive mentor) will be highlighted. Deans, faculty, recruiters, and students are encouraged to think of a recruitment and retention scenario (in the relation to Latina/o students) that they wish to address in a group setting.

Jeanett Castellanos, Ph.D., Director, Social Sciences Academic Resource Center (SSARC); and Lecturer, University of California—Irvine, California

Alberta M. Gloria, Ph.D., Professor, Department of Counseling Psychology, University of Wisconsin—Madison, Wisconsin

Mark Kamimura-Jiménez, Doctoral Candidate, Public Policy and Administration, University of Michigan; Program Director, UC Diversity Initiative for Graduate Study in the Social Sciences, Office of Outreach, Diversity & Fellowships, University of California—Los Angeles, California

For an overview of sessions comprising the Institute on Mediation and Racial Justice in Higher Education, see page 2

8:30-11:30 a.m.
BOULEVARD C
Second Floor

1:30-5:30 p.m.
BOULEVARD C
Second Floor

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 4D
Fourth Floor

1:30-5:30 p.m.
CONFERENCE ROOM 4D
Fourth Floor

INSTITUTE ON Mediation and Racial Justice in Higher Education

A three-part institute will explore the integral relationship between racial justice, racial privilege and the ways that disputes are mediated in higher education. The use of mediation on college and university campuses is touted as an effective means for resolving disputes, reducing tensions and improving communication. Despite some demonstrated success in these areas, recent research shows that mediation also routinely reproduces racial privilege both structurally within the institution and interpersonally between disputing parties. In Part I, we will undertake a critical examination of the mainstream approach to mediation on campuses. Part II will investigate a new approach to mediation that accounts for racial privilege. Part III will discuss several different models that can be implemented on campuses. Participants will have the opportunity to interact with the mediation trainers who have developed this approach, as well as with administrators from two campuses who have effectively applied it in different ways.

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 on mutually agreeable terms. However, research shows that the typical approach that focuses on neutral mediation can undermine the outcome for participants of color. This routinely results in mediated agreements that favor white and Anglophone participants. In Part I, participants will have an opportunity to view actual mediation sessions on video for a racial privilege analysis. 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.

PART II—A Racial Justice Approach to Mediation

After having considered challenges racism raises for campus conflict resolvers, an introduction to a racial justice approach to mediation will be offered. We will introduce specific frameworks and strategies that have proven to be successful in helping disputing parties reach mutually agreeable solutions while simultaneously attending to racial privilege and inequalities.

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

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 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. Join us for 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. Discuss the impact of racial profiling and persistent 9/11 backlash on affected communities, race relations and on today’s political discourse. Learn about how Middle East politics impact academic freedom on U.S. campuses from the dual perspectives of a student activist and a faculty member, and consider ways to break down barriers to open debate. Finally, get acquainted with the latest films, web sites, publications, teaching materials, student networks and other resources on Arab, Islamic and Middle East issues.

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

This session deals with the experience of the oldest and largest subgroup Arab Americans and the century of history as an American ethnic community. Newer population groups from the non-Arab countries of the Middle East will be the topic of the Part II. Data on student age groups, education, achievement and trends will be provided, as well as a review of U.S. race classification issues facing these population groups.

PART II—Arab/Islamic Cultural Foundations and Identity

This session will feature an opening “cultural experience” of a live demonstration of traditional Arab music, followed by two sub parts: (1) a multimedia presentation on Arab/Islamic culture and identity issues in American society, focusing on interactions between immigrant generations and between 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 and a review of racial profiling policies and their consequences since 9/11. An open dialogue on these issues will follow this segment.

Ziad M. Abu-Rish, Graduate Student, Center for Contemporary Arab Studies, Georgetown University—Washington, D.C.

Fadwa El Guindi, Ph.D., Professor of Anthropology, University of Southern California—Los Angeles, California
Rosina Hassoun, Ph.D., Professor, Center for Integrative Studies in Arts and Humanities, Michigan State University—East Lansing, Michigan
Amir Marvasti, Ph.D., Assistant Professor, Criminal Justice and Sociology, Penn State Altoona—Altoona, Pennsylvania

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

INSTITUTE FOR Minority Affairs Professionals

A three-part institute is designed for directors, coordinators and professional staff of Offices of Minority Affairs/Multicultural services.

8:30-11:30 a.m.
WALDORF ROOM
Third Floor

PART I—The Multicultural Affairs Office

Multicultural Affairs Offices play a very important role in the recruitment and retention of minority students at predominantly 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. The session is designed to offer practical solutions for Multicultural Affairs offices to become an integral part of the campus community and to help them survive the sometimes unrealistic expectations that have been placed on them. Discussion 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. Time will also be allotted for discussion on how the legal landscape in higher education will impact these offices. Anyone interested in strengthening Multicultural Affairs offices will benefit from this session.

1:30-5:30 p.m.
WALDORF ROOM
Third Floor

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 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, Assistant to the Vice President of Academic Affairs for Institutional Diversity, and Director, Office of Institutional Diversity, Salisbury University—Salisbury, Maryland

For an overview of sessions comprising the Institute on Multicultural Fraternities and Sororities: Are We Ready for Change?, see page 3

INSTITUTE ON Multicultural Fraternities and Sororities: Are We Ready for Change?

Understanding Difference: Increasing the awareness, understanding and acceptance of these historical student organizations will enhance the quality of student life at your respective institutions.

A three-part institute is designed to explore issues facing university officials at predominantly white institutions on advising multicultural fraternities and sororities. This institute will involve significant interaction between the facilitator(s) and session attendees. It is designed to result in growth and enhanced awareness through introspection, interaction, and experiential learning on issues regarding Multicultural Greek Letter organizations. This program has been presented at Inter-fraternity Institute, Black Greek Leadership Conference and many other major conferences. The program will stimulate dialogue on issues like the intake process, inter-Greek relations, programming, risk management and communication between advisors, university officials and the organizations themselves. The goal of this institute is to look into how all advisors working with NPHC groups on white campuses are challenged because of lack of knowledge or the willingness to create a change. Issues are talked about year after year at conferences, but not addressed because of unrealistic expectations or goals.

8:30-11:30 a.m.
ASTORIA ROOM
Third Floor

PART I—Historical Issues and Perspectives: The More Things Change, the More Things Stay the Same

This session will explore the history of multicultural Greek Letter organizations and how this history impacts the future of these groups.

1:30-5:30 p.m.
ASTORIA ROOM
Third Floor

PART II—Building a Strong Greek Community: A Change is Coming

This session will explore the many issues facing multicultural groups, issues like membership intake, expansion, hazing, risk management and even cultural programming will be discussed.

Arthur Gregg, Director, Multicultural Center, University of Texas—Richardson, Texas
Juan Izaguirre, Director, Multicultural Affairs Program, University of Kansas—Lawrence, Kansas
Jennifer M. Jones, Director, Department of Multicultural Affairs, Southern Methodist University—Dallas, Texas
Robert N. Page Jr., Director, Office of Multicultural Affairs, University of Kansas—Lawrence, Kansas
Melissa Shivers, Director, Multicultural Program and Service, Gantt Intercultural Center, Clemson University—Clemson, South Carolina

For an overview of sessions comprising the Institute on Planning and Training for Diversity in Organizations, see page 3

8:30-11:30 a.m.
WILLIFORD B
Third Floor

Institute/Session continues
1:30-5:30 p.m.

INSTITUTE ON Planning and Training for Diversity in Organizations

A day and a half-long advanced institute is designed for change agents, leaders and strategists in the diversity movement field who need to increase their training and systems change skills. This includes diversity trainers, diversity council members, administrators, organizational strategists and other professionals who are responsible for developing and implementing diversity plans. The institute is action oriented, instructional, thought provoking and problem focused. It includes two theoretical models "The Eclipse Diversity Change Process Model" and the "Partners to Improve Multi-cultural Effectiveness" (PRIME) model derived from more than twenty years of consulting in education, government, human service, health and mental health care, as well as, business fields. This institute moves beyond awareness to creating leaders that can provide work climates designed to deliver powerful diversity plans and processes. The two models were developed by the presenters to impact on leadership behavior that promotes understanding of the systemic aspects of change. One model will focus on participants' transformation into multi-cultural change agents. The other model includes an organizational developmental process and a plan for change. The institute will illustrate what consultants should focus on with leadership and how to develop relevant strategies for evaluating 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 and racial/ethnic backgrounds, 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 participants' candid examples and discussion of their organization's dynamics and training needs. Both of the referenced models will be used to help participants plan a course of action to lead their organization in understanding change, to incorporate diversity values and to transform the organization and its members to meet the workforce vision of the future.

Laurene Finley, Ph.D., Consultant and Project Director, PRIME Institute, School of Medicine, Department of Psychiatry, Behavioral Health Education, Drexel University—Philadelphia, Pennsylvania

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

Anita Pernell-Arnold, Chair and Training Director, PRIME Institute, School of Medicine, Department of Psychiatry, Behavioral Health Education-Philadelphia, Pennsylvania; and Professor, Program for Experienced Learners (PEL), Eckerd College—St. Petersburg, Florida

INSTITUTE ON Program Assessment/Evaluation

A three-part institute designed to provide participants with savvy program assessment/evaluation insights, strategies and skills required for knowledge development, continuous improvement, and accountability compliance. Assessment works when we responsively work it for the greater good of those our initiatives exist to serve. What claims are you making about the impact of your services or products? How credible and compelling are those claims to your key stakeholders and how do you know? Savvy educators and service providers proactively embrace assessment and evaluation as a rich self-diagnostic resource for critical and creative reflection, empowered self-improvement and strategic image management. Cultivate your capacity to tell your own evidence-grounded story in ways that are credible and compelling to your key stakeholders.

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

8:30-11:30 a.m.
LAKE ERIE
Eighth Floor

PART I—Make Assessment Work for Excellence: Spotlighting Critical Concepts and the Role of Self as Instrument

This session lays the informational groundwork for demystifying the program assessment process and for clarifying its intimate connections to effective program development and continuous improvement. It aims to sharpen and deepen program administrators' and staff understandings of the value of seizing the initiative and systematically using assessment/evaluation tools as a participant-centered, self-diagnostic resource. Assessment is key for (1) proactive critical reflection on outcome promises, program effectiveness, and performance gaps; (2) a continuous cycle of empowered program improvement; and (3) strategic image management, i.e., effectively framing the meaning and appropriate interpretation of program data. In addition to an overview of tools, techniques and strategies, participants will be introduced to a pivotal resource for excellence in evaluations (and for communications generally)—"interpersonal validity." This critical, yet sorely underdeveloped, form of validity involves the mindful, diversity-conscious uses of SELF as responsive instrument—as knower, inquirer and engager of others vis a vis one's judgment-making through assessment and evaluation.

1:30-5:30 p.m.
LAKE ERIE
Eighth Floor

PART II—Working It!: Maximizing the Value and Utility of Assessment/Evaluation Practices for Excellence and Equity

This session explores the program development and evaluation logic model and provides participants with a set of probing questions and guidelines for conducting effective program assessment. This information is designed to assist them in focusing on key elements needed for moving beyond simplistic program description toward critically and creatively reflective program assessment. This module will help participants deepen their knowledge of "interpersonal validity" as a critical complement to the more conventional *methodological validity* considerations—notably, the soundness and trustworthiness of understandings warranted by the uses of assessment/evaluation tools, techniques and strategies. Each participant will start compiling their own *Self As Instrument Portfolio*. This session will help to create a bridge to assessment practice and will give participants a head start in thinking about their work in the assessment practicum that constitutes the final session of this institute.

Hazel Symonette, Ph.D., Senior Policy and Program Development Specialist, University of Wisconsin System Office of Academic Development and Diversity, and University of Wisconsin-Madison Office of Dean of Students, University of Wisconsin—Madison, Wisconsin

For an overview of sessions comprising the Institute on Rising Above Cognitive Errors and Shortcuts: Guidelines for Faculty Search Committees, see page 3

INSTITUTE ON Rising Above Cognitive Errors and Shortcuts: Guidelines for Faculty Search Committees

This daylong highly interactive institute—limited to 50 persons registered on a first-come, first-served basis—will employ discussion scenarios. A variety of cognitive errors and shortcuts typically contaminate academic searches and other evaluation processes. While these shortcuts and errors, usually made unwittingly by committee members, can harm any job candidate, they almost always result in the shortchanging of women and under-represented minorities. The first part of this institute will focus on 15 typical errors and shortcuts (such as raising the bar, elitism, longing to the clone) as well on six dysfunctions of an organization or committee that will intensify the frequency and severity of the errors (such as rushing and overloading a committee; no ground rules; no coaching and practice). Part Two of the institute will illustrate a dozen proven strategies for helping search committees and others not only to recognize and then rise above contaminants but also remedy organizational dysfunctions.

8:30-11:30 a.m.
LAKE HURON
Eighth Floor

PART I—Typical Cognitive Errors Unwittingly Made by Individuals

1:30-5:30 p.m.
LAKE HURON
Eighth Floor

PART II—How to Rise Above Cognitive Errors and Remedy Organizational Dysfunctions

JoAnn Moody, Ph.D., JD, National Diversity Consultant and Director, the Northeast Consortium for Faculty Diversity—Jamaica Plain, Massachusetts

Judy ("JJ") Jackson, Ed.D., Dean of the College, Vassar College—Poughkeepsie, New York

For an overview of sessions comprising the Institute for Teaching About Race and Racism Through Storytelling and the Arts, see page 3

INSTITUTE FOR Teaching About Race and Racism Through Storytelling and the Arts

This day and a half-long institute—limited to 35 persons registered on a first-come, first-served basis—will introduce participants to an innovative new curriculum for teaching about race and racism through storytelling and the arts. This project was developed by a creative team of faculty, artists, public school teachers and college students under the auspices of the Third Millennium Foundation and the International Center for Tolerance Education in New York City. Participants will have an opportunity to learn about our storytelling model and curriculum, and to experience some of the arts-based activities we have created to teach about race and racism. The story types that frame the curriculum are: stock stories, concealed stories, resistance stories, and counter-stories. The institute will present an overview of the model and engage participants in activities to illustrate each story type. Presenters will also share information about their summer institute for New York City teachers and discuss how the model can be applied in college and university settings by faculty, student affairs' personnel, diversity trainers and student leaders. The target audience for this institute includes people interested in anti-racism curriculum, staff development models, integrating the arts into teaching about race and racism, and new pedagogical, practice-based approaches to social justice education.

8:30-11:30 a.m.
CONFERENCE ROOM 4M
Fourth Floor

Lee Anne Bell, Ph.D., Professor and Director, Education Program; Principle Investigator: The Storytelling Project, Barnard College, Columbia University—New York, New York

Roger Bonair-Agard, Teaching Artist, Storytelling Project Creative Team—New York, New York

Zoe Duskin, Teacher, Storytelling Project Creative Team—Washington D.C.

Kayhan Irani, Teaching Artist, Storytelling Project Creative Team—New York, New York

Rosemarie A. Roberts, Ph.D., Project Director: The Storytelling Project, Barnard College, Columbia University—New York, New York

Institute/Session continues
1:30-5:30 p.m.

For an overview of sessions comprising the Institute on A Tool to Transform Your Campus Climate (When dialogue is not enough...), see page 3

8:30-11:30 a.m.
LAKE ONTARIO
Eighth Floor

Institute/Session continues
1:30-5:30 p.m.

INSTITUTE ON A Tool to Transform Your Campus Climate (When dialogue is not enough...)

This day and a half-long institute will guide small groups of participants through a "Dialogue on Race Relations" and conclude with specialized facilitator training based upon an innovative model developed by Hope in the Cities and adopted by the Dayton, Ohio Dialogue on Race Relations (DDRR) and Wright State University. Beginning with an actual dialogue session, individual groups will be guided by trained facilitators who will provide instruction in the basic tenets of the model. This model differs from traditional "dialogues" in which it begins with participants sharing information about family history, encounters with racial conflict, and current attitudes about race in their respective communities and concludes with participants developing specific strategies and realistic, attainable, and measurable action plans. This institute is targeted to community or institutional leaders who address issues of racial conflict within their constituencies, the faculty who manages multiracial student bodies, as well as those who are interested in racial reconciliation.

Paul Carlson, Ph.D., Associate Dean, School of Medicine, Wright State University—Dayton, Ohio
Kim Goldenberg, M.D., President, Wright State University—Dayton, Ohio
Martin Gooden, Ph.D., Assistant Professor, Department of Psychology, Wright State University—Dayton, Ohio
Jacqueline McMillan, Executive Assistant to President/Board of Trustees, Wright State University—Dayton, Ohio

For an overview of sessions comprising the Institute for Transforming Higher Education Institutions Using Multi Cultural Organizational Development (MCO), see page 3

8:30-11:30 a.m.
PRIVATE DINNING ROOM (PDR) 4
Third Floor

1:30-5:30 p.m.
PRIVATE DINNING ROOM (PDR) 4
Third Floor

INSTITUTE FOR Transforming Higher Education Institutions Using Multi Cultural Organizational Development (MCO)

A three-part institute is designed for Deans, department Chairs and academic program Directors as well as for those who have institutional responsibility for affecting change in their institutions around issues of diversity and social justice. 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. The institute will introduce participants to the concept of Multi Cultural Organizational Development as a framework for envisioning, directing and sustaining long-term systemic change efforts. Participants will become familiar with the stages of organization development, and learn how to implement a multicultural organizational change process. Several campuses that have used the MCO model to guide the formation of their change initiatives will be available to share their experiences and lessons learned from implementing an MCO process at their institutions. Specifically, campus representatives will describe the strategies that they have employed in their quest to become their vision of a multicultural campus. Throughout the institute, experiential activities, as well as large and small group discussions, will provide participants with opportunities to apply theory to practice and to develop a plan of action for implementation in their institutions.

PART I—Transforming Our Institutions Using Multi Cultural Organizational Development

This session will explore some of the reasons why efforts to effect systemic change in higher education institutions often meet with limited success. The concept of Multi Cultural 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. 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 and evaluate and monitor results.

PART II—MCO Systems Change Process: Model in Action-Part One

This session will provide an opportunity for participants to further examine the elements of the MCO process. The session will focus on three major elements of the MCO process: (1) developing the change team, (2) assessing support for campus change, and (3) assessing and building campus leadership support. A panel of representatives from various institutions that are implementing the MCO process will share their experiences with each of the elements of the process. Participants will have an opportunity to apply these concepts to their own institutions.

Bailey Jackson, Ed.D., former Dean and current Faculty, Social Justice Education Program, School of Education, University of Massachusetts—Amherst, Massachusetts
Linda S. Marchesani, Ed.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 Transforming Whiteness in the Classroom, see page 3

INSTITUTE ON Transforming Whiteness in the Classroom

A three-part institute is for those who want to create an environment where students and educators begin to see and challenge the system that puts white, middle-class students at an advantage and begin to forge connections that bridge race, class and other axes of difference as they create rich learning communities. As educators, we have a responsibility to ourselves and our students to seek understanding on how we have been socialized to maintain whiteness—and then do something about it. Those of us who are working to create equitable, democratic classrooms in which all our students can flourish may be unconsciously reproducing whiteness in those classrooms. Whiteness is often unmarked and serves as an invisible norm. This institute would demonstrate how to make visible and transform whiteness in the classroom through the Understanding Whiteness/Unraveling Racism (UW/UR) model. The UW/UR model is a comprehensive six-session training that combines experiential techniques and a workbook format, using readings, group and individual exercises, and journaling. Institute objectives include: (1) to provide a framework that encourages openness and honesty for participants to explore their questions and feelings about race and diversity issues, (2) to bring participants to a new consciousness around white identity and white privilege so that they can begin exploring the barriers that keep separation and racism in place, (3) to develop confidence and competence in facilitating the UW/UR model, and (4) to provide tools to enable participants to sustain a commitment to antiracism work both as personal growth and within the educational institution. It is expected that participants will implement the action plans made as part of the institute session.

8:30-11:30 a.m.
JOLIET ROOM
Third Floor

PART I—Making Whiteness Visible: Internalized Whiteness and Whiteness in the Classroom

This session begins with the formation of participant Learning Support Groups, which will meet several times during the institute, and allow for more personal baseline sharing and application of concepts. Initial theory presentations contextualize the institute within transformative learning concepts, calling for social change in the classroom based on consciousness around invisible whiteness. Presenters will lead with a sharing of their own experiences addressing social positioning, classroom set up, behaviors, incentives, and activities. Institute participants will experience activities from Understanding Whiteness/Unraveling Racism to offer both a hands-on exploration of important concepts around privileges and how whiteness manifests, as well as useful pedagogical and training tools.

1:30-5:30 p.m.
JOLIET ROOM
Third Floor

PART II—Emotional Barriers to Interracial Communication and Antiracist Action: Breaking Old Patterns, Establishing New Practices

This session examines fear, anger, and guilt as barriers to interracial interactions and to speaking out about racism and white privilege. Dealing with emotions in the classroom is a necessary and delicate component of making whiteness visible, which can at times alienate white students or injure students of color. Learning stations will allow for more experiences with classroom activities, as well as facilitate necessary dialogue between white teachers and teachers of color. Learning Support Groups reconvene to process the experiences and monitor learners' progress on their own goals.

Judy Helfand, Instructor, American Cultures, Santa Rosa Junior College; Director, IMPACT Training, Lippin & Associates—Kenwood, California

Laurie B. Lippin, Ph.D., Adjunct Faculty, Human and Community Development, University of California-Davis; Founder/Director, Lippin & Associates—Rohnert Park, California

For an overview of sessions comprising the Institute for Working With Emotional Intelligence in a Diverse Society, see page 3

INSTITUTE FOR Working With Emotional Intelligence in a Diverse Society

This day and a half-long institute explores the core emotional disciplines essential to building authentic communities in a diverse society. Emotional Intelligence requires that we develop the capacity for understanding and mastering our emotions (self-mastery) and for understanding the emotions of those with whom we live, learn and work (empathy). This capacity for mastering the disciplines of authenticity, or Emotional Intelligence (EI), determines our personal patterns of interactions and the quality of our relationships and, therefore, of our successes as individuals, institutions and as a society. The objectives of this institute are to teach the processes and emotional disciplines of authenticity: (1) identify the sources and types of fear and mistrust inherent in "multicultural" organizations, (2) analyze the psychosocial dynamics of fear and mistrust at the personal, interpersonal and systemic levels, (3) identify the personal, organizational/institutional cost of fear and mistrust, (4) recognize the type of behaviors that create and reinforce fear and mistrust, (5) identify the core emotional disciplines essential to fostering emotionally intelligent individuals, organizations, institutions and society, and (6) learn the processes of self-mastery essential to emotional intelligence.

8:30-11:30 a.m.
CONFERENCE ROOM 4C
Fourth Floor

Institute/Session continues
1:30-5:30 p.m.

Denys S. Blell, President, Beyond Diversity Consulting—Tampa, Florida

For an overview of sessions comprising the Institute on Leadership and Empowering the Activists in Students, see page 4

8:30-11:30 a.m.
BOULEVARD A
Second Floor

1:30-5:30 p.m.
BOULEVARD A
Second Floor

11:35 a.m.-1:15 p.m.

INTERNATIONAL BALLROOM
SOUTH AND NORTH
Second Floor

For other meetings of APINCORE Caucus group, see pages 65 and 91

6:00-7:30 p.m.
LAKE ERIE
Eighth Floor

6:00-8:00 p.m.
LAKE MICHIGAN
Eighth Floor

For JDOTT Summit Meeting, see page 65

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, explore leadership development, as well as cross-cultural communications, and to build and find a passion to become an activist.

Turn Conflict Into Kindness,
Clarity and Safety With
Original Play

How To Play With Difficult People

A program about enhancing individual and community relationships. This skill-based program provides a powerful model of moving beyond self-defense with kindness, clarity and courage. The program is based on a model of interaction called *Original Play*. *Original Play* teaches participants how to turn conflict into kindness, clarity and safety. This program provides participants with the tools required to effectively work in environments that are often challenging and sometimes difficult. This program will help students to: (1) maximize their potential by leaving more time and resources for academics, service and leadership instead of wasting resources in self-defense; (2) improve relationships within the campus community; (3) provide skills that students can take with them into their future careers and family life; and (4) respond to difficult people and challenging relationships in ways that promote personal and community safety. In short, this program will help student leaders thrive, not merely survive.

Daniel Caron, Consultant and Play Specialist, *Original Play*, LLC—Wheeling, West Virginia

Multicultural Leadership Toolbox: Moving With Purpose, Utilizing Skills and Achieving Results

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 to 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 and Director, Black Cultural Center, Swarthmore College—Swarthmore, Pennsylvania

PRE-CONFERENCE INSTITUTE LUNCHEON AND PERFORMANCE



Luncheon for Registered Pre-conference Institutes' Participants.

12:25-1:15 p.m.

Let's Sing Gospel! An Interactive Musical Theater

Performance: Rosita Mathews

A performance in which the audience becomes the cast and choir as they learn to sing gospel music. singgospel@earthlink.net

APINCORE (ASIAN PACIFIC ISLANDER) CAUCUS

During NCORE 2006, there are four meetings hosted by the APINCORE (Asian Pacific Islander) Caucus Group.

APINCORE Welcome and Conference Overview

Open to all.

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 other meetings of Latino/a Caucus group, see pages 35 and 65

6:00-8:00 p.m.
BOULEVARD A
Second Floor

6:00-8:00 p.m.

6:00-8:30 p.m.

GRAND BALLROOM
Second Floor

Book Signing: *The Hidden Jury and Other Secret Tactics Lawyers Use to Win*, *Quality Mind Quality Life: Achieving Personal Balance*, and *Winning the Mind Game: Negotiating in Business and Life*—8:30-9:00 p.m.

8:30-10:30 p.m.

INTERNATIONAL BALLROOM NORTH
Second Floor

LATINO/A CAUCUS

Four meetings are hosted by the Latino/a Caucus Group organized during NCORE Conference. During NCORE 2006 the Latino/a caucus will meet to discuss a series of issues affecting Latinos faculty, administrators, and students in higher education.

Pre-Conference Orientation Meeting (For all members)

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 eight active caucuses: American Indian, Asian/Pacific Islander American (APINCORE), Black/African American, Caucasian/White, Latino/a, LGBT, 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.

NCORE 2006 STUDENTS AND STUDENT SCHOLARS' RECEPTION

Only for NCORE 2006 Student Scholars and Students (Special admission required)

Keynote Address:

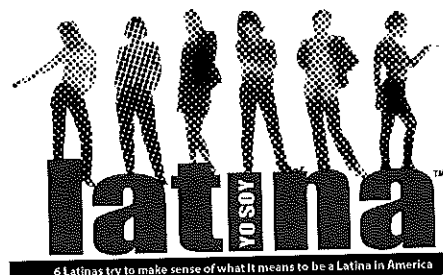
Mastering Leadership: Quality Mind Quality Life



Paul M. Lisnek, JD and Ph.D., President, Paul M. Lisnek & Associates, Inc.—Chicago, Illinois

Dr. Paul Lisnek is one of the most sought after and respected trial consultants and lecturers today. He is co-founder of Decision Analysis, a leading trial consulting firm which has worked in the Whitewater, O.J. Simpson, and Heidi Fleiss cases, among many other complex and multi-party litigation matters. He brings extensive background as a communications expert, trial lawyer, educator, author, and trial consultant. Formerly the assistant dean of Loyola Law School in Chicago, Paul has been the jury expert for NBC News, and appears frequently as a legal expert for CNN's Anderson Cooper 360, WGN-TV, and Court TV. He has been featured on numerous national television shows, including: The Today Show, and NBC Nightly News. Currently he anchors "Political Update" and "Newsmakers" seen on CNN Headline News in Chicago. Dr. Lisnek served two terms as president of the American Society of Trial Consultants, has served on the faculty of NITA, and is Executive Director for BarBri's Law School Prep Program—the nation's leading law school preparation program—as well as a BarBri lecturer on professional responsibility. He is a Commissioner and inquiry panel Chairperson of the Illinois Attorney Disciplinary Commission, an Illinois Supreme Court appointment. He has several years experience as an arbitrator and mediator. A recognized expert in litigation skills, Dr. Lisnek has authored several articles and twelve books, including *Depositions: Procedure, Strategy and Technique* (now in its 3rd Ed. from Thomson-West); *Negotiating Power*, and *Courtroom Power* (part of the Paul M. Lisnek Series on Communication from PESI), among others. His books for the general public include: *The Hidden Jury and Other Secret Tactics Lawyers Use to Win*, (with a Foreword by Johnnie Cochran), *Quality Mind Quality Life: Achieving Personal Balance*, and *Winning the Mind Game: Negotiating in Business and Life*.

SPECIAL EVENT



Six Latinas try to make sense of what it means to be Latina in America

Yo Soy Latina!

A funny and very moving ensemble play. A group of diverse Latina women are challenged to examine their identity and their connections in the contemporary American landscape—regardless of their country of origin or shade of brown. But, the ultimate message, power and beauty of *Yo Soy Latina!* transcends racial and cultural barriers. It becomes an inspiring and enlightening cause for self-pride, self-love and unity for people of colors.

Linda Nieves-Powell, President/CEO, Latino Flavored Productions, Inc.—Staten Island, New York

DAY AT A GLANCE ■ WEDNESDAY, MAY 31

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7:00-7:30 a.m.

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PART III—Making Systemic Difference (Institutional) 2
- **INSTITUTE ON Building Coalitions: Connecting Our Institutions to the Communities in Which They Sit**
PART III 2
- **INSTITUTE ON Class Issues: Preparations, Methods and Cautions for Including Socio-Economic Class in Teaching and Learning About Diversity and Discrimination**
PART III 23
- **INSTITUTE ON Community Cross-Racial Institute on LGBT Issues in Higher Education**
PART III 20
- **INSTITUTE ON Deconstructing the Crisis Concerning African American Men in Higher Education: From Alarming Trends to Effective Interventions and Innovative Collaborative Partnerships**
PART III—Beyond Casualties and Survivors: Enacting a Multi-Pronged Approach to Retaining, Graduating, and Increasing African American Male Representation in the Latter Stages of the Postsecondary Educational Pipeline 26-27
- **INSTITUTE ON Global Issues in Race and Ethnicity: Strategies for Developing Competencies in the International Arena**
PART III—Different Foci and Different Strategies: International Students, Scholars, and Study Abroad Programs 27
- **INSTITUTE ON How To Build an Intercultural Campus: A Foundation for Learning in a Global Society**
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- **INSTITUTE ON Inclusive Leadership**
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- **INSTITUTE ON Latina/os' Pathway to the Ph.D., K-20: Navigating the Road Through a Psychosocial Cultural (PSC) Perspective**
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- **INSTITUTE ON Mediation and Racial Justice in Higher Education**
PART III—Developing a Social Justice Conflict Intervention Program on Your Campus 29
- **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 29
- **INSTITUTE FOR Minority Affairs Professionals**
PART III—Developing the Framework for an Effective Diversity Education Program 30
- **INSTITUTE ON Multicultural Fraternities and Sororities: Are We Ready for Change?**
PART III—Developing an Action Plan: Changing for the Future 30
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- **INSTITUTE ON Program Assessment/Evaluation**
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- **INSTITUTE ON A Tool to Transform Your Campus Climate (When dialogue is not enough...)** 32
- **INSTITUTE FOR Transforming Higher Education Institutions Using Multi Cultural Organizational Development (MCOd)**
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- **INSTITUTE ON Transforming Whiteness in the Classroom**
PART III—Integrating Heart and Head: Implementing the Understanding Whiteness/Unraveling Racism Model in Educational Institutions 33
- **INSTITUTE FOR Working With Emotional Intelligence in a Diverse Society** 34
- **INSTITUTE ON Leadership and Empowering the Activists in Students**
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11:45 a.m.-12:45 p.m.

NETWORKING MEETING FOR ALL NCORE CAUCUS GROUPS—ORGANIZED BY LATINO/A CAUCUS GROUP 35

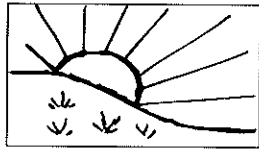
11:45 a.m.-12:45 p.m.	NATIONAL ADVISORY COMMITTEE (NAC) GENERAL MEETING	35
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	CONFERENCE WELCOMING REMARKS—Belinda P. Biscoe	36
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	ROUNDTABLE DISCUSSION BY COLLEGE PRESIDENTS FOR INSTITUTIONAL LEADERSHIP.	37
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2:00-5:00 p.m.	<ul style="list-style-type: none"> ■ MAJOR WORKSHOP 3: Why Are 90% of Faculty in Higher Education Still White?—Professional Development for Solving the Diverse Hiring Conundrum 41 ■ MAJOR WORKSHOP 4: Undermining Diversity Initiatives: A Fierce Conversation About the Behavior of Diversity Leaders, Advocates and Their Allies 41 ■ MAJOR WORKSHOP 5: Student Persistence in Higher Education: An Overview of Minorities' College Adjustment, Academic Performance and Degree Attainment 41 ■ MAJOR WORKSHOP 6: From Reading Group to Faculty Change Team: The Hamline University Lido Group. 42 ■ A Winning Balance: Understanding and Valuing Attitudes Towards Differences 42 ■ Teaching for Change: Overcoming Stereotypical Representations of American Indians 42-43 ■ Social Justice Educator Competencies in Student Affairs: Considerations in Advancing Social Justice Education. 43 ■ Addressing Multicultural Perspectives in Mostly White Classrooms: Using Video Clips for Teaching About Prejudice 43 ■ A CAMPUS OF DIFFERENCE™: an Anti-Bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute. 43 ■ The SMILE Program: A School-University Model That Supports the Higher Education Aspirations, Academic Achievement and Educational Attainment of Underrepresented Students 44 ■ Cosmic Race, Rainbow People and Other Myths: An Exploration of Race and Racial Identity in the Latino Community 44 ■ The Place Where There is No Bridge: Three Journeys into Life-Writing/Righting/Riting Over the Life Course 44 	
4:00-5:00 p.m.	SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE—Johnnetta Betsch Cole	45
6:30-8:00 p.m.	WELCOMING RECEPTION—Co-Sponsored by the <i>New York Times</i>	45
8:30-10:30 p.m.	SPECIAL EVENT—MOVIE SCREENING AND DISCUSSION "CRASH"	45

WEDNESDAY, MAY 31, 2006

7:00-7:30 a.m.

For Location, please check with NCORE Registration Desk (Lobby Level)

GREETING THE NEW DAY



Join members of the American Indian Networking Group in a brief ceremony to welcome the new day. Began at NCORE '99, this event has become an NCORE tradition that fosters a sense of community and shares a dimension of spirituality.

PRE-CONFERENCE INSTITUTE SESSIONS

A series of 22 Institutes is scheduled all day Tuesday, May 30 and the first half day of Wednesday, May 31. Participants may register for only ONE Pre-Conference Institute of their choice. PRE-ENROLLMENT IS REQUIRED.

A Certificate of Participation will be available for persons with documented attendance at sessions of the one institute chosen. Admission priority for all institute sessions will be given to those who are pursuing a Certificate of Participation.

For an overview of sessions comprising the Institute on Authentic Leadership: Women, Race, Privilege, Power, and Emotional Literacy, see page 2

INSTITUTE ON Authentic Leadership: Women, Race, Privilege, Power, and Emotional Literacy

A three-part interactive experiential institute is designed to cultivate our emotional literacy in relationship to issues of women, race, ethnicity, privilege, and power. We need to know who we are in order to be authentically effective leaders. Today's world is vastly complex and rapidly shrinking. All over the globe issues of race, racism and white privilege are starting to be recognized as critical components within a menu of social justice issues: education, housing, health, and women's rights. As women who are striving to be authentic educators, professionals, change agents and leaders we must learn to assess and understand our own assumptions, beliefs and myths. During the institute, we will use a holistic integrative approach for our learning. Through the use of video footage, sharing stories and dialogue we will explore multiple ways of seeing and being engaged in social justice issues through the lens of race. The institute is designed to help us—as women—access, consider and develop both our individual and collective voices. We will explore our abilities to lead, as well as follow, through generative sharing about what it is that helps us grow and claim our personal power. As a result of this institute, women will experience what it means to assess our authenticity and performances while exploring new approaches to communicating, setting strategies and taking action. By building capacities that connect what we have learned in tandem with our inner wisdom and power, we will be more aware of what it means to work towards the creation of new ways of thinking about cultivating our capacities as women in relationship to race, privilege, power and emotional literacy. What does it mean to be alive, creative, vibrant, open and present to paradigms that are often contradictory?

8:30-11:30 a.m.
WILLIFORD C
Third Floor

PART III—Making Systemic Difference (Institutional)



In this final session we will braid together the threads of our learning in the previous sessions and extend our understanding of emotional literacy and its impact upon our learning and capacities to address race, privilege and power within institutional arenas.

Shakti Butler, Ph.D., Executive Director, Producer/Director, *The Way Home and Light in the Shadows*, World Trust Educational Services, Inc.—Oakland, California
Mercedes Martin, Co-Founder, CEO/President, InPartnership Consulting, Inc.—Oakland, California

For an overview of sessions comprising the Institute on Building Coalitions: Connecting Our Institutions to the Communities in Which They Sit, see page 2

INSTITUTE ON Building Coalitions: Connecting Our Institutions to the Communities in Which They Sit

Building cross-race coalitions for the purpose of institutional change is a confounding and complex process. Too often we spin our wheels planning events and attending meetings rather than doing those things required for building robust coalitions: examining our personal biases, addressing our unearned privileges, and being committed to keeping our eyes on the larger social purpose. Because no institution exists in a vacuum, for an institution to be strong it must be meaningfully connected to its surrounding communities, particularly those that are composed of people of color or poor whites. Without authentic internal coalitions and the processes they catalyze in our schools, the connections to, and the work in, the community is likely to be superficial. In this highly interactive institute, participants will: (1) strengthen their understanding of this complex process, (2) enhance skills necessary to building effective coalitions that result in systemic change, (3) examine the connections between internal coalitions and those with the surrounding community, and (4) practice coalition building around a social justice issue.

8:30-11:30 a.m.
CONTINENTAL BALLROOM A
Lobby Level

PART III

Pamela Huang Chao, Professor of Sociology, American River College—Sacramento, California
Harry R. 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, Lecturer/Professor; Faculty, Archaeology-Graduate Level, Indigenous Cultural Resource Management-Undergraduate Level, Native North American Indian Studies, University of Leiden—Netherlands

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-Racism 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

This day and a half-long institute is 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. They will also receive copies of the exercise designs, as well as a bibliography of references and resources.

8:30-11:30 a.m.
CONTINENTAL BALLROOM C
Lobby Level

PART III—This session will showcase methods for teaching students to teach other students about issues of class, race, ethnicity, gender and related differences. Dr. Albro and several of her students will demonstrate several exercises that can be adapted for use on any campus. 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, JD, Assistant Dean of Intercultural Studies, and 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, Fleurette King Consulting & Training—Atlanta, Georgia

For an overview of sessions comprising the Institute on Community Cross-Racial Institute on LGBT Issues in Higher Education, see page 2

INSTITUTE ON Community Cross-Racial Institute on LGBT Issues in Higher Education

This day and a half-long institute will provide a venue where we can have an effective discussion among a broad cross-section of the LGBT communities of color and their allies who are mostly on predominantly white institution campuses. When race and ethnicity overlap and are central parts of our LGBT identities, how do we manage the personal, academic, and professional demands and expectations? The institute provides an opportunity for a critical mass of LGBT people of color to have within-group discussions and cross-group discussions to explore and share common concerns, strategize, and gain understanding of each others' circumstances and gain allies. This institute will explore a range of issues in regard to campus and community life issues, mentoring, academic approaches to these issues and inclusion within ethnic studies and multicultural curricula, student and human relations services, and the contexts of religious affiliations both institutionally and on campus. The institute will be for faculty, staff, and students from the LGBT community and its active allies who will explore with each other the issues, tensions and successes around the intersections of racial identity and sexual orientation/gender identity on campus: (1) how do LGBT people of color strategize to get sexual orientation and gender identity issues included within the ethnic communities' agendas, as well as trust or make sure that LGBT organizations are inclusive of people of color; (2) what are the appropriate roles of white LGBT allies in these dynamics on campus; and (3) how do we speak about these issues openly and honestly with each other? Issues of personal presentation, representation and "authenticity" will be shared and discussed as we encourage support and mutual strategizing during the current national climate that has placed LGBT relationships at the center of several state and national debates.

8:30-11:30 a.m.
LAKE MICHIGAN
Eighth Floor

PART III—This last segment will be devoted to tools, resources, strategies, and organizing principles to continue this work as allies across our varied identities on various campuses. Presenters will model various approaches and engage the participants in role-plays. Participants will develop action plans based on the goals and needs identified earlier. From this session the presenters will hope to draft a report for the LGBT caucus at NCORE.

Billy Curtis, Director, Gender Equity Resource Center, University of California—Berkeley, California

Aida Martinez, Director, The Multi-Ethnic Student Program, University of Minnesota—Morris, Minnesota

A.T. Miller, Ph.D., Coordinator, Multicultural Teaching and Learning, University of Michigan—Ann Arbor, Michigan

Kimi Mojica, Director, Diversity Education and Support, University of Oregon—Eugene, Oregon

Lisa Moore, Assistant Dean, Multicultural Affairs, Reed College—Portland, Oregon

Agustin Orozco, Assistant Director, Office of Academic Support and Instructional Services (OASIS), University of California-San Diego—La Jolla, California

Frederick Smith, Assistant Director, Cross Cultural Centers, California State University—Los Angeles, California

For an overview of sessions comprising the Institute on Deconstructing the Crisis Concerning African American Men in Higher Education: From Alarming Trends to Effective Interventions and Innovative Collaborative Partnerships, see page 2

INSTITUTE ON Deconstructing the Crisis Concerning African American Men in Higher Education: From Alarming Trends to Effective Interventions and Innovative Collaborative Partnerships

While undergraduate women outnumber men across all racial/ethnic groups, the gender gap is most pronounced among African Americans. More alarmingly, over two-thirds of all African American men who start college never complete their bachelor's degrees. In fact, African American male undergraduates are retained least often among both sexes and all racial/ethnic groups in higher education. In comparison to their same-race female counterparts and men from other racial/ethnic backgrounds, African American male student engagement is woefully low, which results in academic mediocrity and stifled educational outcomes.

A three-part institute focuses on reversing the plight of the African American male collegian in three areas: (1) access and enrollments, (2) engagement and achievement, and (3) graduation rates and persistence beyond the baccalaureate degree level. Each part of the institute will present and discuss trends and issues—both nationally and from the institute participants' respective campuses. Complex problems will be placed in explanatory sociocultural frameworks, and practical recommendations for effective interventions and collaborative partnerships will be offered.

8:30-11:30 a.m.
MARQUETTE ROOM
Third Floor

PART III—Beyond Casualties and Survivors: Enacting a Multi-Pronged Approach to Retaining, Graduating, and Increasing African American Male Representation in the Latter Stages of the Postsecondary Educational Pipeline

This session will present data regarding African American male retention and graduation rates. The origins of attrition and educational discontinuation at the bachelor's degree level will be placed in an explanatory sociocultural framework. Attention will be devoted to strengthening persistence through and beyond baccalaureate degree attainment. Specifically, innovative approaches to increasing African American male graduation rates and subsequent enrollments in graduate and professional schools will be offered.

Shaun R. Harper, Ph.D., Assistant Professor and Research Associate, Center for the Study of Higher Education, Pennsylvania State University—University Park, Pennsylvania

For an overview of sessions comprising the Institute on Global Issues in Race and Ethnicity: Strategies for Developing Competencies in the International Arena, see page 2

INSTITUTE ON Global Issues in Race and Ethnicity: Strategies for Developing Competencies in the International Arena

A three-part institute will focus on determining and addressing the challenges faced in the classroom, in campus interactions, preparation of American students for culturally-competent abroad study, and in making and administering policy when examining the complexity of race and ethnicity in a global context. The institute will hold interest for any American and international faculty, administrators, and professional staff in higher education, interested students, and high school teachers in attendance.

8:30-11:30 a.m.
WILLIFORD A
Third Floor

PART III—Different Foci and Different Strategies: International Students, Scholars, and Study Abroad Programs

All of this session's presenters have played roles on their campuses in hosting international students and scholars. Discussions will be on the legal issues (e.g., immigration, visas, green card issuance, et. al.) and other related issues to create a truly welcoming and educationally enriching environment. The session also will highlight on how issues of race and ethnicity are often overlooked in preparing students for cultural competence in the target country of their study abroad programs. At the closing of the session, participants will have an opportunity for interactive group work in designing of such a study abroad a program that supports global cultural competence.

Lindsay Dunn, Assistant to the President for Advocacy, Gallaudet University—Washington, D.C.
Carolyn Hodges, Ph.D., Associate Dean, Academic Personnel, The University of Tennessee—Knoxville, Tennessee

John Long, Ed.D., Professor Emeritus, University of Chicago; President, Long and Associates, International and Educational Consultants; U.S. Coordinators, Berlin Study Visit Program—Chicago, Illinois

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

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

Tina L. Singleton, Coordinator, Disability Studies, John F. Kennedy Jr. Institute for Worker Education, Office of Academic Affairs, City University of New York—New York, New York

For an overview of sessions comprising the Institute on How To Build an Intercultural Campus: A Foundation for Learning in a Global Society, see page 2

INSTITUTE ON How To Build an Intercultural Campus: A Foundation for Learning in a Global Society

A three-part institute will provide an opportunity to learn how to turn your own campus into an intercultural campus—and use the same skills to envision a new democracy. It is based on the lessons learned from the first successful U.S. effort to construct an intercultural university campus. The goals of this institute are to teach attendees: (1) how to improve racial and ethnic relations on their campuses, and (2) how to prepare their graduates to be successful citizens in a diverse global society. The institute will conclude with a brief discussion of how story-based, intercultural approaches to education can one day become a precursor to a new democracy that is diverse and participatory—across difference.

8:30-11:30 a.m.
CONFERENCE ROOM 4K
Fourth Floor

PART III—Complementarity

This last segment of the institute will begin with a discussion of the greatest strengths and weaknesses in current approaches to diversity. Theoretical in focus, the aim is to “strategically re-position diversity work” so that it becomes a springboard to prepare graduates for success as citizens and leaders in a diverse global society. In theoretical terms, participants will learn how an “intercultural” approach is “less binary and essentializing” and more likely to lead members of a campus community from enclave behavior to cross-cultural collaboration. The rationale is that if students can learn to share and work with each other across difference when they are in college, they will be that much more likely to be successful in dealings with diverse citizens in a global society later in life. When one's own personal development becomes dependent upon helping others also to grow, the learner enacts a developmental process called “complementarity.” It is complementarity that offers to be a positive response to the free market capitalist philosophy that dominates the U.S. today and translates into patterns of individual excellence, competition, arrogance and conflict.

Laila Aaen, Ph.D., Chair, Human Development Distance Learning Department, Pacific Oaks College—Pasadena, California

ReGena Booze, Ph.D., Professor, Department of Human Development, Pacific Oaks College—Pasadena, California

Cindy Cruz, Ph.D., Professor, Department of Human Development, Pacific Oaks College—Pasadena, California

Greg Tanaka, Ph.D., Professor, Human Development, Pacific Oaks College—Pasadena, California

For an overview of sessions comprising the Institute on Inclusive Leadership, see page 2

8:30-11:30 a.m.
CONTINENTAL BALLROOM B
Lobby Level

For an overview of sessions comprising the Institute on Latina/os' Pathway to the Ph.D., K-20: Navigating the Road Through a Psychosocial Cultural (PSC) Perspective, see page 2

8:30-11:30 a.m.
PRIVATE DINNING ROOM (PDR) 2
Third Floor

INSTITUTE ON Inclusive Leadership

"Inclusive leadership" understands that strong, responsive organizations encourage the participation of everyone in its community by recognizing the value of multiple perspectives, successfully tapping into the skills and talents present, and striving to create socially just environments. There have been significant gains during the past two decades by women and people of color in attaining executive leadership positions in higher education. Disproportionately men continue to occupy the majority of president and cabinet level positions at colleges and universities in the United States, while women continue to constitute more than half of the students in post-secondary education. *The Higher Education Almanac* reported that nationally women comprised 56.3 percent of all students in post-secondary education at all levels and earned 46.3 percent of doctoral degrees in 2002, yet in Fall 2001 just more than 38.4 percent of all full-time faculty, and only 21.1 percent of presidents were women, (*The Chronicle of Higher Education*, <http://chronicle.com>, Section: The 2004-5 Almanac, Vol. 52, Issue 1). Campus Women LEAD is a new affiliate of the AAC&U Office of Diversity, Equity, and Global Initiative dedicated to honoring, strengthening, and mobilizing the leadership of women in support of inclusive excellence and the New Academy. Through development of a model for inclusive transformational leadership, Campus Women LEAD seeks to create an academy in which women of many communities work together in multicultural alliances, and women in all positions of the academy are empowered to lead.

Navigating Your Career in Higher Education

This session provides the tools and strategies necessary to successfully navigate the job search process and guide your long-term career planning. Learn how to create a compelling cover letter and CV, select references, position yourself to emerge from the interview stage as the leading candidate, successfully negotiate a win-win package, and then smoothly transition into your new position. In addition, you will better understand the role of search consultants and how to secure them as your allies.

Nancy Archer-Martin, Practice Leader, Education and Not for Profit Institutions, J. Roberts Scott, Fidelity Investment Company—Boston, Massachusetts
Josefina Castillo Baltodano, Executive Vice President for Strategic Planning and Advancement, Alliant International University—San Francisco, California
Sharon J. Washington, Ph.D., Special Assistant to the President for Diversity Initiatives, Benne College for Women—Greensboro, North Carolina

INSTITUTE ON Latina/os' Pathway to the Ph.D., K-20: Navigating the Road Through a Psychosocial Cultural (PSC) Perspective

A three-part, highly interactive institute, will address the representation and experiences of Latina/o students in k-12, college and graduate education. The institute will briefly examine the critical issues influencing the attrition of Latina/os in k-12 and community college. Further emphasis will be placed on the Latina/o college experience such as the role of culture, family, and community for undergraduates. Specific data on Latina/o undergraduate challenges, coping, and retention strategies will be presented. The steps to creating a Ph.D. pool will also be identified for university administrators and students. The second part of the institute will focus on Latina/os doctoral experiences at PWIs. The influence of family, gender, social expectations, university/departmental environment, and mentorship will be highlighted. Specific data by doctoral students and their means of navigating the system will be presented. Recommendations for deans, faculty, university administrators, and students will assist programs to create a more inclusive and culturally sensitive environment for successful recruitment, retention, student satisfaction, and graduation. The goal of the institute is to increase awareness, knowledge, and skills of educators and students about the Latina/o experience in education. Combining knowledge with skills will assist higher education institutions and its constituents to create a more inclusive environment for Latina/os at all levels of the education system. The institute is designed for students and student professional leaders.

PART III—Solutions and Recommendations: An Action Plan for Success

The last part of this institute will highlight Latina/o doctoral students' recommendations for departments, deans, faculty, and their peers. Through group discussion, participants will be provided with various scenarios and means which most sensitively and successfully address Latina/o-specific student cases. Following, each participant will be asked to identify what they plan to implement in the departments as they return to their campuses. A group listserv will be developed to maintain contact with other practitioners in the session and resources will be provided for future readings.

Jeanett Castellanos, Ph.D., Director, Social Sciences Academic Resource Center (SSARC); and Lecturer, University of California—Irvine, California

Alberta M. Gloria, Ph.D., Professor, Department of Counseling Psychology, University of Wisconsin—Madison, Wisconsin

Mark Kamimura-Jiménez, Doctoral Candidate, Public Policy and Administration, University of Michigan; Program Director, UC Diversity Initiative for Graduate Study in the Social Sciences, Office of Outreach, Diversity & Fellowships, University of California—Los Angeles, California

For an overview of sessions comprising the Institute on Mediation and Racial Justice in Higher Education, see page 2

INSTITUTE ON Mediation and Racial Justice in Higher Education

A three-part institute will explore the integral relationship between racial justice, racial privilege, and the ways that disputes are mediated in higher education. The use of mediation on college and university campuses is touted as an effective means for resolving disputes, reducing tensions, and improving communication. Despite some demonstrated success in these areas, recent research shows that mediation also routinely reproduces racial privilege both structurally within the institution and interpersonally between disputing parties. In Part I, we will undertake a critical examination of the mainstream approach to mediation on campuses. Part II will investigate a new approach to mediation that accounts for racial privilege. Part III will discuss several different models that can be implemented on campuses. Participants will have the opportunity to interact with the mediation trainers who have developed this approach, as well as with administrators from two campuses who have effectively applied it in different ways.

8:30-11:30 a.m.
BOULEVARD C
Second Floor

PART III—Developing a Social Justice Conflict Intervention Program on Your Campus

Building upon the work completed in Parts I and II, participants will have an opportunity to hear from administrators at two colleges who have applied this approach to mediation on their campuses for five years. They will discuss the challenges they faced and opportunities that emerged from the development of their unique models. 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 approach to conflict intervention in more informal ways.

Yeworkwha Belachew, Ombudsperson, Oberlin College—Oberlin, Ohio
Leslie M. Davidson, Director, Admissions/Alumni Relations and Dean of Students, Simon's Rock College of Bard—Great Barrington, Massachusetts
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 Middle East Truths and Consequences: Exploring Culture, Identity and Politics of Arabs and Muslims in a Post-9/11 America, see page 3

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 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. Join us for 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. Discuss the impact of racial profiling and persistent 9/11 backlash on affected communities, race relations and on today's political discourse. Learn about how Middle East politics impact academic freedom on U.S. campuses from the dual perspectives of a student activist and a faculty member, and consider ways to break down barriers to open debate. Finally, get acquainted with the latest films, web sites, publications, teaching materials, student networks and other resources on Arab, Islamic and Middle East issues.

8:30-11:30 a.m.
CONFERENCE ROOM 4D
Fourth Floor

PART III—Campus Culture and the Politics of 9/11

This session will examine the complex issues of academic freedom, Middle East politics, Orientalism and other challenges to the exposure of U.S. campuses in regard to Middle East issues—presented from the perspective 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 exchanged for breaking down the barriers to communication within campus communities.

Ziad M. Abu-Rish, Graduate Student, Center for Contemporary Arab Studies, Georgetown University—Washington, D.C.
Fadwa El Guindi, Ph.D., Professor of Anthropology, University of Southern California—Los Angeles, California
Rosina Hassoun, Ph.D., Professor, Center for Integrative Studies in Arts and Humanities, Michigan State University—East Lansing, Michigan
Amir Marvasti, Ph.D., Assistant Professor, Criminal Justice and Sociology, Penn State Altoona—Altoona, Pennsylvania

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

8:30-11:30 a.m.
WALDORF ROOM
Third Floor

For an overview of sessions comprising the Institute on Multicultural Fraternities and Sororities: Are We Ready for Change?, see page 3

8:30-11:30 a.m.
ASTORIA ROOM
Third Floor

INSTITUTE FOR Minority Affairs Professionals

A three-part institute is designed for directors, coordinators and professional staff of Offices of Minority Affairs/Multicultural services.

PART III—Developing the Framework for an Effective Diversity Education Program

Demographic changes, the current legal landscape, institutional policies, practices, traditions and other entities have an impact on how an institution manages diversity. One of the ways to make inroads into this area is by developing a comprehensive diversity education program. This session will provide the basic foundation for creating a successful diversity education program for the campus community. Discussion will be centered around funding the program, how to negotiate support and buy-in for the program and ways to make it an integral part of the campus learning environment. Individuals who have an interest in developing diversity education programs will greatly benefit from this session.

Kevin R. Carreathers, Assistant to the Vice President of Academic Affairs for Institutional Diversity and Director, Office of Institutional Diversity, Salisbury University—Salisbury, Maryland

INSTITUTE ON Multicultural Fraternities and Sororities: Are We Ready for Change?

Understanding Difference: Increasing the awareness, understanding and acceptance of these historical student organizations will enhance the quality of student life at your respective institutions.

A three-part institute is designed to explore issues facing university officials at predominantly white institutions on advising multicultural fraternities and sororities. This institute will involve significant interaction between the facilitator(s) and session attendees. It is designed to result in growth and enhanced awareness through introspection, interaction, and experiential learning on issues regarding Multicultural Greek Letter organizations. This program has been presented at Inter-fraternity Institute, Black Greek Leadership Conference and many other major conferences. The program will stimulate dialogue on issues like the intake process, inter-Greek relations, programming, risk management and communication between advisors, university officials and the organizations themselves. The goal of this institute is to look into how all advisors working with NPHC groups on white campuses are challenged because of lack of knowledge or the willingness to create a change. Issues are talked about year after year at conferences, but not addressed because of unrealistic expectations or goals.

PART III—Developing an Action Plan: Changing for the Future

This session will explore the responsibility of advisors and staff that work with Greek letter organizations. We will discuss how accountability and sharing of ideas can identify effective strategies to advise and implement best practices.

Arthur Gregg, Director, Multicultural Center, University of Texas—Richardson, Texas

Juan Izaguirre, Director, Multicultural Affairs Program, University of Kansas—Lawrence, Kansas

Jennifer M. Jones, Director, Department of Multicultural Affairs, Southern Methodist University—Dallas, Texas

Robert N. Page Jr., Director, Office of Multicultural Affairs, University of Kansas—Lawrence, Kansas

Melissa Shivers, Director, Multicultural Program and Service, Gantt Intercultural Center, Clemson University—Clemson, South Carolina

For an overview of sessions comprising the Institute on Planning and Training for Diversity in Organizations, see page 3

INSTITUTE ON Planning and Training for Diversity in Organizations

A day and a half-long advanced institute is designed for change agents, leaders and strategists in the diversity movement field who need to increase their training and systems change skills. This includes diversity trainers, diversity council members, administrators, organizational strategists and other professionals who are responsible for developing and implementing diversity plans. The institute is action oriented, instructional, thought provoking and problem focused. It includes two theoretical models "The Eclipse Diversity Change Process Model" and the "Partners to Improve Multi-cultural Effectiveness" (PRIME) model derived from more than twenty years of consulting in education, government, human service, health and mental health care, as well as business fields. This institute moves beyond awareness to creating leaders that can provide work climates designed to deliver powerful diversity plans and processes. The two models were developed by the presenters to impact on leadership behavior that promotes understanding of the systemic aspects of change. One model will focus on participants' transformation into multi-cultural change agents. The other model includes an organizational developmental process and a plan for change. The institute will illustrate what consultants should focus on with leadership and how to develop relevant strategies for evaluating 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 and racial/ethnic backgrounds, 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 participants' candid examples and discussion of their organization's dynamics and training needs. Both of the referenced models will be used to help participants plan a course of action to lead their organization in understanding change, to incorporate diversity values and to transform the organization and its members to meet the workforce vision of the future.

8:30-11:30 a.m.
WILLIFORD B
Third Floor

Laurene Finley, Ph.D., Consultant and Project Director, PRIME Institute, School of Medicine, Department of Psychiatry, Behavioral Health Education, Drexel University—Philadelphia, Pennsylvania

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

Anita Pernell-Arnold, Chair and Training Director, PRIME Institute, School of Medicine, Department of Psychiatry, Behavioral Health Education-Philadelphia, Pennsylvania; and Professor, Program for Experienced Learners (PEL), Eckerd College—St. Petersburg, Florida

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

INSTITUTE ON Program Assessment/Evaluation

A three-part institute designed to provide participants with savvy program assessment/evaluation insights, strategies and skills required for knowledge development, continuous improvement, and accountability compliance. Assessment works when we responsively work it for the greater good of those our initiatives exist to serve. What claims are you making about the impact of your services or products? How credible and compelling are those claims to your key stakeholders and how do you know? Savvy educators and service providers proactively embrace assessment and evaluation as a rich self-diagnostic resource for critical and creative reflection, empowered self-improvement and strategic image management. Cultivate your capacity to tell your own evidence-grounded story in ways that are credible and compelling to your key stakeholders.

8:30-11:30 a.m.
LAKE ERIE
Eighth Floor

PART III—Assessment Works!: Moving From Insight to Action for Social Justice

This session is designed as an intensive interactive, skills-building working session for persons who have completed the first two institute sessions or for those who have a solid working knowledge of program assessment/evaluation. No time will be spent on basic concepts. Stimulated by probing assessment-savvy questions and worksheets, participants will work in groups to apply participant-centered concepts and models. Levels of specificity for working groups will depend on the mix of programs represented. Building upon insights from their *Self As Instrument Portfolio*, participants will start exploring "interpersonal validity" issues and their implications for the group evaluation projects. Participants will be encouraged to map out the shape and pacing of their programs' developmental trajectories, and the practicum will end with a "what will I do—or do differently—on Monday" group brainstorming exercise and a focus on how to incorporate assessment smoothly and effectively into the service delivery process.

Hazel Symonette, Ph.D., Senior Policy and Program Development Specialist, University of Wisconsin System Office of Academic Development and Diversity, and University of Wisconsin-Madison Office of Dean of Students, University of Wisconsin—Madison, Wisconsin

For an overview of sessions comprising the Institute for Teaching About Race and Racism Through Storytelling and the Arts, see page 3

INSTITUTE FOR Teaching About Race and Racism Through Storytelling and the Arts

This day and a half-long institute—limited to 35 persons registered on a first-come, first-served basis—will introduce participants to an innovative new curriculum for teaching about race and racism through storytelling and the arts. This project was developed by a creative team of faculty artists, public school teachers and college students under the auspices of the Third Millennium Foundation and the International Center for Tolerance Education in New York City. Participants will have an opportunity to learn about our storytelling model and curriculum, and to experience some of the arts-based activities we have created to teach about race and racism. The story types that frame the curriculum are: stock stories, concealed stories, resistance stories, and counter-stories. The institute will present an overview of the model and engage participants in activities to illustrate each story type. Presenters will also share information about their summer institute for New York City teachers and discuss how the model can be applied in college and university settings by faculty, student affairs' personnel, diversity trainers and student leaders. The target audience for this institute includes people interested in anti-racism curriculum, staff development models, integrating the arts into teaching about race and racism, and new pedagogical, practice-based approaches to social justice education.

8:30-11:30 a.m.
CONFERENCE ROOM 4M
Fourth Floor

Lee Anne Bell, Ph.D., Professor and Director, Education Program; Principle Investigator: The Storytelling Project, Barnard College, Columbia University—New York, New York
Roger Bonair-Agard, Teaching Artist, Storytelling Project Creative Team—New York, New York
Zoe Duskin, Teacher, Storytelling Project Creative Team—Washington D.C.
Kayhan Irani, Teaching Artist, Storytelling Project Creative Team—New York, New York
Rosemarie A. Roberts, Ph.D., Project Director: The Storytelling Project, Barnard College, Columbia University—New York, New York

For an overview of sessions comprising the Institute on A Tool to Transform Your Campus Climate (When dialogue is not enough...), see page 3

INSTITUTE ON A Tool to Transform Your Campus Climate (When dialogue is not enough...)

This day and a half-long institute will guide small groups of participants through a "Dialogue on Race Relations" and conclude with specialized facilitator training based upon an innovative model developed by Hope in the Cities and adopted by the Dayton, Ohio Dialogue on Race Relations (DDRR) and Wright State University. Beginning with an actual dialogue session, individual groups will be guided by trained facilitators who will provide instruction in the basic tenets of the model. This model differs from traditional "dialogues" in which it begins with participants sharing information about family history, encounters with racial conflict, and current attitudes about race in their respective communities and concludes with participants developing specific strategies and realistic, attainable, and measurable action plans. This institute is targeted to community or institutional leaders who address issues of racial conflict within their constituencies, the faculty who manages multiracial student bodies, as well as those who are interested in racial reconciliation.

8:30-11:30 a.m.
LAKE ONTARIO
Eighth Floor

Paul Carlson, Ph.D., Associate Dean, School of Medicine, Wright State University—Dayton, Ohio
Kim Goldenberg, M.D., President, Wright State University—Dayton, Ohio
Martin Gooden, Ph.D., Assistant Professor, Department of Psychology, Wright State University—Dayton, Ohio
Jacqueline McMillan, Executive Assistant to President/Board of Trustees, Wright State University—Dayton, Ohio

For an overview of sessions comprising the Institute for Transforming Higher Education Institutions Using Multi Cultural Organizational Development (MCOB), see page 3

8:30-11:30 a.m.
PRIVATE DINNING ROOM (PDR) 4
Third Floor

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

8:30-11:30 a.m.
JOLIET ROOM
Third Floor

INSTITUTE FOR Transforming Higher Education Institutions Using Multi Cultural Organizational Development (MCOB)

A three-part institute is designed for Deans, department Chairs and academic program Directors, as well as for those who have institutional responsibility for affecting change in their institutions around issues of diversity and social justice. **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.** The institute will introduce participants to the concept of Multi Cultural Organizational Development as a framework for envisioning, directing and sustaining long-term systemic change efforts. Participants will become familiar with the stages of organization development, and learn how to implement a multicultural organizational change process. Several campuses that have used the MCOB model to guide the formation of their change initiatives will be available to share their experiences and lessons learned from implementing an MCOB process at their institutions. Specifically, campus representatives will describe the strategies that they have employed in their quest to become their vision of a multicultural campus. Throughout the institute, experiential activities, as well as large and small group discussions, will provide participants with opportunities to apply theory to practice and to develop a plan of action for implementation in their institutions.

PART III—MCOB Systems Change Process: Model in Action-Part Two

This session will further examine the MCOB change process with particular emphasis on assessment, data feedback and change plan development. The panel will discuss their specific MCOB implementation successes and challenges. Participants will have an opportunity to receive technical assistance to further their efforts to implement this MCOB process.

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

Linda S. Marchesani, Ed.D., Manager, Workplace Learning and Development and adjunct Faculty, Social Justice Education Program, School of Education, University of Massachusetts—Amherst, Massachusetts

INSTITUTE ON Transforming Whiteness in the Classroom

A three-part institute is for those who want to create an environment where students and educators begin to see and challenge the system that puts white, middle-class students at an advantage and begin to forge connections that bridge race, class and other axes of difference as they create rich learning communities. As educators, we have a responsibility to ourselves and our students to seek understanding on how we have been socialized to maintain whiteness—and then do something about it. Those of us who are working to create equitable, democratic classrooms in which all our students can flourish may be unconsciously reproducing whiteness in those classrooms. Whiteness is often unmarked and serves as an invisible norm. This institute would demonstrate how to make visible and transform whiteness in the classroom through the Understanding Whiteness/Unraveling Racism (UW/UR) model. The UW/UR model is a comprehensive six-session training that combines experiential techniques and a workbook format, using readings, group and individual exercises, and journaling. Institute objectives include: (1) to provide a framework that encourages openness and honesty for participants to explore their questions and feelings about race and diversity issues, (2) to bring participants to a new consciousness around white identity and white privilege so that they can begin exploring the barriers that keep separation and racism in place, (3) to develop confidence and competence in facilitating the UW/UR model, and (4) to provide tools to enable participants to sustain a commitment to antiracism work both as personal growth and within the educational institution. It is expected that participants will implement the action plans made as part of the institute session.

PART III—Integrating Heart and Head: Implementing the Understanding Whiteness/Unraveling Racism Model in Educational Institutions

Designed as a true training of trainers model, this session allows participants to work with the components presented thus far, and others available in the Understanding Whiteness/Unraveling Racism resource. Small groups will choose their desired area of work/practice, discuss its implementation, and deliver it in the session. Facilitators will debrief, offering additional pedagogical input as needed. Learning Support Groups will meet to assess personal learning goals and action commitments.

Judy Helfand, Instructor, American Cultures, Santa Rosa Junior College; Director, IMPACT Training, Lippin & Associates—Kenwood, California

Laurie B. Lippin, Ph.D., Adjunct Faculty, Human and Community Development, University of California-Davis; Founder/Director, Lippin & Associates—Rohnert Park, California

For an overview of sessions comprising the Institute for Working With Emotional Intelligence in a Diverse Society, see page 3

8:30-11:30 a.m.
CONFERENCE ROOM 4C
Fourth Floor

For an overview of sessions comprising the Institute on Leadership and Empowering the Activists in Students, see page 4

8:30-11:30 a.m.
BOULEVARD A
Second Floor

INSTITUTE FOR Working With Emotional Intelligence in a Diverse Society

This day and a half-long institute explores the core emotional disciplines essential to building authentic communities in a diverse society. Emotional Intelligence requires that we develop the capacity for understanding and mastering our emotions (self-mastery) and for understanding the emotions of those with whom we live, learn and work (empathy). This capacity for mastering the disciplines of authenticity, or Emotional Intelligence (EI), determines our personal patterns of interactions and the quality of our relationships and, therefore, of our successes as individual institutions and as a society. The objectives of this institute are to teach the processes and emotional disciplines of authenticity: (1) identify the sources and types of fear and mistrust inherent in "multicultural" organizations, (2) analyze the psychosocial dynamics of fear and mistrust at the personal, interpersonal and systemic levels, (3) identify the personal, organizational/institutional cost of fear and mistrust, (4) recognize the type of behaviors that create and reinforce fear and mistrust, (5) identify the core emotional disciplines essential to fostering emotionally intelligent individuals, organizations, institutions and society, and (6) learn the processes of self-mastery essential to emotional intelligence.

Denys S. Blell, President, Beyond Diversity Consulting—Tampa, Florida

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, explore leadership development, as well as cross-cultural communications, and to build and find a passion to become an activist.

Who Wants to Be a... (dot, dot, dot)?—A Multimedia Interactive Diversity and Social Justice Game Show

This session introduces concepts of diversity, oppression, and social justice in a multimedia, interactive and energetic game show format. This thought provoking and entertaining game show was created by undergraduate students working at the Intercultural Community Center at Occidental College to present as an Orientation program for first-year and transfer students. Specifically, the game show addresses tokenism—as it pertains to race, ethnicity, gender, class, sexual orientation, and ability—and links it to a larger understanding of the cycle of oppression. Namely, how individual stereotyping and tokenism are tied to prejudice, discrimination, and institutional oppression. A truncated version of the game will be modeled and played with the facilitators and institute participants. Presenters will discuss how to introduce and conduct the game, and how to debrief, discuss, and process the experience with the participants who can bring this model program to use at their campuses.

Kristin Beaudouin, Program Assistant, Intercultural Community Center, Occidental College—Los Angeles, California

Thomas Boatwright, Program Assistant, Intercultural Community Center, Occidental College—Los Angeles, California

Eric Hubbard, Co-Creator of the Game Show, Former Program Assistant, Intercultural Community Center, Occidental College—Los Angeles, California

Laura Knuttunen, Program Assistant, Intercultural Community Center, Occidental College—Los Angeles, California

Mika Ito, Co-Creator of the Game Show, Former Program Assistant, Intercultural Community Center, Occidental College—Los Angeles, California

Tuan Ngo, Program Assistant, Intercultural Community Center, Occidental College—Los Angeles, California

Tamara Shogaolu-James, Program Assistant, Intercultural Community Center, Occidental College—Los Angeles, California

Tope Sosanya, Program Assistant, Intercultural Community Center, Occidental College—Los Angeles, California

10:00 a.m.-noon

MAJOR WORKSHOP 1



THE UNIVERSITY OF CHICAGO **Enhancing Diversity at the University of Chicago—Lessons Learned, Strategies Employed, and our Vision for the Future**

GRAND BALLROOM
Second Floor

"To fail to ensure social and intellectual diversity at the University of Chicago is to fail to realize our educational and research missions in a fundamental way." (From the introduction to the 2003-04 Annual Report of the Provost's Initiative on Minority Issues)

Provost Richard Saller commissioned the Provost's Initiative on Minority Issues (PIMI) in January of 2003 to perform a comprehensive review of all issues related to enhancing diversity at the University and to make substantive recommendations as to how we might improve our ability to recruit and retain students, faculty and staff of color. In charging the committee—co-chaired by Professor Ken Warren, and Vice President and Dean of Students in the University, Steve Klass—the Provost recognized that the University should do a better job of systematically evaluating the progress we are making on issues related to enhancing diversity on campus because it is morally the right thing to do, and because diversity directly affects teaching and research across all disciplines. In addition, cultivating a more diverse student body makes for substantially expanded life and academic experiences both inside and outside the classroom and prepares students to be successful in an increasingly multicultural workplace. We are extremely pleased to have this opportunity to discuss this critically important work-in-progress with our colleagues at NCORE 2006. Our objectives for this session are to engage in an open conversation about some of the advances we have made over the past few years, as well as some of the remaining obstacles to be faced, including a candid discussion of recent campus events that have caused us to refocus our efforts and to reposition some of our ongoing initiatives.

Michael Behnke, Ph.D., Vice President, University Relations and Dean of College Enrollment, University of Chicago—Chicago, Illinois

Stephen Klass, Vice President and Dean of Students, University of Chicago—Chicago, Illinois (Moderator)

Ana Vázquez, Ph.D., Deputy Dean of Students in the University and Director, Office of Minority Student Affairs, University of Chicago—Chicago, Illinois

Kenneth Warren, Ph.D., Deputy Provost for Research and Minority Issues; William J. Friedman & Alicia Townsend Friedman Professor, Department of English Language and Literature; and The Committees of African and African-American Studies, University of Chicago—Chicago, Illinois

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

NORTHWEST HALL
Lower Lobby Level

EXHIBITOR SHOWCASE AND RESOURCE CENTER

Open daily Wednesday, May 31 (10:00 a.m.-6:00 p.m.);

Thursday, June 1 and Friday, June 2 (7:00 a.m.-6:00 p.m.);

Saturday, June 3 (10:00 a.m.-3:30 p.m.)

(For a comprehensive listing of Exhibitors and their product and services, see page 115)

11:45 a.m.-12:45 p.m.

NORTHWEST HALL
Stevens 3 and 4
Lower Lobby Level

NETWORKING MEETING FOR ALL NCORE CAUCUS GROUPS

This general caucus meeting is organized by the Latino/a Caucus Group. All caucus group members are welcome and invited. Lunch on your own. Please bring your lunch to the meeting.

11:45 a.m.-12:45 p.m.
CONFERENCE ROOM 4A
Fourth Floor

NATIONAL ADVISORY COMMITTEE (NAC) GENERAL MEETING

NCORE has traditionally focused on the professional interests of its participants. In large part, this is because input from conference participants provides precisely the kind of cutting edge information that is so important to the success of the conference. The NCORE National Advisory Committee (NAC) established in 2004. The function of the 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.

There are several meeting times and rooms available for NAC members. All members of the National Advisory Committee (NAC) are invited to join the Southwest Center for Human Relations Studies Executive Committee members for these meetings.

For other meeting dates and times, see pages 48 and 107

NAC Members will receive a Box Lunch at the meeting

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, and Chair, 2005-2006 NCORE National Advisory Committee—Norman, Oklahoma

12:40-12:55 p.m.

OPENING WELCOMING BLESSING CEREMONY

Leonard Malatare, a member of the Confederated Salish & Kootenai Tribes of the Flathead Indian Reservation, Northwestern Montana. Leonard has made Chicago his home. A veteran of the U.S. Army, but more important a veteran of the Indian ways, Leonard leaps at any chance to dispel the stereotypical myths that have plagued the Indian for too long. "The Indian people have not failed, the system failed the Indian people" says Leonard. This conference has been too long in coming to Chicago. The Indian has suffered too long and the Indian way of Spirituality is more than myth and legend but a way of life. To infuse the Indian way of life into this important event is to acknowledge that the Indian way of life is a World View. A world view that has gone unrecognized for far too long and needs to be compared with that of other recognized religions. Leonard will share some of what the Indian peoples have recognized as truth over centuries in hopes that you will come away from this program with a better understanding of what the Indian people are all about.

12:55-1:00 p.m.

OPENING AND WELCOMING REMARKS

**INTERNATIONAL BALLROOM
SOUTH AND NORTH**
Second Floor



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

**INTERNATIONAL BALLROOM
SOUTH AND NORTH**
Second Floor

Keynote Address:

From Minority to Majority, Invisible to Envisioning: Margin Notes on Diversity, Challenges and Other Evils



Helen Zia, Journalist, Social Activist "One of the Most Influential Asian Americans of the Decade," named by *A. Magazine*

For Informal Dialogue and Session with Helen Zia "The Hidden Crisis: Asian American Participation and Outcomes in U.S. Higher Education, see below.

Helen Zia is an award-winning journalist and scholar who has covered Asian American communities social and political movements for decades. She is the author of *Asian American Dreams: The Emergence of an American People*, a finalist for the prestigious Kiriyama Pacific Rim Book Prize. President Bill Clinton quoted from *Asian American Dreams* at two separate speeches in the Rose Garden. She is also co-author, with Wen Ho Lee, of *My Country Versus Me* which reveals what happened to the Los Alamos scientist who was falsely accused of being a spy for China in the "worst case since the Rosenbergs." Zia is former Executive Editor of *Ms. Magazine*. Her articles, essays and reviews have appeared in numerous publications, books and anthologies. Helen Zia has received numerous journalism awards for her ground-breaking stories; her investigation of date rape at the University of Michigan led to campus demonstrations and an overhaul of its policies, while her research on women who join neo-Nazi and white supremacist organizations provoked new thinking on the relationship between race and gender violence in hate crimes. A second generation Chinese American, Zia has been outspoken on issues ranging from civil rights and peace to women's rights and countering hate violence and homophobia. In 1997, she testified before the U.S. Commission on Civil Rights on the racial impact of the news media. She traveled to Beijing in 1995 to the UN Fourth World Congress on Women as part of a journalists of color delegation. She has appeared in numerous news programs and films; her work on the 1980s Asian American landmark civil rights case of anti-Asian violence is documented in the Academy Award nominated film, "Who Killed Vincent Chin?" and she was profiled in Bill Moyers' PBS documentary, "Becoming American: The Chinese Experience." Zia received an honorary Doctor of Law degree from the City University of New York Law School for bringing important matters of law and civil rights into public view. She is a graduate of Princeton University's first graduating class of women.

2:00-3:30 p.m.

INFORMAL DIALOGUE AND SESSION WITH HELEN ZIA

WALDORF ROOM
Third Floor

First part of this event is for informal dialogue (questions/answers) with Helen Zia, which will be followed by a specialized session listed below:

The Hidden Crisis: Asian American Participation and Outcomes in U.S. Higher Education

◆◆Research/Assessment/Evaluation◆◆

Continuing with the theme of humanizing the Asian/Pacific American experience in society, Helen Zia joined by Robert Teranishi of New York University, and Karen Yoshino of the College Board to discuss a new collaboration that seeks to shed light on the myths and realities of APA experiences in education. Who are Asian/Pacific Americans in U.S. higher education? What are their experiences and outcomes? What can be done to improve the services and opportunities available for Asian/Pacific Americans? These questions, coupled with the themes of Helen's keynote address, will serve to frame a stimulating discussion that invites generous participant interaction.

Level of Experience: All

Robert T. Teranishi, Ph.D., Assistant Professor, Steinhardt School of Education, New York University—New York, New York

Karen Yoshino, Executive Director, Higher Education Administration and Special Projects, The College Board—New York, New York

2:00-3:30 p.m.

BOULEVARD A
Second Floor

ROUNDTABLE DISCUSSION BY COLLEGE PRESIDENTS FOR INSTITUTIONAL LEADERSHIP

Leading With Heart

There are presidents who have visions that explicitly include creating campuses that strive for inclusion and social justice by making a conscientious case based on "heart visions." The presidents who are a part of this special roundtable offer attendees a rare opportunity to listen to a select group of college and university leaders who are or have successfully led significant diversity initiatives on four distinct types of institutions located in different regions of the country: a Hispanic serving institution located in the Midwest; a historically Black college in the southeast; a predominantly White institution in the Midwest; and a no majority-slim majority institution located on the west coast. Heart visions are inspiring, and consciously dream of a future that charts new territory. This session will provide a glimpse of what it has meant personally to lead an institution trying to "walk the talk," and address a range of diversity issues, including class, race, ethnicity, language, sexual orientation, religion, and ability. This session will be of particular benefit for presidents, senior officers, trustees, emerging leaders and others in higher education, who are interested in hearing what it has taken to make institutional change on four very different campuses.

Z. Clara Brennan, Ph.D., President, St. Augustine College—Chicago, Illinois

Johnnetta B. Cole, Ph.D., President, Bennett College for Women—Greensboro, North Carolina

Kim Goldenberg, M.D., President, Wright State University—Dayton, Ohio

Bob H. Suzuki, Ph.D., Past President, California State Polytechnic University-Pomona—Los Angeles, California

Sharon J. Washington, Special Assistant to the President for Diversity Initiatives, Bennett College for Women—Greensboro, North Carolina (Moderator)

2:00-3:30 p.m.

2:00-3:30 p.m.
ASTORIA ROOM
Third Floor

90-MINUTE CONCURRENT SESSIONS

Making an Impact: Working in Student Life vs. Multicultural Affairs

◆◆Long- and Short-Range Planning◆◆

With the increase of cultural centers and ethnic-based services on campus, many professionals of color can make a career almost exclusively from work in Multicultural Affairs with minimal involvement in other areas of Student Life. However, there are some important ways in which work outside of Multicultural Affairs can benefit professionals of color, as well as provide unique ways to impact campus services and students who use them. There are also different ways in which "generalist" Student Affairs positions as opposed to culturally-focused ones can affect your career path and opportunities for advancement. Presenters will discuss the pros and cons of their experiences in "generalist" departments (including Residential Life, Admissions, Academic Services, Student Activities, Career Services, and Judicial Affairs), as well as in multicultural programs (TRIO, cultural centers, ethnic-based services). This session should particularly benefit those professionals of color who want to work on multicultural issues whether as a generalist or multicultural specialist, individuals who are trying to decide which direction to take their career, or those who would like a forum to discuss the benefits and challenges of working in different areas of the academy.

Fleurette King, Fleurette King Consulting & Training—Atlanta, Georgia

Corinne Maekawa Kodama, Associate Director, Asian American Resource & Cultural Center
University of Illinois—Chicago, Illinois

Belia Gonzalez McDonald, Doctoral Student, Higher Education Administration; Assistant Dean of
Students, University of Illinois—Chicago, Illinois

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

Connie Rose Tingson, Doctoral Candidate, Higher Education Administration, Michigan State
University; Director, Center for Personalized Instruction, Madonna University—Livonia, Michigan

William N. Vela, Director, El Centro Chicano, University of Southern California—Los Angeles,
California

Level of Experience:

Novice and Intermediate

2:00-3:30 p.m.
**PRIVATE DINNING ROOM
(PDR) 2**
Third Floor

Level of Experience:
Intermediate and Advanced

Desegregation to Diversity: Transitions in Tennessee

◆◆Policy Issues◆◆

This session will address the challenges and opportunities arising from continuing the implementation of the requirements of a court order in a 38-year discrimination lawsuit dealing primarily with Black and White issues while preparing for transition to broader diversity efforts. Presenters will discuss various strategies and practices implemented throughout the years and discuss how Black and White students, faculty, and staff have perceived those practices. In addition, the session will cover how the system will use the successes from those practices to construct a broader diversity program. This session will review the practical aspects of managing a diversity initiative from perspectives of a system-wide, a campus chief educational officer, and academic practitioner. Also, presenters will address the challenge for higher education practitioners who must balance diversity goals with changing legal, political, and cultural attitudes regarding the importance of diversity efforts. The session should particularly benefit those persons involved in policymaking and program development, specifically in the areas of student and faculty recruitment.

Kimberly Edgar, Executive Assistant to the President, Middle Tennessee State University—Murfreesboro, Tennessee

Sidney McPhee, Ph.D., President, Middle Tennessee State University—Murfreesboro, Tennessee

Evelyn Nettles, Ph.D., Associate Vice President, Academic Affairs, Tennessee State University—Nashville, Tennessee

Wendy J. Thompson, JD, Special Assistant to the Chancellor, Tennessee Board of Regents—Nashville, Tennessee

2:00-3:30 p.m.
CONFERENCE ROOM 4D
Fourth Floor

Level of Experience:
Intermediate and Advanced

Approaches to Sustaining and Improving the Diversity Strategic Planning Process: A Framework to Foster Diversity at Penn State

◆◆Long- and Short-Range Planning◆◆

This session will focus on sustaining and improving the process of strategic planning for diversity. Within the context of Penn State's strategic plan for diversity, *A Framework to Foster Diversity* (2004-2009), major areas of focus will include the importance of strategic planning for diversity, barriers to implementing a successful planning process, sustaining the process, innovations such as a set of workshops for University unit executives and their planning teams and development of a Web-based data utility, additional training and support provided to planning units, and improvements to the assessment process. The overall approach for the session will be on "lessons learned," with the goal of passing along to colleagues from other colleges and universities as they initiate and implement their own diversity strategic planning and assessment process. This session should particularly benefit those who are considering advancing diversity initiatives within an overall strategic planning context or who have begun implementation of diversity strategic planning, along with those who are responsible for assessing the impact of diversity planning.

Michael H. Blanco, Ph.D., Senior Diversity Planning Analyst, Office of the Vice Provost for Educational Equity, Pennsylvania State University—University Park, Pennsylvania

Thomas G. Poole, Ph.D., Associate Vice Provost, Educational Equity, Pennsylvania State University—University Park, Pennsylvania

Victoria E. Sanchez, Ph.D., Senior Diversity Planning Analyst, Office of the Vice Provost for Educational Equity, Pennsylvania State University—University Park, Pennsylvania

2:00-3:30 p.m.
**PRIVATE DINNING ROOM
(PDR) 3**
Third Floor

Level of Experience:
Intermediate and Advanced

Teacher Self-Learning and Cultural Competence: Concepts and Strategies for Teacher Education

◆◆Curricular/Pedagogical Models◆◆

Teacher education programs vary dramatically in how issues of race and ethnicity are addressed, and in the level of cultural competence achieved (and perceived) by pre-service teachers. Although the majority of both practicing and pre-service teachers are white, the impact of the teacher's "self learning"—knowledge about his or her own race and ethnicity—in teaching is too often only superficially included, impeding authentic cultural competence. The purpose of this session is twofold: (1) to introduce a framework of essential concepts that are necessary for teachers to self learn, including dominant privilege, systemic cultural bias, and the examination of traditional educational practices and policies; and (2) to describe specific examples of applications of the framework that have been implemented in a predominantly white teacher education program. The examples are designed to highlight multiple approaches that can be used to enhance teacher self learning, as well as to detail strategies from one institution, including the development of an urban cohort field experience, the inclusion of affective cultural learning in classroom activities, and using the academic discipline of literacy to enhance diversity understanding. This session should particularly benefit the faculty, students and administrators in teacher education programs, as well as K-12 teachers.

Barbara Heuberger, Ph.D., Associate Professor, Department of Teacher Education, Miami University—Oxford, Ohio

Kouider Mokhtari, Ph.D., Professor, Department of Teacher Education, Miami University—Oxford, Ohio

Tammy Schwartz, Ph.D., Assistant Professor, Department of Teacher Education, Miami University—Oxford, Ohio

Raymond Terrell, Ed.D., Special Assistant to Dean for Diversity Initiatives, Miami University—Oxford, Ohio
Kimberly W. Wachenheim, Lecturer, Department of Teacher Education, Miami University—Oxford, Ohio

2:00-3:30 p.m.
WILLIFORD A
Third Floor

Level of Experience:
Novice and Intermediate

African American Students are Disappearing From Top Tier Universities: What Do We Do About It?
◆◆Case Studies/Model Programs◆◆

This session should particularly benefit those who want to learn about how to use data and student voice to mobilize a community for action. The session will engage participants in a sense of urgency with a focus on solutions to the decline of African American students in top tier universities across this country. The collaboration was created between UCLA and two school districts based on current research knowledge, best practices and a belief that positive change can occur. One of those actions taken was to place pressure at the district and school board level to align college preparatory classes with graduation requirements. Presenters will discuss myths about African American students along with strategies to dispel those myths. The session will provide some examples which include the following: "There are no Black students at UCLA," "African American parents won't come out to events at the high school," "the majority of African American students aren't interested in going to college." A systemic approach used in working with superintendents, principals and counselors in high schools will be shared. Mentors, who are university student volunteers will describe their experiences in working with the eleven high schools from the two school districts. Evaluation data of the approaches being used will be shared, as well as samples of the materials, data and tools.

Robyn Charles, VIPS Mentor, Academic Advancement Program, University of California—Los Angeles, California
Phyllis Hart, Director, Special Initiatives, Academic Advancement Program, University of California—Los Angeles, California
Casey Hunter, VIPS Mentor, Academic Advancement Program, University of California—Los Angeles, California
Cynthia Pineda, Graduate Student, Academic Advancement Program, University of California—Los Angeles, California
Jonli Tunstall, Coordinator of VIPS, Academic Advancement Program, University of California—Los Angeles, California

2:00-4:00 p.m.

CONTINENTAL BALLROOM A
Lobby Level

ROUNDTABLE DISCUSSION—STUDENT TO STUDENT

Diversity at Chicago Area Colleges and Universities

NCORE student participants are invited to join a roundtable discussion featuring student representatives from Chicago area colleges and universities who will update NCORE student attendees on the state of diversity and multiculturalism on their campuses.

Student Representatives are From: **Art Institute of Chicago, Chicago State University, Columbia College, DePaul University, Loyola University, Northeastern Illinois University, Northwestern University, University of Chicago, University of Illinois**, and Representation by other **City Colleges of Chicago and Area Schools**.

Pamela H. Chao, Professor of Sociology, American River College—Sacramento, California
(Coordinator/Moderator)

2:00-4:00 p.m.

CONTINENTAL BALLROOM B
Lobby Level

MAJOR WORKSHOP 2

10 Ways to Fight Hate on Campus

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 and bias. This session should be of particular interest to administrators seeking to build a campus community that deters hate and promotes inclusion. Regardless of if your campus is plagued with the use of demeaning and insensitive language, or Ku Klux Klan attempts to recruit your students, gain the tools needed to effectively respond and send a clear message that hate has no place in your campus community. You owe it to yourself! You owe it to your students!

Shane L. Windmeyer, Founder and Coordinator, STOP THE HATE, Southern Poverty Law Center—Montgomery, Alabama

2:00-4:00 p.m.

2:00-4:00 p.m.

**PRIVATE DINNING ROOM
(PDR) 4**
Third Floor

Level of Experience:
Intermediate

2-HOUR CONCURRENT SESSIONS

A Model for Community and Academic Partnerships

◆◆Case Studies/Model Programs◆◆

The Tufts University College of Citizenship and Public Service has worked with local communities through a variety of student programs, courses, and internships. These partnerships serve immigrant youth, community development corporations, K-12 public schools, and other public agencies. This session will feature two programs: (1) Active Citizenship and Public Service Scholars. The "Scholars Program" is a leadership program for undergraduate students focused on civic engagement. Students are accepted through a competitive process and stay in the program during their time at Tufts. And, (2) "Active Citizenship in an Urban Community: Race, Culture, Power, and Politics" is a course jointly sponsored by American Studies and the University College of Citizenship and Public Service that connects Tufts students with Boston's Chinatown. The course places students in full-year internships with agencies in Chinatown. It provides a unique opportunity for community-based learning that values diversity as a core learning component of the 21st century college experience and that aims to develop in students the knowledge and skills needed for lifelong commitment to community involvement for social justice. This session also will feature the work of the Lincoln Filene Center for Community Partnerships through two programs, one in Boston's Chinatown and one in Somerville, Massachusetts. Both communities comprise large immigrant populations and offer rich learning and work experiences for undergraduate and graduate students. This session should particularly benefit those seeking to develop service learning or community-based courses that connect to diverse communities.

Shirley Mark, Director, Lincoln Filene Center for Community Partnerships, Tufts University—Medford, Massachusetts

Ify Mora, Coordinator, Scholars Program, University College of Citizenship and Public Service, Tufts University—Medford, Massachusetts

Jean Wu, Senior Lecturer, American Studies Program, Tufts University—Medford, Massachusetts

2:00-4:00 p.m.

LAKE MICHIGAN
Eight Floor

Level of Experience:
Intermediate

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

◆◆Interactive Training◆◆

As higher education becomes increasingly multicultural, our understanding of the dynamics of diversity becomes increasingly complex. It should be clear that many individuals are members of more than one historically oppressed group. What issues affect people of color who identify themselves as lesbian, gay, bisexual, or transgender? Through interactive exercise and discussion, participants will become aware of the impact of sexual orientation on race and ethnicity and how we can support students who are from multiple cultural groups. This session should particularly benefit those who wish to understand the experiences of people of color who identify as lesbian, gay, bisexual or transgender.

Vernon A. Wall, Author, Lecturer, Senior Consultant, Washington Consulting Group—Ames, Iowa

2:00-4:00 p.m.

CONFERENCE ROOM 4M
Fourth Floor

Level of Experience:
Intermediate

Social Justice Teaching at Liberal Arts Colleges: An Innovative Approach to Faculty Development and Classroom Practices

◆◆Case Studies/Model Programs◆◆

This session examines an innovative approach to faculty development and classroom practices at six liberal arts institutions. Funded by a Mellon grant, the Faculty Teaching Development office and the offices of Diversity at these institutions collaboratively organized events to encourage innovative ways to address social justice issues in the course contents and the classroom practices in their schools. Faculty teaching developers, faculty diversity officers, and participating colleagues on each campus collaboratively reexamined their own personal and professional perspectives on disciplinary content, course planning, and classroom practices related to social justice issues. Presenters will report on and discuss the results, successes and shortcomings of this endeavor. This session should particularly benefit those who are involved in faculty development and/or advancing campus diversity, the faculty already working on social justice issues or just getting interested in it, campus offices that are interested in collaborative ventures, and institutions trying to engage in collaborative endeavors beyond the limits of their own campuses.

Terri L. Bonebright, Ph.D., Associate Professor and Chair, Faculty Development Coordinator, Department of Psychology, DePauw University—Greencastle, Indiana

Vincent L. Briley, Doctoral Candidate, Educational Policy and Leadership, Social and Cultural Foundations of Education, Ohio State University; Director, Multi-Cultural Student Affairs, Denison University—Granville, Ohio

Idella G. Glenn, Director, Multicultural Affairs, Furman University—Greenville, South Carolina

Roman Graf, Ph.D., Associate Professor of German and Dean, Institutional Diversity, Middlebury College—Middlebury, Vermont

Lisa M. Scott, Doctoral Candidate, Higher Education Administration; Director, Office of Affirmative Action and Diversity Programs, Denison University—Granville, Ohio

Kathy Skubikowski, Ph.D., Associate Professor of English and Assistant Dean, Instruction, Middlebury College—Middlebury, Vermont

2:00-5:00 p.m.

CONTINENTAL BALLROOM C
Lobby Level

MAJOR WORKSHOP 3

Why Are 90% of Faculty in Higher Education Still White?—Professional Development for Solving the Diverse Hiring Conundrum

Featuring video interviews with faculty and staff of color, this session is designed to identify cultural biases in the search and hiring process, invent new strategies to recruit, hire, and keep diverse faculty and staff, and to make institutional culture more inclusive and accepting of diverse employees. William Harvey, Vice President and Chief Diversity Officer at the University of Virginia, contends that "While leadership plays a significant role in committing to diverse hires, the thrust of the effort should be in the 'follower ship'. White faculty have to take ownership in hiring the faculty of color on predominantly white campuses or it will not happen." Without comprehensive professional development on diverse hiring, many white faculty and staff will not take "ownership" and 90% of the faculty in higher education will remain white. This session takes participants through a nationally-recognized professional development workshop on diverse hiring, "New Paradigms for Diversifying Faculty and Staff in Higher Education: Uncovering Cultural Biases in the Search and Hiring Process," created by DiversityWorks, Inc., a Champaign, Illinois-based coalition of diversity educators.

Pauline E. Kayes, President, DiversityWorks, Inc.—Champaign, Illinois
Yvonne Singley, Vice President, DiversityWorks, Inc.—Springfield, Illinois

MAJOR WORKSHOP 4

Undermining Diversity Initiatives: A Fierce Conversation About the Behavior of Diversity Leaders, Advocates and Their Allies

This interactive session seeks to generate open and honest conversation about the behavior of diversity leaders, advocates and their allies. The author/presenter proposes that their actions are often not in sync with the essential principles of diversity in a pluralist society: Trust, Respect, Honesty, Truth, Fairness, Openness, Care, Personal Accountability, Flexibility and Forgiveness. Through dialogue, as well as activities that promote deeper levels of introspection and conversations, participants explore what it means to be an exemplary leader and advocate in a movement that derives its authority from moral, ethical and legal imperatives. Participants are encouraged to reflect on the consequences of unprincipled behavior for diversity initiatives and the possibility of revitalization, given emerging evidence from the field, and to further reflect on strategies for fostering and engendering principled behaviors and leadership in their respective institutions.

Denys S. Blell, President, Beyond Diversity Consulting—Tampa, Florida

MAJOR WORKSHOP 5

Student Persistence in Higher Education: An Overview of Minorities' College Adjustment, Academic Performance and Degree Attainment

The session will provide an overview of findings on minority student enrollment and persistence in two- and four-year institutions. Because very little has been studied following minority students' first year in college, the presentation will also attempt to provide a profile of student characteristics, academic performance, and attrition rates over a six-year period utilizing institutional records from a highly diverse research institution and data from a national database (NLS: 1988-2000). In comparing those factors that play a role in minority student withdrawal decisions with those found in the literature on all student populations, the conceptual framework for this session will be based on current theoretical perspectives used in studying college student retention.

Amaury Nora, Ph.D., Professor of Higher Education; Associate Dean for Research and Faculty Development, Department of Educational Leadership and Cultural Studies; and Director, Institute for Hispanic Educational Access and Success, College of Education, University of Houston—Houston, Texas

2:00-5:00 p.m.

BOULEVARD C
Second Floor

Book signing: *No Place to Hide in America* and *Working With Emotional Intelligence in the Diverse Workplace* by Denys S. Blell, please Visit Exhibit Area

2:00-5:00 p.m.

MARQUETTE ROOM
Third Floor

2:00-5:00 p.m.

JOLIET ROOM
Third Floor

MAJOR WORKSHOP 6

From Reading Group to Faculty Change Team: The Hamline University Lido Group

This session will describe a ten-year faculty development project at a small Midwestern university that focused on improving the classroom climate for diversity. It describes the use of a five-tier approach to multicultural teaching that led to faculty work at the individual, group, departmental, school and institution-wide levels. Among the model approaches discussed are (1) using faculty networks to support and revitalize the faculty currently engaged in multicultural teaching, (2) employing a curriculum development grants model for advancing discipline-specific solutions to multicultural teaching, and (3) utilizing campus-wide award ceremonies and seminars to stimulate ongoing dialogues and expand the core leadership on diversity. The session specifically details a faculty cohort group and the role they played in helping to change the campus climate for diversity. It concludes with a discussion on utilizing external evaluations, as well as the implications for those interested in connecting multicultural teaching and organizational change. This session will be interactive and will rely on dialogue and the exchange of participants' experiences as a basis for reflection, problem solving and further action. The session should be of particular interest to faculty, department chairs, and/or deans interested in creating organizational change, at the faculty level; the faculty and administrators committed to connecting excellence in teaching to teaching for diversity; faculties interested in multicultural teaching on campuses with either an already diverse student and faculty presence, or who wish to make their academic community more welcoming to increasingly diverse populations.

Jim Bonilla, Ed.D., Associate Professor, Conflict Studies, Graduate School of Management Faculty Coordinator for Diversity Resources; and Director, The Race, Gender & Beyond Faculty Development Project, Hamline University—St. Paul, Minnesota

2:00-5:00 p.m.

2:00-5:00 p.m.
LAKE ONTARIO
Eighth Floor

3-HOUR CONCURRENT SESSIONS

A Winning Balance: Understanding and Valuing Attitudes Towards Differences

◆◆Interactive Training◆◆

This video-driven and highly interactive session on attitudes toward differences offers participants the opportunity to identify personal hidden biases, assumptions and prejudices that often go unnoticed. The session will provide necessary strategies to leverage the power of difference on campuses and in the communities. Whether you are a seasoned professional, responsible for diversity education, a newcomer to the field, or a student leader on campus, the Winning Balance session will provide you with personal enlightenment and offer strategies for individual growth and professional development. It will also provide diversity professionals with a foundational activity to use with students and professional staff for raising self-awareness, and from that point, increasing and deepening one's knowledge and understanding. This session should particularly benefit those who are interested in learning more about their individual reactions and responses to issues of diversity so as to become diversity change agents in their communities and become better allies to other diverse groups and to facilitate diversity education workshops.

Robin Berkowitz-Smith, Associate Director, Office of Residence Life, Syracuse University—Syracuse, New York

James K. Duah-Agyeman, Ph.D., Director, Office of Multicultural Affairs/Student Support and Diversity Education, Syracuse University—Syracuse, New York

Rodney S. Patterson, Director, Training & Development, Hudson Inclusion Solutions—Chicago, Illinois

2:00-5:00 p.m.
CONFERENCE ROOM 4C
Fourth Floor

Teaching for Change: Overcoming Stereotypical Representations of American Indians

◆◆Interactive Training◆◆

This session (premiered at NCORE last year under the title: *Enduring Images: American Indians in the Popular Imagination*) 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. It should be noted, however, that this session can serve as a model for similar studies of representations of other groups. This training session will include the use of images and excerpts from readings commonly found in pre-school through high school learning materials. Participants will be engaged in discussions on imagery, 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 also will build skills related to identifying and constructively responding to these messages in common contexts. Special attention will be made to the impact these messages have on our everyday interactions and how to capitalize on teachable moments. This session should particularly benefit those who work to improve campus climates, particularly those who work to end the institutional use of racial mascots and logos; those interested in how American Indian issues fit into social justice work; and those practitioners and students who work with American Indian students, organizations, or communities.

Level of Experience: All

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

2:00-5:00 p.m.
LAKE HURON
Eighth Floor

Level of Experience:
Intermediate

Social Justice Educator Competencies in Student Affairs: Considerations in Advancing Social Justice Education

◆◆Interactive Training◆◆

Can anyone effectively engage in social justice education, or are there professional core competencies necessary in order to be effective and do no harm? Once we consider ourselves social justice educators, how do we continue our development and improve our abilities? How do we find and maintain a community around ourselves that will assist us in our work to understand the impact of our privileged identities and to become successful ally educators? Presenters invite participants to a forum to discuss with other social justice educators the core competencies of this “trade” related to motivation, self-awareness, identity development, content knowledge, ethics, pedagogical competence, and skill development. This session should particularly benefit those who have experience as social justice educators and are interested in considerations for the safe expansion of our field and of individual competencies.

Craig Alimo, Coordinator, Team Research, Gemstone Program, University of Maryland—College Park, Maryland

Grant M. Anderson, Doctoral Student, Higher Education; Coordinator, Residential Life Staffing, Education and Research, University of Minnesota, Twin Cities—Minneapolis, Minnesota

Daniello G. Balón, Ph.D., Director, Graduate Academic and Student Affairs, Electrical and Computer Engineering, University of Maryland—College Park, Maryland

Keith E. Edwards, Doctoral Student, College Students Personnel Administration; Graduate Assistant, Beyond the Classroom, University of Maryland—College Park, Maryland

2:00-5:00 p.m.
LAKE ERIE
Eighth Floor

Level of Experience:
Intermediate

Addressing Multicultural Perspectives in Mostly White Classrooms: Using Video Clips for Teaching About Prejudice

◆◆Curricular/Pedagogical Models◆◆

The session will focus on using video clips as a tool for training or in the classrooms to introduce many of the different aspects of prejudice theory and social justice awareness. This program will provide specific examples, developmental frameworks for practice using whole films and clips in teaching about multicultural issues such as social construction, prejudice and privilege. This session assumes a basic understanding of culture, identity development and prejudice theory. The session will focus on using both affective and cognitive components in generating an understanding of prejudice in a predominantly Anglo/White student classroom, as well as on racism as the starting point for analysis of other forms of prejudice. Participants will have an opportunity to try the program design and describe strengths and weaknesses from the presenter’s context. This session should particularly benefit teachers, trainers and facilitators who use an interactive presentation style.

Sherwood Smith, Ed.D., Director, Center for Cultural Pluralism, and Assistant Professor, Department of Education, University of Vermont—Burlington, Vermont

2:00-5:00 p.m.
WILLIFORD C
Third 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™ an anti-bias and diversity training program of the Anti-Defamation League’s A WORLD OF DIFFERENCE® Institute. The Institute is a market leader in the development and delivery of anti-bias education and diversity training resources. Customized to meet the changing needs of a wide range of audiences, programs are available to schools, universities, corporations, community organizations and law enforcement agencies. 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 session should particularly benefit those who have a deep commitment to diversity as part of their overall institutional mission, and want to create an inclusive learning environment on campus.

Douglas R. Schacke, ADL Training Specialist and Facilitator, Anti-Defamation League, A WORLD OF DIFFERENCE® Institute—Los Angeles, California

2:00-5:00 p.m.
CONFERENCE ROOM 4A
Fourth Floor

Level of Experience: All

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

◆◆Case Studies/Model Programs◆◆

This session details an eighteen-year program with a primary focus of increasing the number of historically underrepresented minority and other educationally underserved students who graduate high school 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. Academic enrichment in math and science is provided locally through afterschool clubs facilitated by classroom teachers. SMILE's faculty along with science and math faculty at Oregon State University offer professional development workshops three times a year to support both content and pedagogy for teachers serving as SMILE Club advisors. Annually, SMILE students participate in a college-connection event designed to engage them in academic experiences on college campus or another educational setting. College students serve as mentors and role models for the pre-college students during these events. Current partnerships include twelve districts and 35 schools. This session should particularly benefit those who are involved in university-school-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.

Eda Davis-Butts, Doctoral Candidate, Physics; Director, The SMILE Program, Oregon State University—Corvallis, Oregon

SueAnn I. Bottoms, Doctoral Candidate, Science Education; Associate Director, The SMILE Program, Oregon State University—Corvallis, Oregon

2:00-5:00 p.m.
WILLIFORD B
Third Floor

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, Assistant Director, Admissions and Coordinator, Multicultural/International Recruitment, Guilford College—Greensboro, North Carolina

2:00-5:00 p.m.
CONFERENCE ROOM 4K
Fourth Floor

Level of Experience:
Novice and Intermediate

The Place Where There is No Bridge: Three Journeys into Life-Writing/Righting/Riting Over the Life Course

◆◆Case Studies/Model Programs◆◆

A Minority, Indigenous or Diaspora World Indigenous (MIDWI) mixed-blood and culture child going to school, eventually arrives at "The Place Where There is No Bridge." She develops a sense of "not fitting in" and integration becomes disintegration. Her Traditional Ecological Knowledge System (TEKS) is devalued and invalidated in first contact with the violence of race: disembodiment.

This interactive session introduces indigenous approaches to knowledge which, though valid and coequal, and maybe unfamiliar to participants. Participating in post-secondary education, the adult must be possessed by a colonized imagination and, privileging the colonial mindset, must decolonize his/herself. The task falls largely to the student and the family. A "savage mind" that dares to dissent—is necessary. As the same words have differing meanings, and as concepts are perceived in greater depth in Indigenous contexts, advocating for change—systematic or synthetic—can be traumatic and hazardous to one's academic health. This Call-Response Circle discusses and explores replacing self-knowledge, self-care and inter-generational approaches via the medium of "StoryingArts." It provides a working model for listening and reviewing alternate ways of seeing and knowing as valued and valid for MIDWI learners. The session is designed to result in growth and enhanced awareness through introspection, interaction, and experiential learning of those who are providing leadership in MIDWI family health/wellness and wholistic education throughout the life course.

Kirk Mark, Doctoral Candidate, Anti-Racism, Department of Sociology and Equity Studies in Education, Ontario Institute for Studies in Education, University of Toronto; Coordinator, Race and Ethnic Relations Multiculturalism, Curriculum and Accountability Department, Toronto Catholic District School Board—Toronto, Ontario Canada

Adannaya Cecilia Nwaogu, Ph.D., Researcher, Ontario Institute for Studies in Education, University of Toronto—Toronto, Ontario Canada

M. Christine Lois Provost, Doctoral Candidate, Aboriginal and Indigenous education, Family health, Department of Sociology and Equity Studies in Education; Storying Artist in Education, Writer, and Researcher, Ontario Institute for Studies in Education, University of Toronto—Toronto, Ontario Canada

4:00-5:00 p.m.

INTERNATIONAL BALLROOM SOUTH
Second Floor

SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE



Steps to Effective Leadership

Johnnetta Betsch Cole, Ph.D., President, Bennett College for Women, Greensboro, North Carolina

Dr. Johnnetta Cole's career as a college and university professor and administrator spans over three decades. Johnnetta Cole has a long and distinguished career as an educator and humanitarian. Cole made history in 1987 by becoming the first African American woman to serve as president of Spelman College. In May 2004 she became the first African American to serve as Chair of the Board of United Way of America. Johnnetta Cole is President Emerita of Spelman College and Professor Emerita of Emory University from which she retired as Presidential Distinguished Professor of Anthropology, Women's Studies and African American Studies. She is a fellow of the American Academy of Arts and Sciences and the American Anthropological Association. Her work as a college professor and president, her published works, her speeches and her community service, consistently address issues of racial, gender and all other forms of discrimination. Johnnetta Cole serves on the board of the Carter Center, the National Visionary Leadership Project, and the United Way of Greater Greensboro. She also serves on the Board of Directors of Merck & Co., Inc., and the Atlanta Falcons. Dr. Cole consults on diversity matters with Citigroup. Also, she is a member of Delta Sigma Theta Sorority, The Links, Inc. and the National Council of Negro Women. Dr. Cole's most recent publication is a co-authored book with Dr. Beverly Guy-Sheftall: *Gender Talk: The Struggle for Women's Equality in African American Communities*. In addition to 50 honorary degrees, Dr. Cole has received numerous awards, including the TransAfrica Forum Global Public Service Award, the Dorothy I. Height Dreammaker Award, the Radcliffe Medal, the Eleanor Roosevelt Val-Kill Medal, the 2001 Alexis de Tocqueville Award for Community Service from United Way of America, the Award for Education presented at the 90th Anniversary Celebrations of Delta Sigma Theta Sorority, and The Joseph Prize for Human Rights presented by the Anti-Defamation League. Cole began her college studies at Fisk University and completed her undergraduate degree at Oberlin College. She earned a master's degree and a Ph.D. in Anthropology from Northwestern University.

6:30-8:00 p.m.

GRAND BALLROOM
Second Floor

WELCOMING RECEPTION

The New York Times KNOWLEDGE NETWORK
INSPIRING THOUGHT

Co-Sponsored by The New York Times

NCORE would like to acknowledge the contribution made 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.

Special Guest: R. Michael Tanner, Ph.D., Provost and Vice Chancellor for Academic Affairs, University of Illinois at Chicago

8:30-10:30 p.m.

INTERNATIONAL BALLROOM NORTH
Second Floor

SPECIAL EVENT: MOVIE SCREENING AND DISCUSSION



Crash

A Brentwood housewife and her DA husband. A Persian store owner. Two police detectives who are also lovers. An African-American television director and his wife. A Mexican locksmith. Two carjackers. A rookie cop. A middle-aged Korean couple. They all live in Los Angeles and during the next 36 hours they will all collide.

Lion's Gate Films

Challenging and thought-provoking, *Crash*, winner of the 2006 Oscar for Best Picture, takes a provocative, unflinching look at the complexities of racial tolerance in contemporary America. Diving headlong into the diverse melting pot of post-9/11

Los Angeles, this compelling urban drama tracks the volatile intersections of a multi-ethnic cast of characters' struggles to overcome their fears as they careen in and out of one another's lives. In the gray area between black and white, victim and aggressor, there are no easy answers! Funny, powerful, and always unpredictable, *Crash* boldly reminds us of the importance of tolerance as it ventures beyond color lines and uncovers the truth of our shared humanity. www.crashfilm.com

Is *Crash* a realistic take on racial dynamics in U.S. society or is it merely Hollywood's reinforcement of contemporary stereotypes? Can the film contribute to understanding racism or does it detract from racism's underlying complexities? Can the film serve as a springboard for discussion regardless of our opinions of it?

Join us for a pre- and post-screening discussion with members of Speak Out - The Institute for Democratic Education and Culture:

Shakti Butler, Felicia Gustin, Victor Lewis, Peggy McIntosh, Hugh Vasquez, and Tim Wise.

DAY AT A GLANCE ■ THURSDAY, JUNE 1

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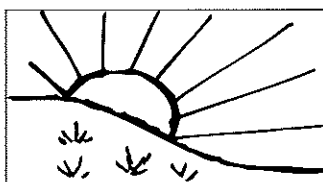
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THURSDAY, JUNE 1, 2006

7:00-7:30 a.m.

For Location, please check with NCORE Registration Desk (Lobby Level)

GREETING THE NEW DAY



Join members of the American Indian Networking Group in a brief ceremony to welcome the new day. Began at NCORE '99, this event has become an NCORE tradition that fosters a sense of community and shares a dimension of spirituality.

7:00 a.m.-6:00 p.m.

NORTHWEST HALL
Lower Lobby Level

EXHIBITOR SHOWCASE AND RESOURCE CENTER

Continental breakfast will be served in this area as well. Please visit the Exhibit area while enjoying your breakfast.
(For more information on Exhibitor Showcase, see page 35)

7:30-9:00 a.m.

NORTHWEST HALL
Lower Lobby Level
&
INTERNATIONAL BALLROOM FOYER
Second Floor

CONTINENTAL BREAKFAST



Co-Sponsored by the College Board
NCORE would like to acknowledge the contribution made by the College Board in support of this event.

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.

8:00-9:00 a.m.

NORTHWEST HALL
STEVENS 1
STEVENS 2
STEVENS 3
STEVENS 4
Lower Lobby Level

NATIONAL ADVISORY COMMITTEE (NAC) SUB-GROUP MEETINGS

There are four meeting rooms available for NAC sub-group members. All members of the National Advisory Committee (NAC) are invited to join the Southwest Center for Human Relations Studies Executive Committee members for these sub-group meetings.

For more information about NCORE National Advisory Committee (NAC), see page 35.

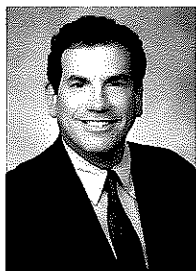
9:00-9:45 a.m.

INTERNATIONAL BALLROOM
SOUTH AND NORTH
Second Floor

For informal dialogue with Roberto Suro, see below

For a book signing of *Strangers Among Us: Latino Lives in a Changing America*, see below

CONFERENCE MORNING PLENARY SESSION



Keynote Address:
Giving the Newcomers a Chance: Educating Latinos in an Era of Immigration

Roberto Suro, Founding Director, Pew Hispanic Center, Washington, D.C.

Roberto Suro is director of the Pew Hispanic Center, a Washington-based research and policy analysis organization. The Center is a project of the University of Southern California Annenberg School for Communication where Suro is on the faculty as a research professor. The Center was founded in July, 2001 with support from the Pew Charitable Trusts. Through public opinion surveys and a variety of research projects, the Center serves as a source of non-partisan information on the rapid growth of the Latino population and its implications for the nation as a whole. A former journalist, Suro has nearly 30 years of experience writing on Hispanic issues and immigration. He is author of *Strangers Among Us: Latino Lives in a Changing America* (Vintage), as well as numerous reports, articles, and other publications regarding the growth of the Latino population. During his career in journalism, Suro worked for *TIME* Magazine, *The New York Times*, *The Washington Post*, and other publications. He worked extensively in Washington, conducted tours as a domestic correspondent in Chicago and Houston, and was posted as a foreign correspondent in Latin America, Europe, and the Middle East. He is a graduate of Yale University (BA, 1973) and Columbia University (MS, 1974). info@pewhispanic.org

10:00-11:30 a.m.

INTERNATIONAL BALLROOM
NORTH
Second Floor

INFORMAL DIALOGUE WITH ROBERTO SURO

11:00-11:30 a.m.
BOOK SIGNING—*STRANGERS AMONG US: LATINO LIVES IN A CHANGING AMERICA*

10:00 a.m.-noon

WALDORF ROOM
Third Floor

SPECIAL PRESENTATION: THE COLLEGE BOARD



Look Whose Going to College—Realities, Challenges, and Solutions

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

Jenny Oren Krugman, Vice President, Southern Region, The College Board—New York, New York

Jim Montoya, Ph.D., Vice President for Higher Education, The College Board—New York, New York

Lester P. Monts, Ph.D., Senior Vice Provost, Academic Affairs, University of Michigan—Ann Arbor, Michigan

Raymund A. Paredes, Ph.D., Texas Commissioner of Higher Education, Texas Higher Education Coordinating Board—Austin, Texas

Ronald A. Williams, Ph.D., President, Prince George's Community College—Largo, Maryland

Part I

MAJOR WORKSHOP 7

10:00 a.m.-noon

CONTINENTAL BALLROOM C
Lobby Level

For Part II, see page 57

The Difference That Asian America Makes: Transforming Race and Racism Studies

The morning part of this session will discuss 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) articulate why the study/understanding of Asian America matters critically to contemporary race and anti-racism work. The session should be of particular interest to those 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.

Pamela H. Chao, Professor of Sociology, American River College—Sacramento, California

Lorraine Chow, Professor, Early Childhood Education, 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

MAJOR WORKSHOP 8

Part I

10:00 a.m.-noon

CONTINENTAL BALLROOM B
Lobby Level

Part II—Session continues

1:00-5:00 p.m.

Book Signing—*Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race* by Frances E. Kendall, please visit Exhibit Area

What's In It for Us? Why White People Would Challenge the Systemic Supremacy of Whiteness

Many of us who are white have thought about how our unearned race privilege gives us disproportionate access to power, resources, and influence while it systematically withholds those privileges from people of color. However, we are not always clear about what's in it for us to dismantle those systems, nor do we realize what keeping systemic white privilege in place costs us. This session focuses on the necessity for those of us who are white to make race our issue. Our task is to recognize how it serves us to change the systems that create and maintain white supremacy and to deal with the reality of the enormous costs to us of benefitting from a system that subordinates others.

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

Part I

10:00 a.m.-noon

WILLIFORD C
Third Floor

Level of Experience: All

Part II—Session continues

1:00-5:30 p.m.

A Conflict Management Training Model for Mediating Diversity Conflicts in University Settings: Building Foundations and Institutional Models

◆◆Interactive Training◆◆

The faculty and administrators rarely assume their positions knowing how to frame and manage conflict. Leaders spend more than 40 percent of their workdays 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 AWS (Algert-Watson-Stanley) faculty development conflict management, to train the faculty and administrators in the mediation of diversity conflicts in the university setting. Using conflict and diversity assessment tools and case study scenarios, participants will be provided with conflict management models and strategies to use in their work settings. This session should particularly benefit administrators and faculty development professionals who are interested in learning how to manage conflict in a diverse work environment.

Nancy E. Algert, Ph.D., President, 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

10:15-11:30 a.m.

10:15-11:30 a.m.
WILLIFORD B
Third Floor

Level of Experience: All

75-MINUTE CONCURRENT SESSIONS

Recruitment and Retention of Faculty of Color: What Does it Take?

◆◆Case Studies/Model Programs◆◆

This session reviews positive and workable steps that may be taken in recruitment of diverse faculty. The recruitment and retention of the faculty of color it remains as the most daunting tasks faced by higher education institutions in the United States. Research findings, both quantitative and qualitative, shows the number of the faculties of color at institutions of higher education at approximately 10 percent (American Council on Education, 2005). In spite of the legal challenges which must be considered in addressing this pressing need in our institutions of higher education, institutions must take a proactive attitude toward finding strategies and solutions. Recruitment is only a small fraction of the job of diversifying a campus. The real work of laying a positive and receptive foundation for new faculty should have already taken place. Unfortunately, that is not always the case. The creation of an open and accepting diverse campus often goes hand in hand with the arrival of new faculties and students of color. Presenters will outline ideas and strategies for the creation of support systems as faculty prepare to become successful teachers, researchers, and scholars.

Bobbie W. Berry, Ed.D., Assistant Professor, College of Education, Kutztown University—Kutztown, Pennsylvania

Alicia Montoya, Ed.D., Associate Professor, College of Education, Kutztown University—Kutztown, Pennsylvania

Barbara M. Taliaferro, Assistant to the President for Human Diversity, Kutztown University—Kutztown, Pennsylvania

Jerald Thompson, Ph.D., Assistant Professor, College of Education, Kutztown University—Kutztown, Pennsylvania

10:15-11:30 a.m.

MARQUETTE ROOM
Third Floor

Level of Experience:
Intermediate

4DOFYE: Doing Diversity Dialogues During Orientation and the First Year Experience

◆◆Curricular/Pedagogical Models◆◆

This session will discuss a model for orientation program pre-service training and First Year Experience (FYE) programming. Many institutions of post-secondary education utilize new student orientation programs to communicate institutional commitments to diversity. Some institutions utilize methods that include hosting a keynote speaker that addresses topics regarding diversity, multiculturalism, and ethics of social justice with "break out" discussion groups to encourage reflection. Diversity dialogues are a method of social justice education that engages differences through prolonged interaction. Combining orientation programs with FYE programs that feature diversity dialogue are potentially educationally potent combinations for both first-year students, as well as returning students, faculty and staff. This session should particularly benefit those who are involved in orientation, as well as FYE programs and seek to augment or redesign diversity efforts during orientation, pre-service orientation training, and FYE programs.

Craig Alimo, Coordinator, Team Research, Gemstone Program, University of Maryland—College Park, Maryland

Daniello G. Balón, Ph.D., Director, Graduate Academic and Student Affairs, Department of Electrical and Computer Engineering, University of Maryland—College Park, Maryland

10:15-11:30 a.m.

PRIVATE DINNING ROOM
(PDR) 2
Third Floor

Level of Experience: Novice

Sustained Dialogue: An In-depth Understanding of Participant Experience

◆◆Research/Assessment/Evaluation◆◆

This session reviews an ongoing research project which analyzes the experiences of college students who participate in Sustained Dialogue. This program creates a safe space for diverse community members to discuss specific sources of tension that divide their community—typically issues of race and culture. A brief explanation of the Sustained Dialogue process will be provided, followed by a presentation and discussion of the research project. The project focuses on (1) determining how participation in a dialogue group will change the participants' interactions with and attitudes toward those who are different from them, (2) understanding why participants choose to join Sustained Dialogue and how the participants feel about the experience in general, and (3) evaluating whether the participants had a "successful" dialogue experience in terms of completing a group action project. This session should particularly benefit those who have prior knowledge/experience with Sustained Dialogue or other intergroup dialogues, administrators and faculties who are interested in learning about the effects of such a program in a college setting, as well as students searching for a program to improve ethnic and racial relations on their campus.

Matthew J. Miller, Ph.D., Multicultural Research Fellow, Department of Psychology, University of Notre Dame—Notre Dame, Indiana

Kaile-Maureen Ross, Undergraduate Student, Psychology Major, University of Notre Dame—Notre Dame, Indiana

Christopher T. Wagner, Undergraduate Student, Psychology Major, University of Notre Dame—Notre Dame, Indiana

10:15-11:30 a.m.
LAKE MICHIGAN
Eighth Floor

Level of Experience:
Intermediate and Advanced

International Affirmative Action: Providing a Fair-Share in Education

◆◆Policy Issues◆◆

Many countries are acting affirmatively to mediate socioeconomic disparities inherited at the time of their independence from colonial powers. These powers amplified existing conflicts of religious, ethnogeographic, and political differences through the application of colonial policies. This session will reflect and discuss two countries: Brazil and Australia. Education was developed, sponsored and implemented to advance the interests of colonial powers. Access to colonial-sponsored education, superior technology, and commerce created a privileged few. Proximity to the nucleus of colonial power gave those residents access to educational opportunities, while at the same time, citizens still located in the regions outside of the nucleus had little to no access to formal education. Post-colonial nations are adopting aggressive national programs and policies to address the inequities associated in receiving vs. not receiving an education. By the end of this session, participants will learn of the worldwide recognition, value and implementation of affirmative action in higher education as an effective tool in correcting the disenfranchisement experienced by selected citizens. Participants will be able to identify the national commitments of Brazil and Australia to the tool of affirmative action in leveling the playing field to assist in educating their nation's socially, economically and racially excluded citizens.

Laurel D. Allen, Director, Office of Diversity and Affirmative Action, State University of New York, University at Albany—Albany, New York

A.I. Musah, Ph.D., Provost, Academic Affairs and Professor, University of Virgin Islands—Kingshill, Virgin Islands

Mark Paschal, Principle, Paschal & Associates—San Francisco, California

10:15-11:30 a.m.
LAKE ONTARIO
Eighth Floor

Level of Experience:
Intermediate

Promoting Diversity Through a Media Archive on Campus: Multicultural Programming Repository and Diversity Channel at Kean University

◆◆Case Studies/Model Programs◆◆

The session will examine the value of an archive of multicultural programs for a higher learning institution, and how it can enhance the learning experiences of students and benefit members of the Kean community and beyond. In the fall of 2004, Kean University's Department of Media and Film initiated a special project called "Multicultural Programming Repository and Diversity Channel." The mission of the project is to collect and develop a repository for African, Hispanic, Asian, and other multicultural media programming. The university will not only archive, preserve, and store this valuable collection, but exhibit the programs by airing them regularly on a newly created Diversity Channel. This will be an educational, dramatic, and documentary collection that will run in the same manner as other designated specialized channels. Kean University serves a diverse student body. Through this powerful visual medium, Kean fulfills its fundamental commitment to promote diversity. Meanwhile, the Department of Media and Film provides academic support and educational content by producing wrap-arounds of some of the programs, discussing the contents and significance. This session should particularly benefit those who are interested in promoting diversity and cross-cultural understanding through media projects on campus.

Kristine Mirrer, Ph.D., Assistant Chair and Associate Professor, Department of Media and Film, Kean University—Union, New Jersey

Larry Ling-hsuan Tung, Director, Multicultural Programming Repository, and Assistant Professor, Department of Media and Film, Kean University—Union, New Jersey

Roni Wheeler, Media Consultant, Multicultural Programming Repository, Kean University—Union, New Jersey

10:15-11:30 a.m.
CONFERENCE ROOM 4C
Fourth Floor

Level of Experience: Novice

Changing Computer Science Curriculum Around Race, Gender, and Learning Styles

◆◆Curricular/Pedagogical Models◆◆

This session will discuss the results of a National Science Foundation's grant that focused on changing the curriculum in Computer Information Systems to be more inclusive of racial, gender, and learning style differences. Our work included interventions with faculty, students, and textbook authors to increase retention of underrepresented groups. Quantitative and qualitative data on the effectiveness of faculty training suggests that learning style training was more effective than cultural and gender training. The session will review the effectiveness of training faculty in learning style on student retention by race. Presenters will discuss the complex explanations of the relationship between race and learning style. Efforts directed at students included brief classroom cultural discussion, study groups modeled after freshman interest groups, and developing mentors. The session will present classroom discussion, a compromised model of mentoring, and other teaching techniques that supported a more open classroom climate. We will emphasize the opportunities available to use the NSF grant process to develop staff and move toward institutional change. In this session, there will be a discussion on the path of intertwining underrepresented groups that included race, gender, and learning, as well as personality style in conceiving, writing, receiving, and executing the grant. We encourage others to come share their stories of this pathway.

Juan Carlos Chavez, Project Coordinator, Pierce College—Lakewood, Washington

Thomas G. Link, Ph.D., Faculty, Psychology, Pierce College—Lakewood, Washington

10:15-11:30 a.m.
LAKE ERIE
Eighth Floor

Level of Experience:
Intermediate

Everyone Does Not Eat the Same Breakfast: Working in Student Affairs Striving to be a Culturally Competent Professionals

◆◆Interactive Training◆◆

This session will look at the process of working on diversity initiatives and living within the culture of an organization. In particular, the presenter will talk about some of the best practices and theoretical frameworks that can be used when approaching diversity work. This interactive session will look at how you can better approach the work of diversity as student affairs professionals. This session should particularly benefit those who are interested in looking at the role that culture, race and ethnicity play in community building, campus climate, and the increase of awareness and tolerance.

Berenecea Johnson Eanes, Ph.D., Associate Dean, Diversity and Accessibility, Hamilton College
Clinton, New York

10:15-11:30 a.m.
CONFERENCE ROOM 4M
Fourth Floor

Level of Experience:
Intermediate

The Change Agent States for Diversity: Making Catalytic Changes to the Land Grant University System

◆◆Research/Assessment/Evaluation◆◆

This session describes a multi-state organizational change project designed to help the Land Grant system function more effectively in a multicultural world. The presenter will provide information on the background and rationale for the Change Agent States for Diversity Project, as well as insights and lessons learned from the interim and ongoing evaluation of organizational movement in participating states. This session should particularly benefit those who are interested in strategies for diversity-focused change in Cooperative Extension and the Land Grant University system. States participating in this project include: Arizona, Colorado, Delaware, Idaho, Louisiana, Missouri, Mississippi, New Mexico, New York, North Carolina, North Dakota, Pennsylvania, South Dakota, and Washington.

Patreece D. Ingram, Ed.D., Associate Professor, Agricultural and Extension Education, Pennsylvania State University—University Park, Pennsylvania

10:15-11:30 a.m.
ASTORIA ROOM
Third Floor

Level of Experience:
Intermediate

In the Best Interest of the Academy: Graduate Education and the Preparation of the Next Generation of Scholars of Color

◆◆Case Studies/Model Programs◆◆

The purpose of this session is to provide attendees with multiple perspectives on the experiences of graduate students of color at predominantly white institutions (PWIs). Each of the three presenters has been or currently is a graduate student of color at a PWI. Specifically, Dr. Tuitt will discuss the challenges that pose for being a student of color at the graduate level including but not limited to feelings of isolation and lack of professional guidance. Then, Dr. Guzmán will provide an explanation of his initiative to develop a Summer Institute at the University of Denver entitled "Promoting Multicultural Excellence at the Academy" and a detailed description of what the Institute entails. Finally, the graduate student will summarize the impressive findings of the qualitative data collected from attendees along with a description of her personal experience attending the Institute. This session should particularly interest graduate students, those who teach and/or advise graduate students, and those who aim to develop programs that better serve graduate students of color.

Rachel A. Griffin, Doctoral Student, Human Communication Studies; Research Assistant, University of Denver—Denver, Colorado

Fernando R. Guzmán, Ph.D., Assistant Provost, Multicultural Faculty Recruitment and Retention, University of Denver—Denver, Colorado

Frank Tuitt, Ed.D., Assistant Professor, Higher Education, College of Education, University of Denver—Denver, Colorado

10:15-11:30 a.m.
JOLIET ROOM
Third Floor

Level of Experience: All

Got Culture? Embracing and Empowering Education and Ethnicity Through Our Cultural Heritage Month Series: Understanding and Valuing Differences

◆◆Case Studies/Model Programs◆◆

The session will present a model on how institutions of higher learning can implement greater cultural understanding and acceptance. It will include a discussion of how understanding different cultures increases the overall learning experience for a college community. Foothill College currently celebrates the culture of its campus community—Jewish, Black, Women, Asian Pacific Islander, Latino, Lesbian, Gay/Bisexual and Transgender. At this session, the focus will be given to the history and development of the months, the types of events that occur during the heritage months, funding for the events, as well as promotion and leadership opportunities for students, staff, and faculty. Participants will have an opportunity to engage in a hands-on activity. This session should particularly benefit those who want to create or enhance a cultural component to student life on their campus.

John DuBois, Executive Assistant, Student Development and Instruction, Foothill College—Los Altos, California

Alexandra Duran, Outreach & Retention Specialist, Community Liaison, Foothill College—Los Altos, California

Stephanie Franco, Senior Evaluations Specialist, Foothill College—Los Altos, California

Herlisa Hamp, Outreach & Retention Specialist, Academic Programs, Foothill College—Los Altos, California

Erin Clifford Ortiz, Student Activities Specialist, Foothill College—Los Altos, California

Lauren Nakanishi Wong, Campus Budget and Finance Analyst, Foothill College—Los Altos, California

10:15-11:30 a.m.
**PRIVATE DINNING ROOM
(PDR) 3**
Third Floor

Level of Experience: Novice

Asian American Men in Higher Education: Developing Programs to Facilitate Asian American Male Identity Development

◆◆Research/Assessment/Evaluation◆◆

This session is designed to apply knowledge of Asian American masculinities and identity development to Asian American men in higher education. The session has three goals: (1) familiarize participants with theories of Asian masculinity and identity development, (2) discuss how subordinate notions of Asian masculinity may impede the development of Asian men in college, and (3) use knowledge of Asian masculinities to design programs that facilitate the engagement and development of Asian men. This session should particularly benefit faculty and Student Affairs educators who work with Asian American college students.

Samuel D. Museus, Doctoral Candidate, Higher Education; Research/Teaching Assistant, Pennsylvania State University—University Park, Pennsylvania
Stephen John Quaye, Doctoral Student, Philosophy, Higher Education; Research/Teaching Assistant, Pennsylvania State University—University Park, Pennsylvania

10:15-11:30 a.m.
**PRIVATE DINNING ROOM
(PDR) 4**
Third Floor

Level of Experience:
Intermediate

When Person of Color (POC) Meets Person With Disabilities (PWD): Mobilizing Anti-racist and Anti-ableist Frameworks Through Cross-cultural Conversations

◆◆Case Studies/Model Programs◆◆

This session explores a year-long process of developing intersectional approaches to cultural competency through cross-cultural conversations about race and dis/ability in a university setting. It is based on a series of workshops designed to address intersecting forces of racism and ableism, the intersecting identities that emerge in this context, and the overlapping struggles that create space for coalition. Presenters will address some of the more salient themes that arose, including the careful task of discussing race and dis/ability without narrowly defining communities of color as able-bodied and dis/ability communities as white. The session will describe the process of finding connections between students and administrators self-identified as people of color and/or people with dis/ability by identifying intersecting struggles through transmission of personal experiences. Next, presenters will delineate the anti-racist and anti-ableist frameworks that these personal experiences offer, thereby leading to a critical analysis of power in relationship to identity. Finally, the session will address proactive steps toward cross-cultural investment in anti-racism and anti-ableism as powerful intersecting frameworks for realizing social change. This session should particularly benefit those interested in forging cross-cultural conversations about race and dis/ability, as well as others seeking a framework for introducing intersectionality in relationship to race.

Lezlie Frye, Coordinator, Community Development and Programming for Students With Dis/Abilities; Performance Artist; Dis/Ability Studies Scholar, University of Oregon—Eugene, Oregon
Kimi Mojica, Graduate Student, Conflict and Dispute Resolution Program; Director, Diversity Education and Support; Bias Response Team Case Manager, Office of Student Life, University of Oregon—Eugene, Oregon

10:15-11:30 a.m.
CONFERENCE ROOM 4D
Fourth Floor

Level of Experience: Novice

The Survival Conflict of Black Students: An Identity Conflict and Self-Determination

◆◆Research/Assessment/Evaluation◆◆

This session presents qualitative research that provides insight into the conceptual worlds of Black students experiencing the *survival conflict*. The *survival conflict* entails the contradictory expectations of the home and school environments some Black students navigate which leads many to mask or sabotage their academic success. The presenter will share the research that verifies the existence of the survival conflict and its impact on today's Black students' perceptions of education. Individual cases and photographs taken by students will be presented to answer, articulate, and illustrate research questions. Empowering Black students is the primary goal of this session, which is designed to elicit discussions pertaining to student empowerment, self-determination, the impact of an identity conflict, and the role of both self-determined Black general and special educators. This session acknowledges disadvantageous educational practices. Educational practices are presented to illuminate challenges students might experience on their journey to empowerment, academic success, and positive post school transition outcomes. This session should particularly benefit individuals who are interested in empowering students rather than minimizing student success to marginalizing and disenfranchising educational practices.

Chauncey Demond Goff, Graduate Research Assistant, Department of Educational Psychology, Zarrow Center for Learning Enrichment, The University of Oklahoma—Norman, Oklahoma

10:15-11:30 a.m.
**PRIVATE DINNING ROOM
(PDR) 1**
Third Floor

Level of Experience:
Novice and Intermediate

Enhancing Teaching and Learning in Culturally Diverse English as a Second Language (ESL) Classroom Environments

◆◆Case Studies/Model Programs◆◆

This session examines an instructor-developed and implemented set of lesson plans used in English as a Second Language (ESL) courses at Touro College. Information on the background and rationale for the program will be provided, as well as insights and lessons learned from its implementation. This session should particularly benefit those who are interested in the success of ESL and other students, practitioners who provide direct services to ESL students, and administrators who are concerned with retention issues related to ESL students and other populations.

Diana R. Thompson, JD, Adjunct Professor, Interpersonal Communication, Survey of Human Communication, Touro College—Corona, New York

10:15-11:30 a.m.
CONFERENCE ROOM 4A
Fourth Floor

Level of Experience:
Novice and Intermediate

Cambodian American College Students: Resilient and Involved

◆◆Research/Assessment/Evaluation◆◆

This session examines the lives of six Cambodian American students and their social integration at the University of Michigan. Information from a qualitative study focusing on how their support networks and acculturation process shaped their educational resiliency will be discussed, as well as insights and lessons learned from a focus group interview. Also, this session will provide a context for understanding how best to work with educational at-risk Cambodian American students. This session should particularly benefit those who are interested in the success of Cambodian American students, practitioners who provide direct services to Cambodian American students or other Asian American students, and those who are concerned with retention issues related to Cambodian Americans and other minority populations.

Geisce Ly, Doctoral Student, Study of Higher and Postsecondary Education, University of Michigan
Ann Arbor, Michigan

10:15-11:30 a.m.
WILLIFORD A
Third Floor

Level of Experience:
Intermediate

Crossing the Border: the Transition to UCLA From High School and Community College Using Pedagogy of Excellence

◆◆Case Studies/Model Programs◆◆

This session examines the Academic Advancement Program (AAP) Freshman and Transfer Summer Programs (FSP/TSP) at UCLA. This is a six-week summer academic and residential program for 45 entering freshman and transfer students from low-income, first-generation from Latino and African American populations. The 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 16-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 required for graduation from the university, are rigorous and provides the highest levels of academic challenge, and prepares students 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 in, or want to create, a Summer Bridge Program at a 4-year institution, as well as those who work in undergraduate retention programs which serve a large number of African American and Latino students.

Jeff Cooper, Director, Freshman and Transfer Summer Programs, Academic Advancement Program
University of California—Los Angeles, California

Donald Wasson, Associate Director, Budget, Tutoring, and Curriculum, Academic Advancement Program, University of California—Los Angeles, California

10:15-11:30 a.m.
LAKE HURON
Eighth Floor

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. Presenters will provide an overview of the historical, logistical, and administrative background of the four Centers, which are situated at different campus locations. 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, the session will address the effectiveness of this model. 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.

Carlos Garcia, Undergraduate Student, Business Administration Major; External Coordinator, Centro Cultural César Chávez, Oregon State University—Corvallis, Oregon

Sam Lee, Undergraduate Student, Applied Visual Arts Major; Internal Coordinator, Asian and Pacific Cultural Center, Oregon State University—Corvallis, Oregon

Samantha Predoehl, Graduate Student, Counseling and Diversity Development, Oregon State University—Corvallis, Oregon

Uzo Ukeagu, Undergraduate Student, General Science Major; External Coordinator, Lonnie B. Harris Black Cultural Center, Oregon State University—Corvallis, Oregon

Teri Young, Undergraduate Student, Accounting Major; Administrative Assistant, Diversity Development, Oregon State University—Corvallis, Oregon

10:15-11:30 a.m.
BOULEVARD C
Second Floor

Level of Experience:
Novice and Intermediate

The Center for Women's Intercultural Leadership: Bridging International and Domestic Intercultural Learning

◆◆Case Studies/Model Programs◆◆

This session will explore the Center for Women's InterCultural Leadership's innovative and multifaceted model of intercultural programming at Saint Mary's College. Information on the creation of the center, its mission and wide range of collaborative programming, as well as the center's impacts on the college and community will be shared. Participants also will be engaged in a dialogue about why it is vital for higher education to move beyond its traditional divisions in order to create learning environments where transformative intercultural engagements can occur, particularly on predominantly white campuses. This session should particularly benefit those faculties and administrators who want to hear new ideas and concrete examples of intercultural programs that cut across both international/multicultural and curricular/co-curricular lines, and which they can implement in their own institutions.

Joy Evans, Research Analyst, Center for Women's InterCultural Leadership, Saint Mary's College—Notre Dame, Indiana

Elaine Meyer-Lee, Ed.D., Coordinator, Center for Women's InterCultural Leadership, and Director, International and Intercultural Learning, Saint Mary's College—Notre Dame, Indiana

Tracy Robison, Director, Intercultural Living Community Program, Center for Women's InterCultural Leadership, Saint Mary's College—Notre Dame, Indiana

Lety Verduzco, Assistant Director, Community Connections, Center for Women's InterCultural Leadership, Saint Mary's College—Notre Dame, Indiana

10:15-11:30 a.m.
CONFERENCE ROOM 4K
Fourth Floor

Level of Experience:
Novice and Intermediate

Infusing and Assessing the Tilford Multicultural Competencies in the Academic Curricula at Kansas State University

◆◆Curricular/Pedagogical Models◆◆

This session should particularly benefit those who work with pre-service teachers. Developing multicultural competency is critical for pre-service teachers. When considering that teaching remains dominated by White teachers in an increasingly diverse society, this effort and focus become more pressing. Due to teachers' lack of understanding about cultural learning styles, (1) they continue to refer students of color to special education classes disproportionately, and (2) students of color are expelled at higher rates. Based on this premise, it is imperative that future teachers must become multiculturally competent. The session will describe the project, whose purpose is to integrate and infuse multicultural competencies across these courses: Foundations of Education (Elementary and Secondary levels), Teaching in a Multicultural Society, and Teaching Diverse Learners in the Departments of Elementary and Secondary Education in the College of Education. The goal is to initiate student awareness and understanding of multiple perspectives, which culminates in transformation, and for them to gain a knowledge base in foundations of education, thus extending their growth in multicultural competencies in the multicultural education courses. Within this setting and framework, students will also progress through their own racial identity development and work toward a higher level of multicultural autonomy.

Be Stoney, Ph.D., Associate Professor, Department of Secondary Education, Kansas State University—Manhattan, Kansas

Kay Ann Taylor, Ph.D., Assistant Professor, Foundations of Education, Kansas State University—Manhattan, Kansas

90-MINUTE CONCURRENT SESSIONS

College Goal Sunday: A National Outreach Program for Underserved Populations to Gain College Access and Financial Aid

◆◆Case Studies/Model Programs◆◆

College Goal Sunday is a volunteer-run, community-based program that provides free assistance to low-income families and first-generation students to complete the *Free Application for Federal Student Aid* (FAFSA) forms, which is necessary to determine a family's eligibility for federal and state aid to cover expenses for postsecondary education. Funded by Lumina Foundation for Education and managed by the National Association of Student Financial Aid Administrators (NASFAA), state coordinators or volunteers apply for grants to set up sites that are convenient for target population attendance throughout their particular state. With collaborative efforts of mission-related partners, an extensive public relations campaign is implemented using direct outreach and college access marketing strategies based on social marketing principles that persuade people to engage in college-going behaviors. This session will provide techniques on college access marketing and strategies used in the College Goal Sunday program. Practitioners, students, and organizations interested in college access will particularly benefit from this session.

Ryan J. Davis, Doctoral Student, Education Policy and Leadership, University of Maryland; Research & Policy Associate, National Association for Student Financial Aid Administrators—Washington, D.C.

Marcia E. Weston, Director, College Goal Sunday Operations, National Association for Student Financial Aid Administrators—Washington, D.C.

10:15-11:45 a.m.

10:15-11:45 a.m.
BOULEVARD A
Second Floor

Level of Experience: All

10:30 a.m.-noon

CONTINENTAL BALLROOM A
Lobby Level

Book Signing: *Disasters, Natural and Otherwise: Race, Class and Hurricane Katrina* by Tim Wise, please visit Exhibit Area—Speakout Booth

A CONVERSATION WITH TIM WISE



Disasters, Natural and Otherwise: Race, Class and Hurricane Katrina

When Hurricane Katrina hit the Gulf Coast in late August 2005, and when New Orleans flooded in its aftermath—thanks to inadequate levee protection—the magnitude of race and class inequality that compounded the “natural” aspects of the disaster was laid bare for all to see. Yet, as Tim Wise explains in this session, followed by an interactive dialogue, the suffering borne by the poor and persons of color, especially in New Orleans, was nothing new. Indeed, the systems of government and commerce in the United States regularly fail such folks, and were never intended to protect them. In this discussion, Wise explores the daily assaults upon the poor of New Orleans, and upon African Americans generally, all of which preceded Katrina and had been occurring outside the glare of TV cameras for generations. By placing Katrina and its aftermath in historical context, and examining the ways in which the media helped perpetuate negative stereotypes of poor blacks in its hurricane coverage, this discussion will elevate the race and class dialogue around this event to a more scholarly and yet accessible level. Issues to be explored and discussed include: (1) the difference in white and black perceptions of the role of race in the nation’s response to the hurricane; (2) the budgetary priorities that left New Orleans vulnerable to flooding in the first place; (3) the way in which low income Louisianans (especially African Americans) have long been marginalized by all levels of government, and by both political parties; (4) media coverage of the catastrophe and the media’s role in perpetuating racial and economic stereotypes; and (5) a historical analysis of how poverty in the cities has been perpetuated by deliberate government policies, and how it is this institutional racism and classism that must be understood if we are to make sense of what happened in the wake of Katrina.

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

10:30 a.m.-noon

NORTHWEST HALL
Stevens 1
Lower Lobby Level

FILM PREVIEW AND DISCUSSION



A Conversation on Race: Black, White, or Other?

When *Washington Post* journalist Lonnae O’Neal Parker wrote her controversial article “White Girl?” she struck a nerve—and opened a dialogue—with readers on both coasts. In this program, ABC News anchor Ted Koppel and correspondent John Donvan explore what it means to be black in America, assisted by Ms. Parker, her biracial cousin Kim McClaren, and Peggy Sakagawa, a Caucasian wife of an Asian-American man. Lonnae’s message? Being black today is still harder than most people imagine; the time is ripe to shed the racial armor and have a deep conversation that goes beyond platitudes and political correctness. www.films.com

10:30 a.m.-noon

NORTHWEST HALL
Stevens 3
Lower Lobby Level

Follow up workshop on tools and strategies to using TCOF in education and community settings 1:00-4:00 p.m., see page 60

FILM 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 eight 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. (Stir Fry Seminars)

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

10:30 a.m.-noon

NORTHWEST HALL
Stevens 4
Lower Lobby Level

FILM PREVIEW AND DISCUSSION



February One: The Story of the Greensboro Four

In one remarkable day, four ordinary college freshmen changed the course of American history, when they dared each other to tackle Jim Crow. This is the inspiring story of the four who launched the 1960 Greensboro lunch counter sit-ins, revitalizing the Civil Rights Movement. It will show your students that ordinary people can take extraordinary action. California Newsreel www.newsreel.org

10:30 a.m.-4:00 p.m.

Registration Desk is located
at 8th Street S. Registration
Booth
Lobby Level

SPECIAL FEATURE

One-on-One Meeting With Experts Experienced on Teaching and Social Justice Issues

Each meeting is only for 30-Minutes. Interested participants should sign up and schedule for the meeting time at Registration Desk. For more information on each of these experts, a short bio is available for review at NCORE Registration Desk.

Jim Bonilla, Ed.D., Associate Professor, Conflict Studies, Graduate School of Management; Faculty Coordinator for Diversity Resources; and Director, The Race, Gender & Beyond Faculty Development Project, Hamline University—St. Paul, Minnesota

Rita Hardiman, Ed.D., Multicultural Organization Development Consultant—Hadley, Massachusetts
Bailey Jackson, Ph.D., former Dean and current Faculty, Social Justice Education Program, School of Education, University of Massachusetts—Amherst, Massachusetts

Sharon J. Washington, Ph.D., Special Assistant to the President for Diversity Initiatives, Bennett College for Women—Greensboro, North Carolina

noon-1:00 p.m.

INFORMAL NETWORKING MEETINGS

(For more information, see page 21)

Part II

MAJOR WORKSHOP 7

1:00-4:00 p.m.
CONTINENTAL BALLROOM C
Lobby Level

Crisis Within: Internalized Racism in Asian America

Asian America is a living example of the deep complexity of contemporary racial diversity in our society. The positioning of the Asian America population in the U.S. racial hierarchy, the long histories of colonialism in all Asian-sending countries, and the unique patterns of Asian immigration to the Americas all contribute to the high levels of internalized racism in Asian America. This session aims: (1) to discuss the social construction of Asian American racial identity, (2) to examine why Asian America is a target of internalized racism by looking at the ways it is expressed in lived experiences, and (3) to discuss consequences and explore remedies. This session should particularly benefit all educators in our increasingly complexly diverse society and those practitioners who work directly with Asian Americans.

Pamela H. Chao, Professor of Sociology, American River College—Sacramento, California
Lorraine Chow, Professor, Early Childhood Education, 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

For Part I, see page 49

1:00-4:00 p.m.

MAJOR WORKSHOP 9

MARQUETTE ROOM
Third Floor

Using Sociological Methods in Exploring Racial Climate Issues in Institutions of Higher Learning

This session will explore various quantitative and especially qualitative methodological strategies for studying racial climate issues in institutions of higher learning which (1) influence the culture and organization of colleges and universities; (2) impact the recruitment, promotion, and retention of culturally different boards of trustees, administrators, faculty, staff, and students; (3) the development and utilization of alumni associations; and (4) the relationships between the campus and surrounding communities (such as the use of minority business contractors and links to k-12 educational institutions). The use of surveys, focus groups, ethnographic techniques, town hall meetings, truth and reconciliation commissions, and natural experiments will be some of the methods discussed with some hands on demonstration projects which session participants will engage in.

John H. Stanfield II, Ph.D., Professor, African American and African Diaspora Studies, American Studies, Cultural Studies, Philanthropic Studies, and Sociology, Indiana University—Bloomington, Indiana

1:00-4:00 p.m.

MAJOR WORKSHOP 10

CONTINENTAL BALLROOM A
Lobby Level

What Katrina Revealed: Economic Apartheid in America

In the wake of the natural and unnatural disaster that was Katrina, the media briefly focused attention on the deep race and class divisions in the U.S. The growing inequality might be termed, "Economic Apartheid." We will have the opportunity to discuss the effects of this gross inequality on our lives and our communities, and will also focus on the inspirational movements in the U.S. that have reversed previous trends toward inequality. In this interactive session we will review the massive income and wealth shift of the last 25 years, the rule changes that have fueled inequality, and a range of strategic initiatives and specific and immediate steps we can take to reverse the growing gap between the rich and everyone else.

Book Signing: *Economic
Apartheid in America* (2nd
edition, 2005) by Felice
Yeskel, please visit Exhibit
Area—NCORE book agent
Booth

Felice Yeskel, Ed.D., Co-Director, Class Action-Northampton, Massachusetts; adjunct Faculty member, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

1:00-4:00 p.m.

ASTORIA ROOM
Third Floor

MAJOR WORKSHOP 11

Beating the High Cost of College: Views From Illinois

In this session, participants will learn what are the key factors affecting the affordability of a college education in America today. Our panel of experts and practitioners will discuss and provide their views on what is being done to increase access and expand choice among low-income students. The panel will explain types of financial aid for traditional and non-traditional students, what it means to increase access to students who are financially and educationally diverse, the role of private-public sector partnerships and how these efforts are making a college education affordable for many. The session will outline (1) the cost of borrowing one's way through college—loans, grants, scholarships, (2) particular challenges faced by the low-income, first generation students, (3) a liberal art's degree is not for everyone—the need to secure financial support for a wide range of educational options such as technical, and vocational, (4) America but not from America—current trends in funding non-traditional students, (5) lending institutions as educational partners, (6) the societal value of an educated population—what corporations are doing, (7) best practices—views from Illinois, and (8) resources and useful links.

Z. Clara Brennan, Ph.D., President, St. Augustine College—Chicago, Illinois

Deborah Brody, Senior Vice President, Resource Administration, Robert Morris College—Chicago, Illinois

Claudia Freed, Executive Director, Educational Assistance Ltd.—Glenview, Illinois (Moderator)

Sam Nelson, Director, Public Service, Illinois Student Assistance Commission—Chicago, Illinois

1:00-4:00 p.m.

BOULEVARD A
Second Floor

MAJOR WORKSHOP 12

The Federal Programs Impacting Indian Education

Since the passage of the federal American Indian Education Act of 1972 there have been profound changes in relationship of tribal, state and federal governments in the provision of educational services, the availability of educational opportunities for American Indians and the potential for education to provide both meaningful and effective education to meet the needs of tribal societies and communities. In many ways these developments appear mitigated and redirected under current federal policy. Based upon hearings conducted by the National Indian Education Association (NIEA), the session will provide an overview of the federal programs and the impacts of No Child Left Behind upon Native American Education.

David Beaulieu, Ph.D., Professor, Educational Leadership and Policy Studies, and Director, Center for Indian Education, College of Education, Arizona State University—Tempe, Arizona

1:00-4:00 p.m.

WALDORF ROOM
Third Floor

MAJOR WORKSHOP 13

Exploring the Intersections of Service-Learning and Multicultural Education

This session addresses an approach to teaching, learning, and scholarship that is frequently connected to outcomes associated with multicultural education: service-learning. Service-learning is often heralded as a community-based approach to teaching and learning with "transformative" potential. While research has documented the positive outcomes associated with service-learning, much less attention has focused on student resistance to service-learning which emerges when privileged students work in underserved and targeted communities. This interactive session will provide an overview of service-learning, an examination of what we know about multicultural outcomes associated with service-learning, and an exploration of student resistance to service-learning. Finally, the session presenter will offer suggestions for service-learning practice to promote positive outcomes related to multicultural education and social responsibility.

Susan R. Jones, Ph.D., Associate Professor, Counseling and Personnel Services Department, University of Maryland—College Park, Maryland

1:00-4:00 p.m.

LAKE ERIE
Eighth Floor

MAJOR WORKSHOP 14

Critical Discourse on Multiculturalism in the 21st Century: What has Changed and What Tools do Students Need?

The domestic and geopolitical discussion about diversity and globalism continues to emphasize the increased polarization among groups around differing racial, ethnic, cultural, economic, political, religious, and gendered value systems. However, in American society these discussions are beginning to localize under only a few major headings such as one's affiliation with a political agenda, a religious ideology, and a cultural value system. Bipolar discussions have become the norm: economic prosperity vs. social responsibility and the poor; compassionate conservatism vs. ethnic indifference; intelligent design vs. evolution; American values vs. the politics of immigration; race-neutral ideas vs. diversity. How can colleges and universities best prepare their students to cope with such volatile controversies? What are the most effective analytical tools that will facilitate the social and intellectual development of students? What is the opportunity-cost of not preparing students to become conscientious citizens?

James A. Anderson, Ph.D., Vice President, Student Success and Vice Provost for Institutional Assessment and Diversity, State University of New York—Albany, New York
Matt Calfin, Ph.D., Dean of Students, Acadia University—Wolfville, Nova Scotia Canada
Gwendolyn Jordan Dungy, Executive Director, National Association of Student Personnel Administrators (NASPA)—Washington, D.C.

MAJOR WORKSHOP 15

Managing Multiculturalism vs. Social Justice Diversity

This session will discuss the meaning of Multiculturalism and Diversity by examining the transformation of Affirmative Action, from its original Civil Rights mission for compensatory justice by addressing and correcting the legacies of hundreds of years of past discrimination against African Americans, with coverage quickly extended to other racialized minorities in American history and society, and to all women, to the current (since the Michigan decision) Diversity rationale for maintaining Affirmative Action on college campuses. Is this a good transformation? Is so, what constitutes diversity, why is it a good thing, and how do we measure its success? Furthermore, Diversity is usually conflated with and understood as Multiculturalism, which is not only something to be promoted, but “managed” as well. If Affirmative Action is now Diversity, then how should we define Diversity? If we don’t clearly define Diversity, then how can we promote, let alone defend it, as a necessary part of our educational mission, culture and climate? What happened to the original social justice imperative of Affirmative Action? Does it, or should it, remain a part of our definition of Diversity and Multiculturalism today?

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

MAJOR WORKSHOP 16

Diversity Initiative: Moving Toward Community

This session focuses on five core principles/tools necessary to create a comprehensive campus-wide diversity action plan—accountability, inclusiveness, shared responsibility, evaluation, and institutionalization. It is designed to provide a framework for understanding and creating successful diversity programs that focus on campus-wide priorities. A case study that utilizes the five core principles will be used to demonstrate how these principles can help to construct and institutionalize diversity programs on college campuses.

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

Mark Brimhall-Vargas, Assistant Director, Office of Human Relations Programs, University of Maryland—College Park, Maryland

3-HOUR CONCURRENT SESSIONS

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

◆◆Interactive Training◆◆

This session, open to all NCORE participants, seeks to create an environment where participants speak openly about their experiences, concerns, or questions related to either being 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 should multiracial people 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.

Jim Bonilla, Ed.D., Associate Professor, Conflict Studies, Graduate School of Management; Faculty Coordinator for Diversity Resources; and Director, The Race, Gender & Beyond Faculty Development Project, Hamline University—St. Paul, Minnesota

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

1:00-4:00 p.m.

BOULEVARD C
Second Floor

1:00-4:00 p.m.

LAKE HURON
Eighth Floor

1:00-4:00 p.m.

1:00-4:00 p.m.
CONFERENCE ROOM 4C
Fourth Floor

Level of Experience: All

1:00-4:00 p.m.
JOLIET ROOM
Third Floor

Level of Experience: All

Understanding and Addressing Resistance to Social Justice Issues From Students Representing Privileged Groups

◆◆Curricular/Pedagogical Models◆◆

Many social justice educators find resistance from students representing dominant groups (e.g. whites about racism, men about sexism, heterosexuals about heterosexism) one of the more challenging aspects of educating about diversity. Drawing on educational and psychological theories as well as our own experiences, we'll discuss principles and practices that can enhance teaching effectiveness. The session will focus on the reasons for resistance and understanding the perspective of the resistant individual. We'll also consider our own issues which affect our ability to work with resistant students. Numerous ways to prevent, reduce and address resistance will be discussed. Participants will be able to share their experiences and apply the material to their own situation. This session should particularly benefit those who educate students and others from privileged groups on social justice issues.

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

1:00-4:00 p.m.
WILLIFORD A
Third Floor

Level of Experience:
Intermediate

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

1:00-4:00 p.m.
WILLIFORD B
Third Floor

Level of Experience:
Advanced

A Systematic Approach to Designing and Implementing an Equity Scorecard in Predominantly White Colleges and Universities

◆◆Long- and Short-Range Planning◆◆

This session examines the systematic process of designing and implementing the Equity Scorecard in predominantly white colleges and universities. The Equity Scorecard generates insights into site-specific factors that support, challenge, accommodate, and sustain progress toward institutional change supportive of achieving equitable educational outcomes for traditionally underrepresented students. This innovative tool emphasizes the accountability side of diversity. The Scorecard was developed on the premise that an institution takes inclusive excellence seriously if it accepts responsibility for producing equitable educational outcomes for historically underrepresented students, and monitors the development of high achievement among these students on an ongoing basis. This session should particularly benefit those who are involved in leading institutional change, especially the improvement of educational outcomes for traditionally underrepresented students. Administrators and other staff interested in utilizing the Equity Scorecard as an ongoing initiative to foster systemic change in their institutions by engaging the campus community in the process of identifying gaps in the areas of Access, Retention, Graduation, Excellence, Campus Climate and Institutional Viability, and implementing strategies to close gaps in educational outcomes for historically underrepresented students will also benefit from this session.

Matthew Fissinger, Director, Admissions, Loyola Marymount University—Los Angeles, California
David 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 Saucedo, Associate Vice President for Diversity, Loyola Marymount University—Los Angeles, California
Henry J. Ward, Director, Intercultural Affairs, Loyola Marymount University—Los Angeles, California

1:00-4:00 p.m.
**PRIVATE DINNING ROOM
(PDR) 2**
Third Floor

Level of Experience:
Intermediate

Community College Students Working to Create a More Inclusive Environment

◆◆Curricular/Pedagogical Models◆◆

This session will examine an innovative, non-credit, student-driven effort supported by a community college. The goal of the program is to ensure that the college is more inclusive of diverse urban students. Each year Pima Community College's students research topics, write proposals, and rehearse speeches in a competition to be chosen for the NCORE experience team. This year, the students are prepared to discuss research topics, which include the issues of race and ethnicity on urban culture (Hip-Hop), immigration laws, education, and starting a grass roots student organization "Joint Urban Mentorship Program" (JUMP). Presenters will share a pedagogical model of non-credit effort which has helped many diverse students enter the college and be retained while overcoming obstacles caused by racism, incarceration, and legislation that hamper student success. This session should particularly benefit those who are interested in a successful program which uses student empowerment, peer mentoring, and non-traditional outreach efforts to enable student success.

Paula Cruz, Undergraduate Student, International Law and Communications Major, Pima Community College-East Campus—Tucson, Arizona

Isaac Figueroa, Undergraduate Student, Political Science Major, Pima Community College-East Campus—Tucson, Arizona

Ryan Johnson, Undergraduate Student, General Studies Major, Pima Community College-East Campus—Tucson, Arizona

Thomas Johnson, Undergraduate Student, Administration of Justice Major, Pima Community College-East Campus—Tucson, Arizona

John Polder, Undergraduate Student, Political Science Major, Pima Community College-East Campus—Tucson, Arizona

Anna Richards, Advisor, Career and Job Placement, Pima Community College-East Campus—Tucson, Arizona

1:00-4:00 p.m.

**NORTHWEST HALL
Stevens 1**
Lower Lobby Level

FILM PREVIEW AND DISCUSSION

What's RACE Got to Do with It?

a NEW documentary about intergroup dialogue
produced by California Newsreel

What's Race Got To Do With It?

This program will help education professionals deepen student individual understanding of pressing social issues, spark collective action and coalition building around those issues, and strengthen students' commitment to a more equal society—one that works for everyone. The presentation includes extensive excerpts from the ne

film *WHAT'S RACE GOT TO DO WITH IT?* followed by a discussion with our key advisor. The presentation/discussion will focus on strategies and contexts for using the film effectively and audience members will be invited to pose questions, give feedback, and share their own ideas with the presenters and other participants during an open question and answer period.

What's Race Got To Do With It? is a documentary that follows a diverse group of college students as they awkwardly but honestly probe each other's beliefs and assumptions about race. The film reveals the students' underlying fears, frustrations, misconceptions and confusion and as a result will help users "cut through" myths and rhetoric and spark more open, productive dialogue across racial lines. The screening will be followed by a panel discussion with key participants (including the two facilitators highlighted in the film and student alumni), and an open conversation with audience members about strategies and suggestions for using the film as a teaching tool. California Newsreel www.newsreel.org

Prexy Nesbitt, Ph.D., Founder, Making the Road (a national consultancy on race and diversity issues), Seasoned Educator and Trainer; former Senior Program Officer, MacArthur Foundation; Author of *Apartheid in Our Living Rooms: U.S. Foreign Policy and South Africa*; and Faculty, Columbia College—Chicago, Illinois

Dave Stark, Leader, the "Diversity Dialogue"

Student Alums who participated in the group to share first hand their experiences.

MAJOR WORKSHOP 8

What's In It for Us? Why White People Would Challenge the Systemic Supremacy of Whiteness
(For workshop description, see page 49)

A Conflict Management Training Model for Mediating Diversity Conflicts in University Settings: Building Foundations and Institutional Models
(For session description see page 49)

Part II
1:00-5:00 p.m.
CONTINENTAL BALLROOM B
Lobby Level

Part II
1:00-5:30 p.m.
WILLIFORD C
Third Floor

1:30-3:00 p.m.

1:30-3:00 p.m.
LAKE ONTARIO
Eighth Floor

Level of Experience:
Intermediate

1:30-3:00 p.m.
PRIVATE DINNING ROOM
(PDR) 1
Third Floor

Level of Experience: All

1:30-3:00 p.m.
PRIVATE DINNING ROOM
(PDR) 4
Third Floor

Level of Experience:
Novice and Intermediate

90-MINUTE CONCURRENT SESSIONS

Creating Broadly Defined Multicultural Centers of Inclusivity: A Model Center With a Grassroots Collaboration by Staff, Students and Administrators

◆◆Case Studies/Model Programs◆◆

This session examines a broad definition of multiculturalism in the formulation of a successful funded proposal for a Multicultural Center at the University of Minnesota Duluth. The session will present the project timeline, participants, decision points, and points of contention during the journey. Concurrently, UMD founded the office of Gay Lesbian Bisexual and Transgender Services which was immediately included in the plan. Presenters will provide the mission/vision of the Multicultural Center, and sample programming calendars, and also discuss the grand opening. In Fall of 2004, the UMD Diversity Commission launched a Diversity Ad Campaign inclusive of women, GLBT people, people of color, and people with disabilities—participants who illustrated multiple identities and personal courage. This session should particularly benefit those who are interested in building a comprehensive multicultural center, where students with multiple identities work together to create a welcoming environment, and a broader understanding of multiculturalism campus-wide. Recently, Duluth's Mayor said, "If everyone in our world got along like those students do in the multicultural center, we would not have war."

Angela C. Nichols, Director, Gay, Lesbian, Bisexual, Transgender Services Office, University of Minnesota—Duluth, Minnesota

Susana Pelayo-Woodward, Coordinator, Multicultural Center, and Director, Hispanic/Latino/Chicana Learning Resource Center, University of Minnesota—Duluth, Minnesota

Immigration and Higher Education: *The Dream Act and State Initiatives*

◆◆Policy Issues◆◆

Using California, a state with a rapidly growing immigrant Latino population, as a case study, this session will focus on the impact and consequences of the anti-immigrant backlash on K-12 and post-secondary education in a state in which large numbers of K-12 students are here without papers. Most often referred to as "illegal aliens," undocumented students, the vast majority of whom are poor, who will not be able to go to college, even if they aspire to do so. Ineligible for state and federal aid, undocumented students who seek to pursue a college education must pay as if they were wealthy foreigners. Drawing on the experiences of California high school and community college students, this session will discuss the obstacles and barriers that undocumented immigrants face in accessing higher education and develop strategies for working with these students. It will also give a human face to those students—then discuss policy options, and policy recommendations. The session will allow ample time for discussion and interaction. The session should particularly benefit those from institutions across the country, in states with increasing immigrant population, and those from institutions seeking to develop policies responsive to current social conditions.

Irma Archuleta, Executive Dean, Compton Community College—Compton, California

Josh Bernstein, Senior Policy Analyst, Public Benefits, Employment, National Immigration Law Center—Washington, D.C.

Alfred Herrera, Interim Director, Academic Advancement Program, University of California—Los Angeles, California

Reel-to-Real: Developing Multicultural Competencies in Pre-service Teachers

◆◆Curricular/Pedagogical Models◆◆

Using a paradigm from the field of psychology, the notion of developing multicultural competency among pre-service teachers must be considered an essential component in the call for "highly qualified teachers." This session will engage participants in an active discussion of ways that teachers in urban environments may develop their own competencies using various media (music, feature-length film, documentary and print). In counseling, cross-cultural competencies are defined by the analysis of three interrelated "voices": attitudes/beliefs, knowledge, and skills. The term "voice" is used here because of the nature of these elements to force dialogue between clients and counselors, as well as to catalyze internal tensions. Examination of personal histories, identity, biases, as well as assumptions and stereotypes may help urban teachers meet the ideal objectives set by the counseling field as they also attempt to increase student achievement. Participants will have an opportunity to view and discuss multimedia "text" from several sources to develop awareness about issues related to cultural bias (race, ethnicity, gender, class, sexual orientation, and ability/exceptionality). These cultural markers are common in the North American urban classroom. This session should particularly benefit those who provide professional development to educators on classroom management, discipline, special education, diversity, and conflict resolution.

Joy M. Barnes-Johnson, Doctoral Student, Urban Education; Graduate Teaching Assistant, Fellow Advisor, Programs in Science Teaching Methods and Technology Education, College of Education, Temple University—Philadelphia, Pennsylvania

1:30-3:00 p.m.
CONFERENCE ROOM 4D
Fourth Floor

Level of Experience:
Intermediate

Promoting Development: Linking Identity Development and Scholarly Development to Improve Retention and Graduation Rates of Underrepresented Students

◆◆Theoretical Models◆◆

This session will provide pragmatic strategies to assist students in accessing the appropriate resources and facilitating personal growth. Most would agree that the time spent at college in pursuit of the baccalaureate is filled with experiences that change individuals. We hope students strengthen their appreciation of scholarship and that they acquire the knowledge, skills and awareness necessary to craft their futures. The development of these students requires that the full resources of the university to 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, an appreciation of the multiple worlds and contexts that the students navigate is essential. Helping strategies that consider learning theory and identity development 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 individuals who function as an advisor, counselor or teaching capacity with students.

Pedro P. 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, Syracuse University—Syracuse, New York

1:30-3:00 p.m.
CONFERENCE ROOM 4K
Fourth Floor

Level of Experience:
Novice and Intermediate

Can You Really Have It All? Asian American Women in Academe: The Delicate Balancing Act of Work and Children?

◆◆Interactive Training◆◆

This session seeks to bring Asian Pacific American (APA) women in higher education, who are interested in more information, dialogue, and support for the multiple identities that they juggle at home and at work, together. This is also a forum for participants to discuss differences in gender roles, family values, cultural/ethnic backgrounds, migration histories and acculturation processes as they relate to APA women. This session will address the following critical issues: the state of APA women in higher education, managing career transitions "career moments," balancing personal and professional growth, identifying individual and collective strategies and resources, establishing support networks, finding institutional support, and negotiating flexible work. This session will include a small panel discussion and a review of the current research on Asian American women and families, followed by a large group discussion. Within a safe environment, we hope to tackle the challenges of patriarchy and gender roles within our family systems, and develop ideas and action plans for how to gather support on campus and in the community. Our goal is to provide APA women' faculty and administrators an opportunity to come together and discuss their personal and professional commitments, share information, and increase support for one another. This session should benefit female APA faculties and administrators who are interested in Asian American affairs and gender issues, particularly those who work and have family concerns.

Belinda J. Huang, Lecturer, Ethnic Studies Department, University of California—Berkeley, California
Karen Su, Ph.D., Director, Asian American Resource and Cultural Center, University of Illinois—Chicago, Illinois

TUTORIAL DIALOGUES: Putting a Student-Centered Pedagogy Into Practice

◆◆Training of Trainers◆◆

Does officially your tutorial program reject the remedial pedagogical models of the past, and instead advocate student-centered approaches to tutoring? Do you describe your program as creating a community of learners? Does the structure of your tutorial program promote or inhibit creating a learning community? This session examines the gap that often exists between the pedagogy we prescribe and our practice. Presenters will facilitate an interactive session focusing on ways to overcome the institutional and pedagogical assumptions and challenges that often prevent us from fully realizing student-centered, interactive tutoring in our tutorial programs. Drawing upon the innovative tutor training techniques that Academic Advancement Program at UCLA has developed over its thirty-five-year history, the session will be valuable to those who work with tutorial programs and especially for those who work with tutorial programs for underrepresented students, as well as those who train tutors.

Sandra G. Arreguin, Tutor/Tutor Supervisor (Student), Academic Advancement Program, University of California—Los Angeles, California

Emmanuel Owaka, Coordinator, Math and Science Tutoring, Academic Advancement Program, University of California—Los Angeles, California

Maria E. Ramas, Coordinator, Social Science Tutoring, Academic Advancement Program, University of California—Los Angeles, California

Reginald Waddell, Coordinator, Humanities Tutoring, Academic Advancement Program, University of California—Los Angeles, California

Donald Wasson, Associate Director, Tutorials, Curriculum and Budget, Academic Advancement Program, University of California—Los Angeles, California

1:30-3:00 p.m.
PRIVATE DINNING ROOM
(PDR) 3
Third Floor

Level of Experience: All

1:30-3:30 p.m.

1:30-3:30 p.m.
LAKE MICHIGAN
Eighth Floor

Level of Experience: All

2-HOUR CONCURRENT SESSIONS

From the Face of Hate to the Face of Hope: An Academic Approach to Addressing of Hate

◆◆Curricular/Pedagogical Models◆◆

The Gonzaga Institute for Action Against Hate is working with colleagues across the nation to establish a field of Hate Studies. This field will bring together many different academic disciplines to deepen our understanding of hate and develop best practices in responding to acts of hate. This session will explore what courses in the field of Hate Studies would look like. Presenters will facilitate an interactive discussion about courses and their content. Class syllabi from current university courses addressing issues of hate will be distributed and discussed. This session should particularly benefit educators interested in teaching courses that address issues of hate, activists interested in the development of a field of hate studies, policymakers and others working to combat hate at all levels of higher education.

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

Sima T. Thorpe, Director, Center for Community Action and Service Learning; Board Member, Institute for Action Against Hate, Gonzaga University—Spokane, Washington

1:30-3:30 p.m.

CONFERENCE ROOM 4M
Fourth Floor

Level of Experience:
Intermediate

University of Colorado Blue Ribbon Commission Model: Creating Ties With Diverse Communities

◆◆Case Studies/Model Programs◆◆

This session describes a large scale system-wide initiative established by the University President to create a panel of distinguished education, civic, and corporate leaders with a demonstrated commitment to social equity and an interest in the success of CU diversity efforts to review diversity programs on all three CU campuses. The background, rationale, and process for creating this Blue Ribbon Commission will be provided. Discussion will cover the expected outcomes of this initiative which include improving campus climate, strengthening community and corporate partnerships to a greater extent in supporting diversity efforts, strengthening K-12 pipelines, and refining campus strategic plans for diversity. The importance of engaging diverse communities by providing them information about diversity and inclusion at the University and tapping community expertise with regard to diversity practices will also be discussed as will the importance of this to generating additional involvement and community support for improving University recruitment, retention, climate, community outreach and patient care. This session should particularly benefit those involved in community outreach, faculty and student recruitment and retention, improving climate, and organizational change, and those interested in organizing efforts to create institutional change.

Gwendolyn L. Hill, Director, Diversity and Inclusion, School of Medicine, Health Sciences Center, University of Colorado—Denver, Colorado

Jennifer A. Wade, DPA, Faculty Fellow for Inclusion, and Assistant Professor, Graduate School of Public Affairs, Health Sciences Center, University of Colorado—Denver, Colorado

Carmen Braun Williams, Ph.D., Assistant Vice President for Diversity, University of Colorado System—Boulder, Colorado

1:30-3:30 p.m.

CONFERENCE ROOM 4A
Fourth Floor

Level of Experience: Novice

Asian American Student Health? Toward a Culturally Relevant Approach to Prevention and Intervention

◆◆Curricular/Pedagogical Models◆◆

The Asian American and Pacific Islander (API) students constitute one of the fastest growing segments of the United States college population. While API students demonstrate varying health status by such factors as ethnicity and immigration status, API's as a group do exhibit some significant differences as compared to their white and other student-of-color peers. Because health has a major influence on student retention and on the degree to which students can be engaged, empowered-learners, it is essential that staff and faculty understand the unique health needs of API students from their cultural context, as well as acquire the competencies to design and deliver effective prevention and intervention programs which promote health and reduce the incidence of disease, illness and injury in this population. Presenters will provide an overview of API health issues and highlight major cultural themes which recur across API ethnic groups. They will then facilitate an interactive discussion about how audience members can apply information from the session on their home campuses to improve API health. This session should particularly benefit higher education professionals who are advisor, mentor, supervisor, teachers, or otherwise interact with API students, and those who are interested in understanding and meeting the unique needs of API students.

Annann Hong, Ph.D., MPH, Instructor, Department of Health, Physical Education, Recreation, and Athletics, Northeastern Illinois University—Chicago, Illinois

Luoluo Hong, Ph.D., MPH, Dean of Student Affairs at the West campus; and Clinical Associate Professor, Criminal Justice & Criminology, Arizona State University—Phoenix, Arizona

2:30-3:30 p.m.

**NORTHWEST HALL
Stevens 3**
Lower Lobby Level

FILM PREVIEW AND DISCUSSION



David Henry Hwang

David Henry Hwang has experienced stereotyping firsthand. Today, he dedicates his work as a successful dramatist to dispelling those hackneyed portrayals of Asian-Americans that he encountered in his youth. In this program, ABC News correspondent John Yang interviews the Tony Award-winning playwright who brought *M. Butterfly* to Broadway and whose latest effort, a contemporary version of Rodgers and Hammerstein's *Flower Drum Song*, renovates and reshapes the roles of the characters in the musical. www.films.com

4:00-5:30 p.m.

**INTERNATIONAL BALLROOM
SOUTH**
Second Floor

SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE

Improving Graduate Rates—Not Rocket Science: Smaller, More Selective Schools Do Best



Richard Fry, Ph.D., Senior Research Associate, Pew Hispanic Center, Washington, D.C.

Dr. Richard Fry is one of the nation's prominent scholars on measuring Latino educational attainment and college participation. He is a demographic economist, with expertise in the analysis of established U.S. education, labor market, and language data sets. Dr. Fry pursues an empirical research agenda on Latino educational, economic, and social outcomes. Fry's research focuses on the value and development of productive skills, particularly among Hispanic youth populations. His research has been published in numerous journals, including the *American Economic Review*, *Industrial and Labor Relations Review*, and *Contemporary Economic Policy*. At the Center, Fry authored *Latinos in Higher Education: Many Enroll, Too Few Graduate*, an influential analysis underlining the importance of college persistence for Latino undergraduates. Richard Fry is currently engaged in research on the impact of Hispanic geographic dispersion on Hispanic schooling and the trends in the educational outcomes of foreign-born youth attending U.S. schools. Fry earned his Ph.D. at The University of Michigan.

APINCORE (ASIAN PACIFIC ISLANDER) CAUCUS

For other meetings of APINCORE Caucus group, see page 91

During NCORE 2006, there are four meetings hosted by the APINCORE (Asian Pacific Islander) Caucus Group.

6:30-8:30 p.m.
LAKE ERIE
Eighth Floor

APINCORE Future Planning and Caucus Nominations
Open to all.

6:30-8:30 p.m.

MARQUETTE ROOM
Third Floor

JDOTT SUMMIT MEETING



Two meetings are hosted by the John D. O'Bryant National Think Tank for Black Professionals in Higher Education on Predominantly White Campus es (JDOTT), a national association that has developed through the efforts of NCORE's African American Networking Group.

LATINO/A CAUCUS

6:30-8:30 p.m.
BOULEVARD A
Second Floor

Four meetings are hosted by the Latino/a Caucus Group organized during NCORE Conference. During NCORE 2006 the Latino/a caucus will meet to discuss a series of issues affecting Latino faculty, administrators, and students in higher education.

Discussion About Latinos in Higher Education

6:30-8:30 p.m.

INFORMAL NETWORKING MEETINGS

(For more information, see page 21)

8:30-10:30 p.m.

**INTERNATIONAL BALLROOM
NORTH**
Second Floor

SPECIAL EVENT

Women of the Scarred Earth

Lecture/Performance by Peggy Myo-Young Choy



Peggy Myo-Young Choy is an acclaimed dancer, choreographer and activist for social transformation. Originally from Hawai'i, she has performed her work from New York to Jakarta, Indonesia. Through her performances, she re-envisions and re-embodies the history and cultural politics of what it means to be an Asian woman in America. Her unique, fresh, and innovative work is inspired by traditional Asian dance and martial arts forms. www.speakoutnow.org

DAY AT A GLANCE ■ FRIDAY, JUNE 2

pag

7:00-7:30 a.m.

GREETING THE NEW DAY

7:00 a.m.-6:00 p.m.

EXHIBITOR SHOWCASE AND RESOURCE CENTER

7:30-8:30 a.m.

CONTINENTAL BREAKFAST (Co-Sponsored by The University of Chicago)

8:30-9:45 a.m.

- Connecting Universities to the Community Using CollegeEd. 6
- Practical as Well as Authentic Multicultural and Race Relations Assessment 6
- A Toolbox for Multicultural Curriculum Analysis: Paradigms and Process in Academic Inquiry—An Example of Credit Course Designed for Undergraduate Research Fellows 6
- Saving Lives...Salvaging Dreams: African American Males Making a Difference 6
- We Want Them to Stay!: Identifying and Creating Support Systems for African American Faculty at Predominantly White Institutions. 6
- Separate But Equal: Debating the Need for Separate Cultural Centers 7
- Universal Instructional Design in Multicultural Education. 7
- Affective Quotient (A.Q.) Intervention for Assessing and Counseling Students of Color 7
- Breaking Down Barriers to Academic Success. 7
- The Pull From Home: Latinas' Struggle Against Patriarchy While Having Higher Education Aspirations 7
- Creating and Sustaining a Caucus of Faculty and Staff of Color: Challenges and Rewards 7
- *Free Food For Thought*: Developing Critical Thinking Skills Through Cross Cultural Dialogue 7
- Black-White Intermarriage: Racial Identity, Self Esteem, and Life Satisfaction 7

8:30-11:30 a.m.

- **MAJOR WORKSHOP 17:** Driving Line Accountability Using a Diversity Accountability Scorecard 72
- **MAJOR WORKSHOP 18:** Morality Across the Curriculum 73
- **MAJOR WORKSHOP 19:** Refining Your Change Agent Skills: Assessing the Situation and Planning Strategically 73
- **MAJOR WORKSHOP 20:** Senior Diversity Officers in Higher Education: Models, Best Practices, and Challenges 73
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9:00 a.m.-3:30 p.m.

ONE-ON-ONE MEETINGS WITH EXPERTS EXPERIENCED ON TEACHING AND SOCIAL JUSTICE ISSUES

9:30 a.m.-noon

- **MAJOR WORKSHOP 25:** Racial Identity in Multiracial People: A Discussion of Models and Their Application to Teaching, Counseling, and Advising Students (Part I) 77

10:15-11:45 a.m.

- Ethnic Differences and Identity Choices Among Midwestern Asian American College Students 77
- Iowa State University: Building a CORE Program 78
- It Takes a Village to Raise a Graduate: Programs Working in Concert to Produce College Graduates 78
- Identity and the Socialization of Difference: Constructing Active Dialogue About Race and Issues of Identity Among Students. 78
- The Traveling Classroom: Discussing Race on the Road 79
- Educational and Supportive Campus Experiences That Create Persistence at a Historically Black Institution: Lessons From African American Males 79
- "We Are Asian Americans Too!" South Asian (Desi) Americans in the Context of Asian America 80
- Multicultural Faculty Fellows Program: An Innovative Diversity and Curriculum Infusion Training Program for Faculty 80
- Implementing Social Justice Leadership Weekend Retreats 80
- Testing the Waters: Planning and Conducting a Diversity Assessment to Inform University Diversity Planning and Management. 81
- Opening Doors: The Summer Intensive Transfer Experience at UCLA—A Case Study in Access, Diversity, and Preparation for Community College Students 81
- Comparative Analysis of Student of Color Support Within the Associated New American Colleges (ANAC) and Associated Colleges of the Twin Cities (ACTC) Consortia 81

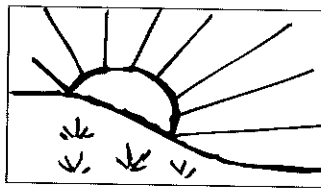
10:30 a.m.-noon	FILM PREVIEWS AND DISCUSSIONS <ul style="list-style-type: none"> ■ <i>Circle of Women</i> (Eddie Moore Jr.) 82 ■ <i>Making Whiteness Visible</i> (Shakti Butler Production, World Trust) 82 ■ <i>The Road to Brown</i> (California Newsreel) 82
noon-12:50 p.m.	INFORMAL NETWORKING MEETINGS 82
1:00-1:45 p.m.	CONFERENCE AFTERNOON PLENARY SESSION—Keynote Address: Suzan Shown Harjo . 82-83
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2:00-3:30 p.m.	<ul style="list-style-type: none"> ■ Core Ingredients for Fostering Campus Diversity Success: Lessons Learned From the Michigan Student Study 84 ■ Building an Inclusive Campus Community. 84 ■ Who Knew Indians Could Be Greek? The Tradition of Historically Native Greek-Lettered Organizations 84 ■ Assessing Outcomes in the AHANA Peer Mentoring Program: Cleveland State University. 85
2:00-4:00 p.m.	<ul style="list-style-type: none"> ■ MAJOR WORKSHOP 25: Racial Identity in Multiracial People: A Discussion of Models and Their Application to Teaching, Counseling, and Advising Students (Part II) 85 ■ MAJOR WORKSHOP 26: The Basic Legal Principles of the "Strict Scrutiny Doctrine" Required in Affirmative Action Plans 85 ■ MAJOR WORKSHOP 27: Chicana/o Visions: Insights for Educational Change and Social Justice 85 ■ Taking Responsibility for Our Own Success! 86 ■ Student SEED: A New Way of Teaching Social Justice 86 ■ Study Circles: Let's Talk About Race 86 ■ Filipin@ American Identity Development: Understanding the Needs of Filipin@ American Students in Higher Education 87 ■ A Career in Higher Education: Administration—Is it For Me and How Do I Get There? 87 ■ Influencing Campus Change: A Framework and Tools for Campus Leaders Working to Systemically Address Access, Equity, and Diversity 87 ■ Perceptions, Images and Recollections: Solutions for Survival of African Ancestry Women in the Academy. 88 ■ Classroom Climate Matters: How Students, Faculty, Staff, and Academic Leaders See and Respond to the Issues 88 ■ <i>Art of War:</i> Targeting the Majority in Multicultural Education 88
2:00-5:00 p.m.	<ul style="list-style-type: none"> ■ MAJOR WORKSHOP 21: Perfect Ladies Don't Become Provosts: A Roundtable for Administrators, Faculty, Students, Staff and Consultants of Color (Part II) 88 ■ MAJOR WORKSHOP 22: How to Teach Oral and Written Standard English to Nonstandard English-Speakers (Part II) 89 ■ MAJOR WORKSHOP 28: Charles H. Houston Center for the Study of the Black Experience in Education: Goals, Programs, Outcomes, and Possibilities 89 ■ MAJOR WORKSHOP 29: Leadership Development: Cultural Construction and Racial Identity Factors for Asian Pacific American College Students 89 ■ PANEL DISCUSSION: Engaging White Students in Discussions on Race. 89
2:00-5:30 p.m.	<ul style="list-style-type: none"> ■ MAJOR WORKSHOP 23: Understanding Institutional Privilege and Developing Culturally Competent Leadership: Demonstrating a Model Training Program for Use on Any Campus (Part II) 90
2:00-6:00 p.m.	<ul style="list-style-type: none"> ■ MAJOR WORKSHOP 24: Classism: The Invisible Ism (Part II) 90 ■ MAJOR WORKSHOP 30: Faculty Mentoring Across Racial Lines 90
4:00-5:30 p.m.	SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE—William B. Harvey . . 90
7:30-8:30 p.m.	APINCORE (Asian Pacific Islander) CAUCUS: ELECTIONS. 91
8:30-10:00 p.m.	SPECIAL FEATURE: ROUNDTABLE DISCUSSION—FOR ALL NCORE CAUCUS GROUPS . . . 91
10:00 p.m.-1:00 a.m.	JDOTT-SPONSORED DANCE. 91

FRIDAY, JUNE 2, 2006

7:00-7:30 a.m.

For Location, please check with NCORE Registration Desk (Lobby Level)

GREETING THE NEW DAY



Join members of the American Indian Networking Group in a ceremony to welcome the new day. Began at NCORE '99, this event has become an NCORE tradition that fosters a sense of community and shares a dimension of spirituality.

7:00 a.m.-6:00 p.m.

NORTHWEST HALL
Lower Lobby Level

EXHIBITOR SHOWCASE AND RESOURCE CENTER

Continental breakfast will be served in this area as well. Please visit the Exhibit area while enjoying your breakfast.
(For more information on Exhibitor Showcase, see page 35)

7:30-8:30 a.m.

NORTHWEST HALL
Lower Lobby Level
&
**INTERNATIONAL BALLROOM
FOYER**
Second Floor

CONTINENTAL BREAKFAST



THE UNIVERSITY OF
CHICAGO

Co-Sponsored by The University of Chicago

NCORE would like to acknowledge the contribution made by the University of Chicago in support of this event.

8:30-9:45 a.m.

8:30-9:45 a.m.
**PRIVATE DINNING ROOM
(PDR) 2**
Third Floor

75-MINUTE CONCURRENT SESSIONS

Connecting Universities to the Community Using CollegeEd

◆◆Case Studies/Model Programs◆◆

Creating valuable linkages between the university and the community begins with the CollegeEd program as it facilitates constructive dialogue, interaction and understanding around higher education. CollegeEd has been implemented in more than 950 schools and organizations nationwide including numerous middle schools, high schools and community centers in diverse and underserved populations. CollegeEd has been a vehicle used to promote and empower family involvement. This session will present a model for working from the university and providing CollegeEd within the community, and participants will have an opportunity to learn about the importance of early college awareness, and receive a background on the CollegeEd program itself. This session should particularly benefit those in the higher education community who are interested in enhancing diversity and retention on their campuses.

Lisé Timmons, Grant Coordinator, Frank Porter Graham Child Development Institute, University of North Carolina—Chapel Hill, North Carolina

8:30-9:45 a.m.
LAKE ONTARIO
Eighth Floor

Practical as Well as Authentic Multicultural and Race Relations Assessment

◆◆Research/Assessment/Evaluation◆◆

It is important for pre- and in-service educators to engage in the practice of ongoing multicultural self-evaluation. The primary focus of this session is to share a new and viable pre and post assessment tools that measure student awareness and growth, as well as teacher effectiveness. A few preliminary findings about best practices and critical teaching strategies will also be gleaned from an accompanying data base (N=1100) that attempts to uncover multicultural missing links. Initial discussion over such topics as working with learner resistance, teacher dispositions, state legislative mandates, race related ego defense mechanisms, and race identity development will take place. The presenter will set out to prove that meaningful human relations don't occur by happenstance but rather by our critical efforts to properly instruct and inform. This session is designed for advanced and intermediate level practitioners who wish to supplement the lecture-only method of instruction with strategies that inspire students to go beyond the constraints of feel-good multiculturalism. It will particularly benefit classroom teachers, counselors, and community activists who train others.

Franklin T. Thompson, Ed.D., Associate Professor, College of Teacher Education, University of Nebraska—Omaha, Nebraska

8:30-9:45 a.m.
WILLIFORD B
Third Floor

Level of Experience:
Intermediate

A Toolbox for Multicultural Curriculum Analysis: Paradigms and Process in Academic Inquiry—An Example of Credit Course Designed for Undergraduate Research Fellows

◆◆Curricular/Pedagogical Models◆◆

A two-credit course was designed in 2005 specifically for the Undergraduate Research Fellows in the URS program at the University of Wisconsin-Madison in order to offer them an opportunity to acquire theoretical and practical background needed for their unique experience as mentors for the weekly seminar for participating Undergraduate Research Scholars. This session will offer an overview of the course curriculum and the challenges in teaching the course, and the results and the impact it has on the students. In this session there are five Undergraduate Research Fellows and two URS administrators who will discuss the ways that the course offers a structure for thinking about research that avoids reducing research to a single mode of thought and practice, and is thus inclusive in the range of approaches to research reflected in the weekly seminar. Students will offer their perspectives on how the course shaped and broadened their own ideas about teaching and learning. This session should particularly benefit those who are interested in training undergraduate students to teach other undergraduates in a multicultural context, in particular related to undergraduate research.

Alexis Drutchas, Undergraduate Student, Biology and Sociology Major; Research Fellow, Undergraduate Research Scholars Program, College of Letters and Science, University of Wisconsin—Madison, Wisconsin

Colin Harrison, Undergraduate Student, Genetics Major; Research Fellow, Undergraduate Research Scholars Program, College of Letters and Science, University of Wisconsin—Madison, Wisconsin

Noel Howlett, Undergraduate Student, Psychology and German Major; Research Fellow, Undergraduate Research Scholars Program, College of Letters and Science, University of Wisconsin—Madison, Wisconsin

Svetlana T. Karpe, Ph.D., Director, Undergraduate Research Scholars (URS) Program, College of Letters and Science, University of Wisconsin—Madison, Wisconsin

Megan Kiedrowski, Undergraduate Student, Medical Microbiology and Immunology, and Women's Studies Major; Research Fellow, Undergraduate Research Scholars Program, College of Letters and Science, University of Wisconsin—Madison, Wisconsin

Amy L. Sloane, Doctoral Candidate, Department of Curriculum and Instruction and the Department of Forestry; Project Assistant and Undergraduate Research Fellow Supervisor, Undergraduate Research Scholars Program, College of Letters and Science, University of Wisconsin—Madison, Wisconsin

Selamawit Zewdie, Undergraduate Student, Sociology Major; Research Fellow, Undergraduate Research Scholars Program, College of Letters and Science, University of Wisconsin—Madison, Wisconsin

Saving Lives . . . Salvaging Dreams: African American Males Making a Difference

◆◆Case Studies/Model Programs◆◆

This program 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 will be provided as a series of strategies and recommendations to enhance the quality of life for this population.

Tyrone Bledsoe, Ph.D., Founder/Executive Director, SAAB National Headquarters, University of Toledo—Toledo, Ohio

Michael Cuyjet, Ph.D., Associate Professor, College of Education, and Acting Associate Provost, Student Affairs, University of Louisville—Louisville, Kentucky

Kevin Rome, Ph.D., Vice President, Student Services, Morehouse College—Atlanta, Georgia

We Want Them to Stay!: Identifying and Creating Support Systems for African American Faculty at Predominantly White Institutions

◆◆Research/Assessment/Evaluation◆◆

This reflective and action-oriented session will intersect one phenomenological study focused on former African American faculty and a case study highlighting current African American faculty. Using the common theme of support systems from both research studies, presenters will lead discussion on the purpose, the objectives, and the programmatic thrusts for support systems to increase the retention of African American at any predominantly white institution. Following a summary of various types of support systems for this population, the session attendees will participate in a vivid, collaborative planning session to be further developed at their home campuses. This session should particularly benefit those persons interested in the retention of African American and other underrepresented populations, professionals in faculty development that directly serve the population, administrators committed to this particular effort, and African American faculty and other members of underrepresented groups who are interested in creating and sustaining meaningful support systems.

Natasha Flowers, Ph.D., Director, Office for Multicultural Professional Development, Indiana University Purdue University—Indianapolis, Indiana

Sherrée A. Wilson, Ph.D., Special Assistant to the Chancellor, and IU Executive Vice President, Indiana University Purdue University—Indianapolis, Indiana

8:30-9:45 a.m.
WILLIFORD A
Third Floor

Level of Experience: All

8:30-9:45 a.m.
WILLIFORD C
Third Floor

Level of Experience:
Novice and Intermediate

8:30-9:45 a.m.

**PRIVATE DINNING ROOM
(PDR) 1**

Third Floor

Level of Experience:

Novice and Intermediate

Separate But Equal: Debating the Need for Separate Cultural Centers

◆◆Case Studies/Model Programs◆◆

This session explores the benefits and consequences of having separate Cultural Centers at Oregon State University. Presenters will provide a brief overview of the historical background for the founding of all six Centers including the Asian & Pacific Cultural Center, the Lonnie B. Harris Black Cultural Center, the Centro Cultural César Chávez, the Native American Longhouse, the Pride Center, and the Women's Center. The main focus of this session will center on the debate around 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 and other underrepresented groups, as well as practitioners providing support services to students of color, and students who are concerned with a relevant campus climate for all underrepresented students.

Mercedes Benton, Coordinator, Diversity Development, Oregon State University—Corvallis, Oregon

Carlos Garcia, Undergraduate Student, Business Administration Major; External Coordinator, Centro Cultural César Chávez, Oregon State University—Corvallis, Oregon

Joscelyne Kravitz, Undergraduate Student, Psychology Major; External Coordinator, Pride Center, Oregon State University—Corvallis, Oregon

Shaun Palakiko, Undergraduate Student, Psychology Major; External Coordinator, Asian & Pacific Cultural Center, Oregon State University—Corvallis, Oregon

Uzo Ukeagu, Undergraduate Student, General Science Major; External Coordinator, Lonnie B. Harris Black Cultural Center, Oregon State University—Corvallis, Oregon

8:30-9:45 a.m.

CONFERENCE ROOM 4A

Fourth Floor

Level of Experience:

Intermediate

Universal Instructional Design in Multicultural Education

◆◆Interactive Training◆◆

This session will introduce participants to Universal Design (UD) and Universal Instructional Design (UID) as a means of providing more inclusive learning environments for all postsecondary students. Although originally conceived as a means for making higher education more accessible for students with disabilities, UID now serves as a model for multicultural postsecondary education. When faculty and staff implement UID as they begin planning for a course, program, or activity by taking into consideration the strengths and challenges of all students, they reduce or eliminate the need to provide last-minute accommodations or to segregate students on the basis of individual needs. Presenters will provide handouts of resources and information that will facilitate the integration of UID into their classrooms, in their curriculum planning, and when advising students. This session should particularly benefit those who are interested in an expanded vision of multiculturalism in higher education and those who are interested in exploring pedagogical models that can be applied in higher education to expand and improve access.

Emily Goff, Project Coordinator, PASS-IT, General College, University of Minnesota—Minneapolis, Minnesota

Na'im Madyun, Ph.D., Assistant Professor, General College, University of Minnesota—Minneapolis, Minnesota

8:30-9:45 a.m.

CONFERENCE ROOM 4C

Fourth Floor

Level of Experience:

Intermediate

Affective Quotient (A.Q.) Intervention for Assessing and Counseling Students of Color

◆◆Research/Assessment/Evaluation◆◆

This session will explain the power of the Affective Domain—emotion or feeling as distinguished from cognition, thought or action. Participants will have the opportunity to review that the Affective Domain is just as important as the Cognitive Domain and how the Affective Domain is critically vital for the retention of students of color. The utilization of Affective Constructs in the assessment and counseling of students of color will be presented, including the administration and review of the Murphy Inventory, which measures as (1) Self-Concept, (2) Locus of Control, (3) Need-To-Achieve (drive, expectation), (4) Stimulation-Seeking (curiosity), and (5) Attitude (positive-negative). The session will provide participants with an opportunity to assess and evaluate their own A.Q. and learn how to use this exciting tool to support students of color. This session should particularly benefit faculty and staff who would like to work with students holistically and to enhance students' retention by focusing on the Affective Domain, for example, via the utilization of the Murphy Inventory.

Robert K. Murphy, Ph.D., Counselor, Johnson County Community College—Overland Park, Kansas

8:30-9:45 a.m.
**PRIVATE DINNING ROOM
(PDR) 3**
Third Floor

Level of Experience:
Intermediate

Breaking Down Barriers to Academic Success

◆◆Case Studies/Model Programs◆◆

This interactive session will highlight retention strategies that present outcomes related-data relative to support services for minority students. At the University of Central Florida, programs (such as the Pegasus Success Program, the College Achievement Program, Seizing Opportunities for Achievement and Retention, Minority Programs in Education, and the Minority Engineering and Computer Science Program) all are model programs that address issues of access, retention, and persistence to support academic success. During this session, participants will be encouraged to share strategies and initiatives they have found effective in their efforts to increase retention of minority students. Presenters will discuss ways to measure success. This session should particularly benefit those who work in the area of minority student retention and those interested in creating similar programs on their campus.

Celeste B. Ferguson, Coordinator, Multicultural Academic and Support Services, University of Central Florida—Orlando, Florida

Fritzlaine M. Powell, Director, Minority Programs in Education, University of Central Florida—Orlando, Florida

DeLaine Priest, Assistant Vice President, Student Success Center, University of Central Florida—Orlando, Florida

Jacqueline A. Smith, Ed.D., Director, Minority Engineering and Computer Science Programs, University of Central Florida—Orlando, Florida

8:30-9:45 a.m.
CONFERENCE ROOM 4K
Fourth Floor

Level of Experience:
Intermediate

The Pull From Home: Latinas' Struggle Against Patriarchy While Having Higher Education Aspirations

◆◆Research/Assessment/Evaluation◆◆

This session examines the decisions of Latinas who, out of high school, receive acceptance for admission to a four-year university but opt to attend a local community college instead because they feel a responsibility to family and home. Although there has been previous research done on the structural, financial, and geographical factors affecting Latinas' choices for going to a four-year university, it is important to examine whether patriarchal ideologies and structures in their family, community, and environment play a significant role in their college-going choices. The literature review presented is the preliminary research to a bigger project, one that specifically focuses on the oral history of Latinas who are affected by gender expectations stemming from patriarchy and are enforced through their families, cultural practices, and traditions. This session should particularly benefit those who are interested in issues Latinas face in their journey to and through higher education, as well as those who focus on research pertaining to patriarchy and its effects on women.

Cynthia L. Alvarez, Undergraduate Student, Women's Studies and Chicana/o Studies Major; Academic Advancement Program Mentoring Programs, University of California—Los Angeles, California

8:30-9:45 a.m.
CONFERENCE ROOM 4M
Fourth Floor

Level of Experience:
Novice

Creating and Sustaining a Caucus of Faculty and Staff of Color: Challenges and Rewards

◆◆Case Studies/Model Programs◆◆

This session examines the factors involved in the creation of a Caucus of faculty and staff of color in a small private liberal arts college in northern New York. The session explores the specific contradictions and challenges of working in a liberal arts college situated in a remote location, whose students are predominantly white, and an administration that embraces a progressive agenda that has resulted in the hiring of a record-high number of faculty and staff of color. Presenters will provide a historical context of the presence of faculty, staff and students of color on campus, some of the challenges that faculty have faced, and some of the ways we have tried to overcome such problems. This session should particularly benefit those who are interested in creating affinity groups of faculty, administrators, and staff on campus and to those who are committed to knowledgeable advocacy for the affirmative development and support of underrepresented populations in the student, faculty and staff of color within the campus.

Martha I. Chew-Sánchez, Ph.D., Assistant Professor, Global Studies Department, St. Lawrence University—Canton, New York

Assis Malaquias, Ph.D., Associate Professor, Government, St. Lawrence University—Canton, New York

8:30-9:45 a.m.
LAKE HURON
Eighth Floor

Level of Experience:
Intermediate

Free Food For Thought: Developing Critical Thinking Skills Through Cross Cultural Dialogue

◆◆Case Studies/Model Program◆◆

During this session, presenters will share the benefits of their cross cultural program *Free Food Thought*. Implemented on the campus of the University of Alabama at Birmingham (UAB) in 2000, this monthly program brings together various members from the campus community including students, faculty, and administrators. The program is designed to promote the use of dialogue on various diversity topics. With the variety of cultures, lifestyles, and personalities at UAB, learning from one another through discussion helps us understand each others ideas and opinions. In exchange for opinions, we provide a free meal during the discussion. Presenters will provide information pertaining to the rationale for the creation of *Free Food for Thought*, as well as insights and lessons learned from its implementation. The session will end with a mini *Free Food for Thought* event. This session should particularly benefit those who are interested in new and innovative forms of diversity/cross cultural programming or the maintenance of a campus commitment to diversity, as well as practitioners who work directly with diversity centers, multicultural curriculum and/or minor student organizations.

Thomas L. Alexander, Special Assistant to Vice President, Student Affairs for Diversity, and Director of Student Programs and Leadership, University of Alabama—Birmingham, Alabama
Nadia Monique Caesar-Richardson, Doctoral Student, Higher Education Administration, University of Alabama—Birmingham, Alabama

8:30-9:45 a.m.
**PRIVATE DINNING ROOM
(PDR) 4**
Third Floor

Level of Experience:
Intermediate

Black-White Intermarriage: Racial Identity, Self Esteem, and Life Satisfaction

◆◆Theoretical Models◆◆

This interactive session entails the authors reporting on their research conducted with fifty Black-White interracial couples. Each individual completed a paper-pencil questionnaire and participated in an in-depth, face-to-face interview. Analyses of the empirical data pertaining to the theoretical constructs of racial identity, self esteem and life satisfaction will be presented, with specific reference to the measurement instruments used and to results varying by race and gender. In this session we will present and discuss the qualitative responses from the interviews, and will highlight the implications for interracial marriages and families in the 21st century, and for societal change. This session should particularly benefit teachers and students of sociological and psychological theory related to racial relations in general and to marriage and the family in particular.

Jeanette R. Davidson, Ph.D., Director, African & African American Studies, and Associate Professor, School of Social Work, The University of Oklahoma—Norman, Oklahoma
Tim Davidson, Ph.D., Associate Professor, Department of Human Relations, The University of Oklahoma—Norman, Oklahoma

8:30-11:30 a.m.

MAJOR WORKSHOP 17

Driving Line Accountability Using a Diversity Accountability Scorecard

Many professionals interested in diversity have asked: How will we be able to drive line accountability for diversity to the organization's bottom line? How do we show senior executives and others that diversity is a strategic business partner that is aligned and linked to the strategic goals and objectives of the organization? How can we measure the impact of diversity on organizational performance and an improved work environment? How does the strategic diversity process help your organization excel in the domestic and global marketplace and provide favorable returns to stockholders and stakeholders? If your organization is like most, you've probably found it challenging answering these questions. Organizations are increasingly challenged to find ways to build diversity accountability that provides a measurable difference to organizational performance. Based upon Dr. Hubbard's research and ground-breaking diversity measurement books: *Measuring Diversity Results*, *How to Calculate Diversity Return On Investment (DROI)*, *Implementing Diversity Measurement and Management*, and *The Diversity Scorecard*, this session offers proven techniques and information that allow organizations to educate and business professionals to learn how to utilize realistic, "data-based" tools for tracking, monitoring and analyzing diversity initiatives, at the line level. In this session, you will (1) learn how to select the right "mix" of measures to deploy a Diversity Accountability Plan, (2) determine ways to translate diversity results into financial results, (3) understand some important considerations for linking your scorecard to strategy, (4) determine what measures you might use to cascade diversity functional plans to the line, and (5) examine a sample Diversity Accountability and Responsibility Index and Its Metrics.

Edward E. Hubbard, Ph.D., President and CEO, Hubbard and Hubbard, Inc., and Founder of the Hubbard Diversity Measurement and Productivity Institute—St. George, Utah

8:30-11:30 a.m.

BOULEVARD A
Second Floor

MAJOR WORKSHOP 18

Morality Across the Curriculum

Lawrence M. Hinman defines ethics as "the explicit, philosophical reflection on moral beliefs and practices. Ethics is a conscious stepping back and reflecting on morality. Morality refers to the first-order beliefs and practices about good and evil by means of which we guide our behavior." In other words, morality is a first-order action while ethics is one step removed or second-order. This session will examine how service-learning practices can facilitate "ethics/morality" work in higher education. The session will include a combination of multimedia lecture for key fundamentals and participatory activities to facilitate dialogue regarding these same critical concepts. Two related articles will be used for the framework of the presentation—"Service Learning and Curricular Integration" (AACC's *Service Learning Resource Guide*, May 1998) and "Ethics Morality Across the Curriculum" (*Community College Journal*, December/January Edition).

Robert J. Exley, Ph.D., Vice President, Academic Affairs, Iowa Western Community College, and founding Director of the Miami-Dade Community College Partners in Action and Learning Service-Learning Program—Council Bluffs, Iowa

8:30-11:30 a.m.

CONTINENTAL BALLROOM C
Lobby Level

MAJOR WORKSHOP 19

Refining Your Change Agent Skills: Assessing the Situation and Planning Strategically

As colleges and universities become more complex and resistance to change grows increasingly subtle and covert, change agents must have a working knowledge of how systems work and more finely-honed tools to start and continue the change process in a systematic way. This session will address the following questions: (1) what do we mean when we talk about systems? (2) How can we identify what kind of change the school is ready for and help move them to a deeper level? (3) How can change agents assess whether they are being effective or just spinning their wheels? And (4) how can we recognize resistance and gate keeping for what it really is and deal with it effectively?

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

8:30-11:30 a.m.

ASTORIA ROOM
Third Floor

MAJOR WORKSHOP 20

Senior Diversity Officers in Higher Education: Models, Best Practices, and Challenges

Leadership Development—This interactive session will engage participants in a discussion of major structures, challenges, and approaches to implementing the work of the Senior Diversity Office in higher education. Principles and activities presented in the session are grounded in empirical research that examined the models of more than 100 institutions and featured interviews with over 50 current former officers and other experts as the Senior Diversity Officer's role in higher education. More specifically the session will: (1) present the Senior Diversity Officer Development Framework (SDODF) in terms of Strategy, Organizational Structure, Lateral Coordination, Change Management Principles, and Skills and Background of Officers; (2) present the Models and Best Practices of 3-5 Institutions with interesting and unique models and approaches to implementing the work of the SDO; (3) engage participants in a small group exercise regarding challenges associated with establishing and optimizing SDO units in higher education; (4) engage participants in facilitated dialogue regarding best practice programs and change management techniques associated with doing the work of the Senior Diversity Officer; and (5) discuss differences and similarities between the SDO and Chief Diversity Officer role often found in the corporate environment. This session is relevant for all members of the higher education community and is especially relevant for administrators, faculty, and staff members who are interested in organizational change and launching senior diversity officer units in higher education.

Katrina Wade-Golden, Ph.D., Senior Research Specialist, 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

Part I

8:30-11:30 a.m.

CONTINENTAL BALLROOM B
Lobby Level

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

MAJOR WORKSHOP 21

Perfect Ladies Don't Become Provosts: A Roundtable for Administrators, Faculty, Students, Staff and Consultants of Color

This session looks at the career path and career alternatives of women of color as they reach the five-year mark which often signals the end of being a new professional. This dialogue will affirm and celebrate the achievements and choices of all women by encouraging them to achieve their dreams while still actively participating in and excelling as academic and student affairs professionals. Women administrators and faculty face obstacles to entering academic and student affairs positions at colleges and universities and while other women have increasingly entered and been promoted in corporate positions during the late twentieth century. Fewer women of color are represented in senior level positions in higher education; however, these women provide significant leadership within student affairs. This program examines women in academe career path and the sacrifices one must make. Join the Perfect Ladies for this interactive and uplifting program.

Lorraine Acker, Assistant Dean of Students, Minority Support Student Service and Women's Programs, University of North Carolina—Charlotte, North Carolina

Shaquana Anderson, Doctoral Student, Higher Education; Residential Director, University of Maryland—College Park, Maryland

Samantha M. Ivery, Community Director, Office of Residential Life, Dartmouth College—Hanover, New Hampshire

Susan D. Johnson, Doctoral Student, Higher Education and Student Affairs; Research Associate, Center for Postsecondary Research, Indiana University—Bloomington, Indiana

Ophelia C. Morgan, Assistant Director, Student Activities, Saint Peter's College—Jersey City, New Jersey

Susana Maria Muñoz, Doctoral Student, Educational Leadership and Policy Study Program, Iowa State University—Ames, Iowa; Retention Specialist for Student Success Services, University of Wyoming—Laramie, Wyoming

Katherine S. Outlaw, Hall Director of Manzanita-Mohave, and University of Arizona President Appointee for the University Commission on the Status of Women, University of Arizona—Tucson, Arizona

Judith Perez, Doctoral Student, Department of Sociology and Anthropology, Fordham University—Bronx, New York

Rochelle R. Peterson, Assistant Dean of Students, Arcadia University—Glenside, Pennsylvania

Susan A. Stuart, Doctoral Student, Higher and Postsecondary Education, Teachers College, Columbia University—New York, New York

Part I

8:30-11:30 a.m.

BOULEVARD C
Second Floor

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

MAJOR WORKSHOP 22

How to Teach Oral and Written Standard English to Nonstandard English-Speakers

Making assumptions about students' intelligence—based solely on their speaking styles—has contributed to severe achievement and cultural gaps between standard and nonstandard English-speakers. Since most students read, write and test the way they speak, oral and written standard English-acquisition is essential for academic success. This highly participatory session demonstrates how to implement a linguistically-based, five-step method, which teaches mastery of oral and written standard English and enables students—regardless of their individual dialectal backgrounds—to compete academically and professionally in a manner which is commensurate with their real intelligence, talents and interests.

Mary I. Berger, President/Author/Trainer, Orchard Books, Inc; Instructor, Columbia University—Chicago, Illinois

Part I

8:30-11:30 a.m.
MARQUETTE ROOM
Third Floor

Part II—Session continues
2:00-5:30 p.m.

MAJOR WORKSHOP 23

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

This session will showcase a training design for a workshop 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, presenters will demonstrate the ways in which culturally competent leadership creates a professionally rewarding, effective and challenging environment for everyone.

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

Carla D. Gary, JD, Assistant Vice Provost for Institutional Equity and Diversity, University of Oregon—Eugene, Oregon

Terry Leary, Equity and Diversity Coordinator, Eugene 4J School District—Eugene, Oregon

Part I

8:30-11:30 a.m.
WALDORF ROOM
Third Floor

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

MAJOR WORKSHOP 24

Classism: The Invisible Ism

“People in the United States don’t like to talk about class. Or so it would seem. We don’t speak about class privileges, or class oppression, or the class nature of society. These terms are not part of our everyday vocabulary, and in most circles they are associated with the language of the rhetorical fringe.”—Gregory Mantsios

It has become increasingly clear to many of us working on a progressive agenda, that true unity must be based on deep knowledge, respect, and appreciation of our differences. Due to the blurring of class differences, and the pretense that, “we are all middle class,” many of us have not adequately explored or understood the impact of our class backgrounds on our identities, perceptions, values, choices, relationships, group dynamics, and organizations. Silence and privatization of issues concerning money and class limits our accurate perception of reality and encourages self-blame resulting in serious blocks to coalition-building and organizing for change. The continuum nature of class in the U.S. leads most of us to experience class in a very relative manner, making our understanding of class and classism much more difficult. This session will be experiential in nature, allowing participants with the opportunity to: clarify their class backgrounds, compare and contrast their experiences with others, and consider the implication and impact of their class backgrounds on their personal and professional experiences and choices. The session will examine the intersections and interactions between classism and racism, sexism, ableism, heterosexism, and anti-Semitism. Session participants will have the opportunity to begin to develop action plans for themselves and their groups. Additional resources will be provided in the form of a workbook or handouts.

Felice Yeskel, Ed.D., Co-Director, Class Action-Northampton, Massachusetts; adjunct Faculty member Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

8:30-11:30 a.m.

3-HOUR CONCURRENT SESSIONS

The Costs of Oppression to People From Privileged Groups? Furthering the Conversation

◆◆Theoretical Models◆◆

Building on interest from last year's session, this workshop will allow for a more in-depth consideration of how people from privileged groups are negatively affected by participating in and maintaining systems of oppression. Clearly, people from dominant groups have access to power and privilege that are denied to people from oppressed groups. Yet, living in a society with institutionalized inequality is dysfunctional, dehumanizing and detrimental to all. A brief overview of costs will be presented. Participants will then explore the costs to a particular privileged group (e.g., how sexism affects men, racism affects whites, heterosexism affects heterosexuals, etc.), as well as the similarities and differences in the costs among different forms of oppression. We will explore how this perspective could be used in educational efforts to reduce resistance to social change and provide an impetus to support social justice efforts. 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 Consultant—Nyack, New York

8:30-11:30 a.m.

JOLIET ROOM

Third Floor

Level of Experience: All

8:30-11:30 a.m.

LAKE MICHIGAN

Eighth Floor

Level of Experience: All

Peeking Behind the Wall of Difference: Experiencing the Arts as a Vehicle for Conversation

◆◆Interactive Training◆◆

This session proposes diverse cultural explorations that engage the whole person—the intellect through discussion, the emotions through art and music, and the body through song and movement. *Peeking Behind the Wall of Difference* is aimed at all members of the academic community and is intended as a model for conversations. Participants will be engaged in dance, art, and music-making while viewing works of art that clearly speak to issues of racial, gender, ethnic or cultural difference. Presenters will guide participants in dialogue and thus model ways in which discussion about specific topics common to art and music of the 20th century can open doors to cultural understanding. The topic questions presented in this session, seek to understand common images—people, social spaces and everyday objects—in terms of economic status, cultural space, and gender, racial or ethnic difference. The session will offer various resources that include both directed questions and more open-ended discussion themes. This session should particularly benefit students, staff, and faculty who want to raise discussion points that can lead to deeper understanding about culture and its role in enriching the lives of each who touch it.

Donna M. Cox, Ph.D., Professor of Music, University of Dayton—Dayton, Ohio

Judith L. Huacuja, Ph.D., Associate Professor of Art History, University of Dayton—Dayton, Ohio

Kelly Phelps, Assistant Professor of Art (sculpture), Xavier University—Cincinnati, Ohio

Kyle Phelps, Assistant Professor of Art (sculpture), University of Dayton—Dayton, Ohio

8:30-11:30 a.m.

LAKE ERIE

Eighth Floor

Level of Experience:

Intermediate

Learning Communities: Creating Authentically Inclusive and Responsive Teaching, Learning, and Working Environments

◆◆Curricular/Pedagogical Models◆◆

This session examines an innovative response to a university community need for a variety of engaging pathways for ongoing professional development. The University of Wisconsin Madison provides a menu of sustained learning and networking opportunities for all members of the campus workforce. The Equity and Diversity Resource Center, in collaboration with the Office of Human Resource Development, has developed four nine-month learning communities which provide multiple points of entry that requires differing levels of time commitment and preparatory investment: *Leadership Institute*, *SEED Seminar*, *SEED Seminar* and *the Excellence Through Diversity Institute*. This session should particularly benefit those who are interested in creating vibrant working environments that are conducive to success for all—faculty, classified staff, academic staff and administrators—via learning communities guided by the core principle of self as pivotal instrument and lifelong project in process, and by embracing an inside out/outside in approach of engaging the “textbooks of ourselves” while exploring the “textbooks on the shelves,” as well as a wide array of other resources.

William H. Clifton, Ph.D., Learning Communities Assessment & Program Development Specialist, Equity & Diversity Resource Center, University of Wisconsin—Madison, Wisconsin

Seema Kapani, Ph.D., Diversity Education Coordinator, Equity & Diversity Resource Center, University of Wisconsin—Madison, Wisconsin

Hazel Symonette, Ph.D., Senior Policy and Program Development Specialist, University of Wisconsin System Office of Academic Development and Diversity, and University of Wisconsin-Madison Office of Dean of Students, University of Wisconsin—Madison, Wisconsin

9:00 a.m.-3:30 p.m.

SPECIAL FEATURE

One-on-One Meeting With Experts Experienced on Teaching and Social Justice Issues
Each meeting is only for 30-Minutes. Interested participants should sign up and schedule for the meeting time at Registration Desk. For more information on each of these experts, a short bio is available for review at the NCORE Registration Desk.

Jim Bonilla, Ed.D., Associate Professor, Conflict Studies, Graduate School of Management; Faculty Coordinator for Diversity Resources; and Director, The Race, Gender & Beyond Faculty Development Project, Hamline University—St. Paul, Minnesota
Rita Hardiman, Ed.D., Multicultural Organization Development Consultant—Hadley, Massachusetts
Bailey Jackson, Ph.D., former Dean and current Faculty, Social Justice Education Program, School of Education, University of Massachusetts—Amherst, Massachusetts
Sharon J. Washington, Ph.D., Special Assistant to the President for Diversity Initiatives, Bennett College for Women—Greensboro, North Carolina

Registration Desk is located at **8th Street S. Registration Booth**
Lobby Level

MAJOR WORKSHOP 25

Racial Identity in Multiracial People: A Discussion of Models and Their Application to Teaching, Counseling, and Advising Students

This two-part session offers participants an extensive overview and evaluation of several prominent, published models of racial identity development, and their application to teaching and advising multiracial students. Discussion will focus on how racial identity models can be used to understand dynamics between different racial communities and aspects of conflict between groups. In addition, participants will consider the impact of their own racial identity on their ability to work with multiracial, as well as monoracial students, on controversial issues related to race. Using presentations, small and large group discussion, and case studies, this session will incorporate issues and situations that participants have experienced on their own campuses.

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

90-MINUTE CONCURRENT SESSIONS

Ethnic Differences and Identity Choices Among Midwestern Asian American College Students

◆◆Research/Assessment/Evaluation◆◆
Though students may check the box "Asian American," the reality is that many Asian American identify primarily with their specific ethnicity or sometimes not with anything ethnic or racial at all. The results from a survey of more than 700 Asian American undergraduates in the Midwest show differing attitudes and involvement patterns among students. These students claim their ethnic and/or racial identity in different ways (Asian American, Ethnicity, Ethnicity-American, or Not Asian). Additionally, specific Asian ethnic groups (Chinese, Filipino, Indian, Korean) showed different responses from each other, raising the issue of the relevance of a pan-Asian identity with this diverse community. Given the growth of Asian American programs on today's campuses, what implications this have for how we target and promote services for Asian American students? Are racial identity theories still useful if the idea of "Asian American" doesn't hold much meaning or coherence for those it is supposed to identify? This session should particularly benefit individuals working closely with Asian American students, have significant numbers of Asian American students on their campuses, are familiar with ethnic and racial identity theories, and want to expand their thinking about the complexity of Asian American identity.

Corinne Maekawa Kodama, Associate Director, Asian American Resource & Cultural Center, University of Illinois—Chicago, Illinois

Part I

9:30 a.m.-noon
CONFERENCE ROOM 4D
Fourth Floor

Part II—Session continues
2:00-4:00 p.m.

10:15-11:45 a.m.

10:15-11:45 a.m.
WILLIFORD A
Third Floor

Level of Experience:
Intermediate and Advanced

10:15-11:45 a.m.
WILLIFORD C
Third Floor

Level of Experience: All

Iowa State University: Building a CORE Program

◆◆Case Studies/Model Programs◆◆

Iowa State University has committed significant human and financial resources to promoting greater understanding and acceptance of diversity. As an example of this commitment, the university has been a major sponsor of student, faculty, and staff participation in NCORE. In the last seven years more than 300 individuals have attended NCORE conferences. At Iowa State University those students attending the conference must first apply to be a part of the university's NCORE delegation. Students must commit to pre-conference preparation, debriefing sessions throughout the week-long training, post-conference workshops, and dissemination of information on diversity to the broader academic community. When the students return, they are enrolled in a class in order to build on their learning. Their experience ends with their participation in ISCORE (the Iowa State Conference on Race and Ethnicity) which is held during the spring semester. Presenters will share an overview of the development of this partnership, as well as preview a video developed by student participants on the power of the experience. This session should particularly benefit institutional leaders, faculty, and students desiring to establish new initiatives that incorporate NCORE conference themes.

Carmen Flagge, Scholarship Coordinator, Multicultural Student Affairs, Iowa State University—Ames, Iowa

Thomas L. Hill, Ph.D., Vice President, Student Affairs, Iowa State University—Ames, Iowa

Todd Holcomb, Ph.D., Associate Vice President, Student Affairs, Iowa State University—Ames, Iowa

Japannah Kellogg, Director, Trio Student Support Services, Iowa State University—Ames, Iowa

Vicky Lio, Alumnus, ISCORE/NCORE Project, Iowa State University—Ames, Iowa; Accountant, Cargill—Hammond, Indiana

Robert Lipsey, Multicultural Liaison Officer, College of Liberal Sciences, Iowa State University—Ames, Iowa

10:15-11:45 a.m.
PRIVATE DINNING ROOM
(PDR) 1
Third Floor

Level of Experience: Novice

It Takes a Village to Raise a Graduate: Programs Working in Concert to Produce College Graduates

◆◆Case Studies/Model Programs◆◆

This session examines the holistic programs the American Indian Programs (AIP) at Arizona State University Polytechnic campus offer to assist Native American students. The American Indian Programs office has two important goals pertaining to program development. The first has to do with student support on campus, and the second with community outreach. The goals are (1) to increase the number of American Indian students entering college and completing post-secondary science, mathematics, engineering, and technology degrees; and (2) to increase the capacity of K-12 systems to support overall student achievement and interest in science, mathematics, engineering and technology. In support of these goals, AIP provides a number of in-house and university-wide programs tailored to American Indian student needs. 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 students who are interested in opportunities through academic support, services and resources.

Phillip J. Huebner, Director, American Indian Programs, Arizona State University, Polytechnic-East—Mesa, Arizona

Debi Molina-Walters, Ed.D., BSE Faculty, American Indian Programs, Arizona State University, Polytechnic-East—Mesa, Arizona

Miranda E. Strong, Program Coordinator, Summer Bridge, American Indian Programs, Arizona State University, Polytechnic-East—Mesa, Arizona

10:15-11:45 a.m.
PRIVATE DINNING ROOM
(PDR) 3
Third Floor

Level of Experience:
Novice and Intermediate

Identity and the Socialization of Difference: Constructing Active Dialogue About Race and Issues of Identity Among Students

◆◆Long- and Short-Range Planning◆◆

This session examines and portrays through the film, as ways in which active dialogue may be utilized to create an intimate and challenging discussion where knowledge is exchanged and respect is reciprocated. Traditionally in academia, issues of diversity are examined through passive means of literature and lecture forums. However, the active dialogue that this session introduces is unique and should be particularly beneficial for those who are looking for ways in which to engage students around issues of identity and race, so that they may grow and gain new perspectives.

Monica J. Adams, Undergraduate Student, Bacteriology Major, Undergraduate Research Scholars Program, University of Wisconsin—Madison, Wisconsin

Alexis Erin Drutchas, Undergraduate Student, Pre-Med Major, Undergraduate Research Scholars Program, University of Wisconsin—Madison, Wisconsin

10:15-11:45 a.m.
LAKE ONTARIO
Eighth Floor

Level of Experience:
Intermediate

The Traveling Classroom: Discussing Race on the Road

◆◆Curricular/Pedagogical Models◆◆

In the summer of 2005, thirty-five students and eight faculty and staff from the University of Wisconsin-Madison embarked on a two-week bus trip through the Southwest called "The Santa Fe Trail: In Search of the Multiracial West." This journey of race and reconciliation was both a course and an exercise in experiential learning, designed to immerse students into the history of the West while stimulating dialogue on contemporary racial issues. The diverse teaching-team—consisted of the faculty, staff, and teaching assistants—led a multicultural group of students through Oklahoma, Texas, New Mexico, and Colorado, stopping at sites relevant to the histories of American Indians, African Americans, Latina/os, and Asian Americans. The Santa Fe Trail is the third in a series of similar trips offered by UW-Madison. Presenters feel certain that other colleges and universities could offer similar programs, and will provide information on how to implement such projects. The session will discuss funding, recruitment, course planning and assessment, and student presenters will share their experiences. The session will also feature a short video of the trip. This session should particularly benefit those who are seeking new ways to sponsor racial dialogue and increase multicultural programs at their institutions.

Aaron Bird Bear, Coordinator, Student Services, American Indian Student Academic Services, College of Letters and Sciences, University of Wisconsin—Madison, Wisconsin
Jerome K. Dotson Jr., Doctoral Student, History, University of Wisconsin—Madison, Wisconsin
Ryan Quintana, Graduate Student, History, University of Wisconsin—Madison, Wisconsin
Tyina L. Steptoe, Doctoral Student, History; Teaching Assistant, Department of History, University of Wisconsin—Madison, Wisconsin
Maia Surdam, Graduate Student, History, University of Wisconsin—Madison, Wisconsin

10:15-11:45 a.m.
WILLIFORD B
Third Floor

Level of Experience:
Intermediate

Educational and Supportive Campus Experiences That Create Persistence at a Historically Black Institution: Lessons From African American Males

◆◆Case Studies/Model Programs◆◆

Out of concern for the poor males graduation rates, Morgan State University's Leadership Institute, Office of Student Retention, and University Honors collaborated on the "Male Initiative on Leadership & Excellence" (MILE) to address the persistence rates of African American males. Since the 1990s, the persistence to graduation rates for males have hovered around 31%. The initiative engages African American men in educationally and socially supportive experiences, including an alternative spring break, common intellectual experiences, and distinctive leadership experiences. This interactive session will provide information on the impact the Morgan MILE is having on the success of students. The session will discuss the initiative's five major outcomes: (1) motivating academic success, (2) inspiring personal confidence, (3) building a sense of community, (4) encouraging cultural and intra-cultural awareness, and (5) promoting a sense of social responsibility. Student presenters will discuss the program in their own words, enabling participants to learn about the impact the initiative is having on them. Recommendations for implementing a similar program at other colleges and universities will be shared. This session should particularly benefit those who want to better enhance the rates at which African American and other males persist to graduation. Given the scope of this session, an array of senior and mid-level managers are highly encouraged to attend.

D. Jason De Sousa, Ed.D., Associate Professor, Center for Advanced Studies, Leadership & Policy Studies, and Director, Institute for Student Leadership & Character Development, Morgan State University—Baltimore, Maryland
Taylor Graham, Undergraduate Student, Business Administration Major, Morgan State University—Baltimore, Maryland
Ifeanyi Igwulu, Undergraduate Student, Electrical Engineering Major, Morgan State University—Baltimore, Maryland
Jason Padmore, Undergraduate Student, Business Administration Major, Morgan State University—Baltimore, Maryland
Carlos Parker, Undergraduate Student, Architecture and Planning Major, Morgan State University—Baltimore, Maryland
Daniel Ruto, Undergraduate Student, Philosophy Major, Morgan State University—Baltimore, Maryland
Matthew Spikes, Undergraduate Student, Economics Major, Morgan State University—Baltimore, Maryland
Michael Sturm, Undergraduate Student, Undecided Major, Morgan State University—Baltimore, Maryland

10:15-11:45 a.m.
CONFERENCE ROOM 4A
Fourth Floor

Level of Experience: All

“We Are Asian Americans Too!” South Asian (Desi) Americans in the Context of Asian America
◆◆Theoretical Models◆◆

This session will critique the assumed identity of “Asian America.” The presenter will point out that how South Asian Americans (Desi Americans) experience marginalization within the Asian American community. This session will (1) explore ways in which to better support South Asian American students; (2) engage participants in a broad dialogue on the diversity of Asian American and (3) develop an understanding of ways in which South Asian Americans have been marginalized in academic literature, campus programs, and Asian American community events. This session should particularly benefit those who work directly with Asian American students, Multicultural Affairs educators, Student Affairs practitioners, and those who are also concerned with meeting the needs of growing/diversifying Asian American populations on their college campuses.

Mamta Motwani Accapadi, Ph.D., Assistant Director, Multicultural Information Center, University of Texas—Austin, Texas

10:15-11:45 a.m.
CONFERENCE ROOM 4C
Fourth Floor

Level of Experience:
Intermediate

Multicultural Faculty Fellows Program: An Innovative Diversity and Curriculum Infusion Training Program for Faculty
◆◆Curricular/Pedagogical Models◆◆

This session presents the Harper College Multicultural Faculty Fellows Program, in which faculty are selected to research and develop innovative ways to introduce multiculturalism into the curriculum by means of infusion of diversity content, the creation of new diverse courses, or by developing “units” that may be used by other faculty teaching the same course. The purpose of the program is to provide training and research opportunities for the faculty to become multicultural experts in their academic disciplines. This session will review all aspects of the Multicultural Faculty Fellows Program which include the following: (1) the creation and purpose of the Center for Multicultural Learning; (2) the development of the Multicultural Faculty Fellows program; (3) the application materials, procedures, and budget of the program; (4) the program responsibilities and requirements of the Multicultural Faculty Fellows; and (5) the training modules used to facilitate the diversity training. In addition, the curriculum infusion projects created by the Multicultural Faculty Fellows will be showcased. This program is designed to be replicated at other institutions. This session should particularly benefit those who are multicultural education administrators, other administrators who are responsible for the college curricula, Student Affairs professionals, and academic faculty who are interested in diversifying their own courses.

Laura LaBauve-Maher, Associate Dean, Student Development, Center for Multicultural Learning, Harper College—Palatine, Illinois

Janet Friend Westney, Ph.D., Professor, Center for Multicultural Learning and Coordinator, International Studies and Programs, Harper College—Palatine, Illinois

10:15-11:45 a.m.
CONFERENCE ROOM 4M
Fourth Floor

Level of Experience:
Novice and Intermediate

Implementing Social Justice Leadership 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, timelines, 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 are encountering institutional, logistical, financial, or political obstacles.

Grant M. Anderson, Doctoral Student, Higher Education; Coordinator, Residential Life Staffing, Education and Research, University of Minnesota, Twin Cities—Minneapolis, Minnesota

Keith E. Edwards, Doctoral Student, College Student Personnel Administration, University of Maryland—College Park, Maryland

10:15-11:45 a.m.
**PRIVATE DINNING ROOM
(PDR) 4**
Third Floor

Level of Experience:
Intermediate

Testing the Waters: Planning and Conducting a Diversity Assessment to Inform University Diversity Planning and Management

◆◆Research/Assessment/Evaluation◆◆

This session will provide detailed information on the planning for and completion of a pan-university diversity assessment designed to determine the state of diversity at the University of North Carolina at Chapel Hill. The presenter will also share selected findings and recommendations resulted from data analysis and the subsequent actions taken by the university to implement a diversity plan. Included in this session will be strategies for identifying stakeholders, encouraging participation, analyzing and sharing resultant data. Participants will be encouraged to engage in the presentation by asking questions and offering observations about the process of diversity assessment, and the conclusions reached as a result of data analysis. Those who are attending this session need to be conversant with basic assessment techniques, data collection and analysis. This session should particularly benefit those who are seeking a way to inspire their institutions to examine the current state of diversity and to use the results of such examination to make research based pan-institution diversity strategic planning as an ongoing and integral part of their overall goals and plans.

M. Cookie Elizabeth Newsom, Ph.D., Director, Diversity Education and Assessment, University of North Carolina—Chapel Hill, North Carolina

10:15-11:45 a.m.
LAKE HURON
Eighth Floor

Level of Experience:
Novice and Intermediate

Opening Doors: The Summer Intensive Transfer Experience at UCLA—A Case Study in Access, Diversity, and Preparation for Community College Students

◆◆Case Studies/Model Programs◆◆

This session examines the UCLA Summer Intensive Transfer Experience (SITE), a six-day residential program that teaches students how to navigate the community college system, complete the appropriate coursework, and maximize their time in order to make a smooth, quick and successful transition to a University of California campus. Information on the background and rationale of SITE will also be presented, as well as a description of all the program components and transfer related data measuring the program's effectiveness. Presenters will discuss how institutions might develop similar programs of their own and how programs such as SITE can foster dialogue among students about social justice, educational and economic equity, and critical race theory. This session should particularly benefit those who are interested in partnership programs with community colleges, increasing transfer rates of underrepresented students to four-year colleges and universities, and programs that address the specific needs of non-traditional students who have also experienced barriers to access to a university education.

Santiago Bernal, Acting Director, Center for Community College Partnerships, University of California—Los Angeles, California

Casey Hunter, Undergraduate Student, Afro American Studies Major; Student Peer Advisor, Center for Community College Partnerships, University of California—Los Angeles, California

Carina Salazar, Counselor, Academic Advancement Program, University of California—Los Angeles, California

10:15-11:45 a.m.
CONFERENCE ROOM 4K
Fourth Floor

Level of Experience:
Intermediate

Comparative Analysis of Student of Color Support Within the Associated New American Colleges (ANAC) and Associated Colleges of the Twin Cities (ACTC) Consortia

◆◆Research/Assessment/Evaluation◆◆

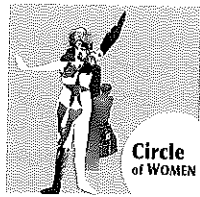
Based upon extensive research conducted during the 2004-2005 academic year, this session will comparatively explore how domestic students of color are institutionally supported at the ACTC institutions, as well as the ANAC institutions. Among the factual issues that will be comparatively explored include demographics, multicultural office funding and staffing, the administrative hierarchy of diversity support, multicultural programming, and student organizations. The perspectives of staff and students from these institutions will also be explored to help assess the effectiveness of the institutions' multicultural support. Based upon the research, the session will present a comprehensive recommendation for these institutions. This session should particularly benefit those who are administrators, faculty, staff, and students who wish to better understand how students of color are supported at different institutions in order to make changes within their own.

Mike F. Pesko, Undergraduate Student, Management Major; Vice President, Hamline University Student Congress; Research Coordinator, Multicultural and International Student Affairs (MISA), Hamline University—St. Paul, Minnesota

10:30 a.m.-noon

**NORTHWEST HALL
Stevens 1**
Lower Lobby Level

FILM PREVIEW AND DISCUSSION



Circle of Women

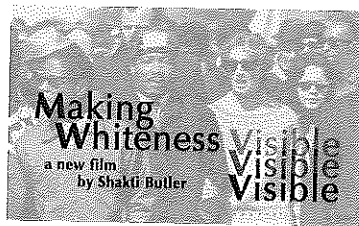
This video introduces a variety of women talking about their relationship with their bodies. Thought provoking questions are introduced allowing each woman to share her personal experiences about body image. The audience will hear about societal influences, internalized standards of beauty, self-esteem, racial identity, and much more. The women's voices will empower others to gather and discuss similar issues in their own lives or in community.

Eddie Moore Jr., Ph.D., Director of Diversity, The Bush School-Seattle; and Founder, The White Privilege Conference (www.whiteprivilegeconference.com) and America & MOORE Research and Consulting—Seattle, Washington

10:30 a.m.-noon

**NORTHWEST HALL
Stevens 3**
Lower Lobby Level

FILM PREVIEW AND DISCUSSION



Making Whiteness Visible

A new film produced and directed by Dr. Shakti Butler (of *The Way Home* and *Light in the Shadows*). It features the experiences and stories of white women and men who have worked to gain insight into what it means to challenge notions of racism and white supremacy in the United States. The up close and personal reflections they provide yield journeys of learning and transformation. Their conversations reveal what is often required to move through

the stages of denial, defensiveness, guilt, fear and shame into making solid commitments toward ending racial injustice. This video is part of a program that catalyzes powerful dialogue in order to support the learning, change and healing of all those who want to undo race-based oppression.

Shakti Butler, Ph.D., Executive Director, World Trust Educational Services, Inc.—Oakland, California www.world-trust.org

10:30 a.m.-noon

**NORTHWEST HALL
Stevens 4**
Lower Lobby Level

FILM PREVIEW AND DISCUSSION



The Road to Brown

Re-released after the 50th anniversary of the Brown v. Board decision, this is an inspiring tribute to a visionary Black lawyer, Charles Hamilton Houston. Houston's brilliant but little known strategy to dismantle segregation launched the Civil Rights Movement as we know it today. He is celebrated as "the man who killed Jim Crow." California Newsreel www.newsreel.org

noon-12:50 p.m.

INFORMAL NETWORKING MEETINGS

(For more information, see page 21)

1:00-1:45 p.m.

CONFERENCE AFTERNOON PLENARY SESSION

**INTERNATIONAL BALLROOM
SOUTH AND NORTH**
Second Floor

For informal dialogue with
Suzan Shown Harjo, see
page 83



**Keynote Address:
Envisioning a Future Across Cultural Lines**

Suzan Shown Harjo (Cheyenne & Hodulgee Muscogee), President and Executive Director of The Morning Star Institute, Washington, D.C.

Suzan Shown Harjo is a poet, writer, lecturer, curator and policy advocate, who has helped Native Peoples recover more than one million acres of land and numerous sacred places. She has developed key federal Indian law since 1975, including the most important national policy advances in the modern era for the protection of Native American cultures and arts: 1996 Executive Order on Indian Sacred Sites; 1990 Native American Graves Protection and Repatriation Act; 1989 National Museum of the American Indian Act; and 1978 American Indian Religious Freedom Act. Ms. Harjo is the president of Morning Star Institute, a national Native rights organization founded in 1984 for Native Peoples' traditional and cultural advocacy, arts promotion and research. A leader in cultural property protection and stereotype busting, Morning Star sponsors the Just Good Sports project, organizes the National Day of Prayer to Protect Native American Sacred Places and coordinated The 1992 Alliance (1990-1993). Suzan Shown Harjo is one of seven prominent Native Americans who filed the Morning Star-sponsored lawsuit, *Harjo et al v. Pro Football, Inc.*, regarding the name of Washington's professional football team, before the U.S. Patent & Trademark Board in 1992. They won in 1999, but their victory was reversed in federal district court in 2003, and is pending before the federal appeals court, which heard oral argument on April 8, 2005. Ms. Harjo's essay on the case, *Fighting Name-Calling: Challenging "Redskins" in Court*, is published in *Team Spirits: The Native*

American Mascots Controversy (University of Nebraska Press, 2001). She also authored *Just Good Sports: The Impact of Native References in Sports on Native Youth and What Some Decolonizers Have Done About It*, a chapter in *For Indigenous Eyes Only: Decolonization Workbook* (SAR Press, 2005). As Columnist for *Indian Country Today*, she was recipient of the Native American Journalists Association's 2004 First Place Award for Best Column Writing. Executive Director of the National Congress of American Indians (1984-1989), she also was Special Assistant for Indian Legislation & Liaison in the Carter Administration and Principal Author of the 1979 President's Report to Congress on American Indian Religious Freedom. The School of American Research's 2004 Dobkin Artist Fellow, Ms. Harjo received unprecedented back-to-back fellowships and was a SAR 2004 Summer Scholar. A 1996 Stanford University Visiting Mentor and a 1992 Dartmouth College Montgomery Fellow, she was the first Native American person selected for the honor by Stanford's Haas Center for Public Policy and the first Native woman chosen for the prestigious Montgomery Fellowship Award.

INFORMAL DIALOGUE WITH SUZAN SHOWN HARJO

2:00-3:00 p.m.

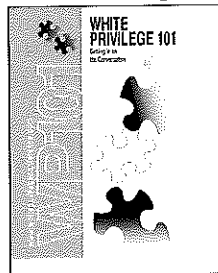
INTERNATIONAL BALLROOM
NORTH
Second Floor

FILM PREVIEW AND DISCUSSION

2:00-3:30 p.m.

NORTHWEST HALL
Stevens 1
Lower Lobby Level

White Privilege 101: Getting in on the Conversation



This film deals with the issues of White privilege, White supremacy and other forms of institutional and systemic oppression in a direct and positive way. The film allows for the viewers to engage in a conversation about how these issues saturate our society. *White Privilege 101* is a collection of keynote speeches and interviews of presenters and participants from the Annual Conference on White Privilege. This video will guide you through the complex issue of White privilege in three phases: (1) Privilege: Getting in on the Conversation—The definition of White Privilege, (2) Reflecting on How White Privilege Exists in Our Society—Examples of White Privilege, and (3) Dealing with Emotional Reactions—Plan of Action for the Future. The facilitator's guide provides background information on white privilege, classroom activities and a comprehensive resource list. The facilitator's guide is designed to provide facilitators with critical information to deal effectively with issues of white privilege and white supremacy. This film preview session will provide participants with the skills necessary to facilitate their own White privilege workshops through the use of this video to challenge, inform and work effectively with youth/adults on understanding how privilege affects their everyday lives.

The facilitator's guide provides background information on white privilege, classroom activities and a comprehensive resource list. The facilitator's guide is designed to provide facilitators with critical information to deal effectively with issues of white privilege and white supremacy. This film preview session will provide participants with the skills necessary to facilitate their own White privilege workshops through the use of this video to challenge, inform and work effectively with youth/adults on understanding how privilege affects their everyday lives.

Eddie Moore Jr., Ph.D., Director of Diversity, The Bush School-Seattle; and Founder, The White Privilege Conference (www.whiteprivilegeconference.com) and America & MOORE Research and Consulting—Seattle, Washington

FILM PREVIEWS AND DISCUSSIONS

2:00-3:30 p.m.

NORTHWEST HALL
Stevens 3
Lower Lobby Level

Jane Elliott's Eye of the Storm



Following the assassination of Martin Luther King Jr., Jane Elliott's all-white, third grade class hungered to understand the significance of Dr. King's mission—the unfairness of white supremacy. She divides her class based upon the color of their eyes. One group gets privileges, the other impediments. Watch the children learn and respond. 1970, an ABC News Special. California Newsreel www.newsreel.org

Jane Elliott's Blue Eyed



Jane Elliott believes the best way to fight racism is to make people experience it themselves, even if only briefly in a controlled environment. She divides the group between brown and blue eyed participants and then subjects the blue eyed participants to a regime of abuse, intimidation and disrespect. Find out what happens in this challenging program. Revised 2003, closed captioned, California Newsreel www.newsreel.org

2:00-3:30 p.m.

2:00-3:30 p.m.
LAKE ONTARIO
Eighth Floor

Level of Experience:
Intermediate

2:00-3:30 p.m.
CONFERENCE ROOM 4C
Fourth Floor

Level of Experience: All

2:00-3:30 p.m.
PRIVATE DINNING ROOM
(PDR) 3
Third Floor

Level of Experience: All

90-MINUTE CONCURRENT SESSIONS

Core Ingredients for Fostering Campus Diversity Success: Lessons Learned From the Michigan Student Study

◆◆Theoretical Models◆◆

Extending our traditional focus on student-centered diversity outcomes, this session represents a more holistic reflection of our knowledge and experiences with regard to what makes diversity “work” on college campuses. The session will cover a wide variety of topics: the critical importance of committed leadership; how to accrue faculty buy-in; why the focus should be on campus-wide diversity implementation, and not just student-focused initiatives; and lastly, the necessity of a comprehensive diversity assessment process that is aligned with the institutional diversity mission and various legal mandates. This session should particularly benefit administrators, faculty, and staff who are looking for ways to foster and engage diversity on their campuses, and to assess the benefits of their efforts.

John Matlock, Ph.D., Associate Vice Provost, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

Katrina Wade-Golden, Ph.D., Senior Research Specialist, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

Building an Inclusive Campus Community

◆◆Case Studies/Model Programs◆◆

This session examines strategies designed to encourage intercultural student development. Presenters will highlight two of their Campus Diversity Initiatives. The first initiative is internal, Student Housing Intercultural Retreat—Loyola Marymount University’s Student Housing Intercultural Retreat intentionally encourages student-housing staff to challenge themselves and each other as they work through the complexities of what it means to build community in an increasingly diverse social environment. The second initiative is external Intercultural Program which is the Student CHAOS Conference—a three-day conference designed by and created for students to empower each other with intercultural knowledge, skills and strategies to effect positive change on their home campuses. This Student Centered conference reaches beyond the halls of LMU to engage students from a variety of colleges and universities. These two initiatives will examine (1) intercultural student training and development, (2) personal and institutional action plans, and (3) assessment and impact. This session should particularly benefit those who are interested in practical approaches for diversity issues and concerns.

Lorianne F. Harrison-Reyes, Associate Director, Residence Life, Loyola Marymount University—Los Angeles, California

Henry J. Ward, Director, Intercultural Affairs, Loyola Marymount University—Los Angeles, California

Who Knew Indians Could Be Greek? The Tradition of Historically Native Greek-Lettered Organizations

◆◆Case Studies/Model Programs◆◆

Since the founding of the Alpha Phi Alpha fraternity at Cornell University in 1906, students from all walks of life have distinguished themselves as scholars, leaders, and community activists through Greek-lettered organizations. Throughout the 20th century, Latino/a, Asian American and, as the century wore on, drawing to a close, American Indian fraternities and sororities were founded to set apart the young people from these varied cultures in traditions of service, leadership and fraternity, many of them with their missions rooted in their respective cultural traditions. This session will focus on the founding and evolution of American Indian fraternities and sororities, a phenomenon which began in the mid-1990s. Presenters who are representing Alpha Pi Omega Sorority, Inc. (the first historically-Native Sorority) and Epsilon Chi Nu Fraternity, Inc. (the first historically-Native Fraternity) will share the history of their organizations, the circumstances that led to their founding, and their relationships with other Native American student organizations, other Native Greek-lettered organizations and other multicultural Greek-lettered organizations. This session should particularly benefit those student affairs professionals who work with Greek-lettered organizations, particularly multicultural Greek organizations, and those who work at institutions with significant Native American student populations.

Randy C. Gilland, Advisor, Academic Advising Center, College of Health and Human Performance, East Carolina University—Greenville, North Carolina

Adrienne L. Thunder, Advisor, Cross-College Advising Service, University of Wisconsin—Madison, Wisconsin

2:00-3:30 p.m.
CONFERENCE ROOM 4K
Fourth Floor

Level of Experience:
Intermediate

Assessing Outcomes in the AHANA Peer Mentoring Program: Cleveland State University

◆◆Research/Assessment/Evaluation◆◆

This session will describe strategies to integrate an ongoing assessment plan into a peer mentoring and retention program. Program assessment is essential for enhancing and improving services to students in support of retention and graduation. The AHANA Peer Mentoring Program is a freshman year retention program with a strong emphasis on leadership development among its upperclass peer mentors. AHANA program at Cleveland State University participates in a university-wide process of systematic collection of information on student learning outcomes that help facilitates reflection and program improvement. This plan is key in cultivating an environment in which minority students can successfully adapt to the university. This session will discuss topics such as (1) identifying appropriate methods to assess achievement of student learning outcomes, (2) interpreting results relative to expected outcomes, and (3) using assessment results to guide effective change. This session will not only feature the perspective of program administrators, but will also include the viewpoint of students who are participants in the AHANA Program. This session should particularly benefit those who are interested in program review and assessment, evaluation of student learning outcomes, and the administration of minority student retention programs.

Serreta Y. Archer, Program Manager, AHANA Peer Mentoring Program, Cleveland State University—Cleveland, Ohio

Cynthia J. Davis, AHANA Peer Mentor, Cleveland State University—Cleveland, Ohio

Teresa Michelle Obrero, AHANA Big Sister, Cleveland State University—Cleveland, Ohio

Caleb Earl Smith, AHANA Big Brother, Cleveland State University—Cleveland, Ohio

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

Part II

2:00-4:00 p.m.
CONFERENCE ROOM 4D
Fourth Floor

MAJOR WORKSHOP 25

Racial Identity in Multiracial People: A Discussion of Models and Their Application to Teaching, Counseling, and Advising Students
(For Workshop description, see page 77)

2:00-4:00 p.m.

WILLIFORD A
Third Floor

MAJOR WORKSHOP 26

The Basic Legal Principles of the "Strict Scrutiny Doctrine" Required in Affirmative Action Plans
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. The result of narrow tailoring is that it must 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. A college's Affirmative Action employment process must be in compliance with these interests. In this session we will discuss compelling, narrowly tailor interests that all universities, colleges, and community colleges should focus on to secure the educational benefits that flow from a diverse faculty workforce and student body. We will also examine how your institution can meet the legal requirements of "strict scrutiny" in achieving a diverse workforce.

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

2:00-4:00 p.m.

CONTINENTAL BALLROOM A
Lobby Level

MAJOR WORKSHOP 27

Chicana/o Visions: Insights for Educational Change and Social Justice

In this session, participants will have an opportunity to see the world through the eyes of Chicana/o students at various stages of schooling. This, in and of itself, is a powerful departure from much of the work in education in which the voices of the disenfranchised are never valued. The brilliance and hope of the students are then used as a means for initiating an analysis of alternative ways of doing education work with Chicana/o students. Specific attention will be paid to innovative forms of "research" that are community-based and that move us toward social justice. Finally, participants will have an opportunity to consider how a radical new form of Xican@ Studies can be a model for improving how we approach education at all levels. The session will involve video, text and other multimedia resources that participants can use in their own work.

Marcos Pizarro, Ph.D., Associate Professor, and Graduate Coordinator, Mexican American Studies Department, San Jose State University—San Jose, California

2:00-4:00 p.m.

2-HOUR CONCURRENT SESSIONS

2:00-4:00 p.m.
ASTORIA ROOM
Third Floor

Level of Experience: All

Taking Responsibility for Our Own Success!

◆◆Interactive Training◆◆

This empowering, humorous, insightful, motivational, and a thought-provoking session takes a much needed "open & honest" look at issues impacting African-American and Hispanic students on America's campuses. This is an interactive session with plenty of audience involvement. Issues addressed in this session include (but not limited to): leadership development, academic excellence; race-culture pride; unity; "sell-outs"; male-female relationships; discipline, respect for elders and other issues impacting lives on a daily basis. Our focus will move from "What Can an Institution Do for Me/Us" toward "What Can/Should We Do for Ourselves?" Who Should Attend? Everyone!

Steven T. Birdine, President/CEO, Affirmation in Action—Laurel, Maryland

2:00-4:00 p.m.
LAKE HURON
Eighth Floor

Level of Experience:
Intermediate

Student SEED: A New Way of Teaching Social Justice

◆◆Curricular/Pedagogical Models◆◆

This session examines a non-traditional, grass-roots developed social justice seminar at the University of Wisconsin. This seminar uses "the textbook of students' lives" as the main teaching tool: students explore and share their own individual experiences with race, class, gender, sexual orientation and ability in order to learn about and understand the larger systems of privilege and oppression. Information will be presented on the history, philosophy and current format of the course, as well as the challenges that have been addressed since its inception. Participants will be engaged in a typical class activity used in SEED. This session should particularly interest those who want to develop similarly focused for-credit courses, practitioners looking to develop long-term social justice programs, and university administrators looking for ways to incorporate social justice into the student's experience at their respective campuses.

Lauren Biedron, Former Student SEED Participant, Class of 2005; Employee of the Greater Chicago Food Depository—Chicago, Illinois

Cindy Havens, Coordinator, Residence Hall Communities, University Housing, University of Wisconsin—Madison, Wisconsin

Laura Klunder, Former MultiCultural Student Coalition (MCSC) Student Executive, University of Wisconsin—Madison, Wisconsin

Sarah Hing Leadley, Former Social Justice Student Activities Coordinator, University Health Services, Campus Community Partnerships, University of Wisconsin—Madison, Wisconsin

Stella Luong, Student Staff Member, MultiCultural Student Coalition (MCSC), University of Wisconsin—Madison, Wisconsin

Eric G. Mata, Assistant Director, Diversity Education Program, Offices of the Dean of Students, University of Wisconsin—Madison, Wisconsin

Jena Olson, Advisor, Student Services Finance Committee, Associated Students of Madison, Office of the Dean of Students, University of Wisconsin—Madison, Wisconsin

2:00-4:00 p.m.
BOULEVARD A
Second Floor

Level of Experience: All

Study Circles: Let's Talk About Race

◆◆Case Studies/Model Programs◆◆

This highly interactive session will share an overview of Study Circles, and will include participation in several exercises. 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. Study Circles provide people with an opportunity to get to know one another, consider different points of view, explore disagreements and discover common ground. This session will provide information on the first three years of the Study Circles initiative at NC State University. The challenges and successes of initiating this program on a college campus will be discussed. Attendees will have an opportunity to participate in many of the study circle activities, reflection, and discussion. A report will be given about the Study Circles II curriculum on *Dismantling Racism* that was piloted this spring. The 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 dialogue on race and race relations or other social issues among faculty, staff and students.

Mary A. Mroczka, Ph.D., Associate Professor, Psychology, Counseling and Theology; and Administrator, American Urban University—San Diego, California

Beverly Jones Williams, Coordinator, Outreach and Education, Office for Equal Opportunity, North Carolina State University—Raleigh, North Carolina

2:00-4:00 p.m.
CONFERENCE ROOM 4A
Fourth Floor

Level of Experience: All

Filipin@ American Identity Development: Understanding the Needs of Filipin@ American Students in Higher Education

◆◆Curricular/Pedagogical Models◆◆

As one of the largest Asian immigrant populations in the United States, first- and second-generation Filipin@ Americans are making up a growing number of students on college and university campuses. In order to meet the needs of this growing population, colleges and universities need to be aware of the cultural, educational, historical, psychological, and social issues that affect Filipin@ Americans and their identity development. Some of the significant issues include acculturation, ethnic identity, and educational achievement issues in higher education. Presenters will highlight concerns related to suicide ideation among Filipina Americans, and family related stressors. Participants will view a powerful 28-minute video documentary titled, *Silent Sacrifices: Voices of the Filipino American Family* and this will be followed with an actual dialogue with three current undergraduate students sharing their personal experiences as Filipin@ American students surviving on a predominantly White college campus. This session should particularly benefit those who are interested in understanding the unique needs of Filipin@ American students, practitioners who provide direct services and contact with Filipin@ American students, those interested in taking an active role in the retention and support of Filipin@ American students, and those interested in learning more about Filipina@ American identity development.

Marvin R. Garcia, Undergraduate Student, Liberal Studies Major, Student Life & Leadership, California State University—San Marcos, California

Patricia L. Guevarra, Undergraduate Student, Social Sciences and Criminology Major, Student Life & Leadership, California State University—San Marcos, California

Nancy Magpusao, Program Coordinator, Cross-Cultural Center, University of California, San Diego—La Jolla, California

Alexis S. Montevirgen, Associate Director, Multicultural Programs, Student Life & Leadership, California State University—San Marcos, California

N. Judy Patacsil, Psy.D., Counselor/Professor, International Education Coordinator, San Diego Miramar College—San Diego, California

Diana Wong, Undergraduate Student, Communications Major; Director, Cultural Programming, CSUSM Associated Students Inc., California State University—San Marcos, California

2:00-4:00 p.m.
PRIVATE DINNING ROOM
(PDR) 1
Third Floor

Level of Experience: All

A Career in Higher Education: Administration - Is It For Me and How Do I Get There?

◆◆Interactive Training◆◆

The purpose of this interactive session is to encourage participants to examine their personal potential for academic leadership. In the academy, graduate students are prepared for careers in the professoriate and the professions. However, we rarely prepare students and faculty for careers in academic administration. Yet, we typically expect our academic leaders to emerge from a faculty background that often does not provide formal training in administration. During the session, participants will develop an understanding of the role of academic administrators within the university, discuss issues and ideas they may have regarding careers in academic administration, and explore possible administrative career paths. This session should particularly benefit the faculties who are considering moving into administrative positions within higher education. Participants may be at any career level (Assistant, Associate, or Full Professor).

Amelia Adams, Ph.D., Assistant Dean, Graduate College, The University of Oklahoma—Norman, Oklahoma

2:00-4:00 p.m.
PRIVATE DINNING ROOM
(PDR) 2
Third Floor

Level of Experience:
Intermediate

Influencing Campus Change: A Framework and Tools for Campus Leaders Working to Systemically Address Access, Equity, and Diversity

◆◆Long- and Short-Range Planning◆◆

This session will focus on methods and strategies to increase the commitment of campus leaders to undertake comprehensive organizational change to address access and equity issues in community colleges. The Campus Change Network, a pilot initiative of California Tomorrow, working with seven community colleges in California will be used as a case study to examine insights and lessons learned from the implementation of the Campus Change Network. It will spark discussion, introduce participants to skill building tools, and provide a model for systemic change that can be replicated at other colleges and universities. This session should particularly benefit those who want to (1) deepen and hone their understanding of access and equity issues as they relate to campus capacity to serve an ever-growing diverse student body; (2) learn about an organizational change model and how it is being applied in practice; (3) conduct a preliminary assessment of the strengths and gaps at their college regarding access and equity issues; (4) acquire skill building tools used by community campus leaders leading change efforts around access, diversity and equity on their college campuses; and (5) reflect and share ideas, opportunities and challenges around issues of access, diversity and equity with peers and colleagues.

Pamela T. Luster, Vice President, Student Services, Campus Change Team Member, Las Positas College—Livermore, California

Ireri Valenzuela-Vergara, Senior Program Associate, California Tomorrow—Oakland, California

2:00-4:00 p.m.
LAKE ERIE
Eighth Floor

Level of Experience:
Intermediate

Perceptions, Images and Recollections: Solutions for Survival of African Ancestry Women in the Academy

◆◆Theoretical Models◆◆

This interactive session will address the application of archetypes and resultant stereotypes utilized to define African ancestry women in the academy. These perceptions, images and recollections held by others in the academy served to limit the professional development, impede the scholarship and threaten the survival of African ancestry women, as well as other women of color in the academy. Presenters will discuss these archetypes and engage the participants in a discussion focused on their deconstruction. The session will provide an opportunity to explore scenarios which depict the problems that occur as a result of the application of these archetypes in defining African Ancestry women and other women of color in the academy. Participants will work collectively to create solutions to the problems that are highlighted in these scenarios. This session should particularly benefit those administrators, faculty and staff who are interested in learning how to create supportive campus environments that nurture the retention, promotion and tenure of African ancestry women and other women of color.

Toni Forsyth, Ph.D., Professor, English/Literature, De Anza College—Cupertino, California
Melinda Hughes, Ed.D., Counselor/Instructor, De Anza College—Cupertino, California
Marion Y. Winters, Ed.D., Director, Office of Diversity, and Professor, Women's Studies/International Intercultural Studies, De Anza College—Cupertino, California

2:00-4:00 p.m.
JOLIET ROOM
Third Floor

Level of Experience: All

Classroom Climate Matters: How Students, Faculty, Staff, and Academic Leaders See and Respond to the Issues

◆◆Curricular/Pedagogical Models◆◆

The focus of this interactive session is twofold: first, it will explore challenges to constructing classroom interaction across racial identities including underlying issues that shapes these challenges; and second, it will consider how a range of campus actors see and respond to classroom conflict including factors that facilitate effective response. Drawing upon specific cases of classroom interaction, participants will be introduced to five dimensions that frame conflicts in college classrooms. The session will reflect on how racial diversity issues manifest on participants' own campuses, as well as hearing other participants' accounts. A handful of these examples will be examined through the five-dimensional framework for sources of conflict and potential response as well as ways of judging the effectiveness of responses. Participants can expect to leave with a resource bibliography as well as practice applying the framework. This session should particularly benefit those who encounter and struggle to make sense of classroom conflict, whether in the role of student, staff, faculty, or administrator.

Colleen Bell, Ph.D., Professor of Conflict Studies, Social Justice Studies, Women's Studies, Hamline University—Saint Paul, Minnesota

2:00-4:00 p.m.
CONFERENCE ROOM 4M
Fourth Floor

Level of Experience:
Intermediate and Advanced

Art of War: Targeting the Majority in Multicultural Education

◆◆Theoretical Models◆◆

The guiding belief is that diversity programs and services must be designed specifically for majority students in order for us to experience true success in the societal aims inherent to multicultural education. Specifically at this session, we will debate and discuss the 7 Principles of Targeting the Majority in Multicultural Education. This session offers a dual-layered alternative curricular plan for multicultural education. First, in viewing multicultural education as a curriculum, the 2,400-year-old military text *Art of War*, extensively used to subjugate others, will be utilized as a method to tailor an educational plan of action. The interactive discussion on this topic will include, in part, how we make decisions about whom we are educating, what venues are most appropriate, identifying allies, assessing our own and target group's strengths and weaknesses and the dangerous traits' educators must work to avoid. The second half of this session takes a step further proposing a philosophical shift in multicultural education.

Art Munin, Ed.D., Assistant Dean of Students, DePaul University—Chicago, Illinois

MAJOR WORKSHOP 21

Part II
2:00-5:00 p.m.
CONTINENTAL BALLROOM B
Lobby Level

Perfect Ladies Don't Become Provosts: A Roundtable for Administrators, Faculty, Students, Staff, and Consultants of Color

(For Workshop description, see page 74)

Part II

2:00-5:00 p.m.
BOULEVARD C
Second Floor

2:00-5:00 p.m.
CONTINENTAL BALLROOM C
Lobby Level

2:00-5:00 p.m.
WILLIFORD B
Third Floor

2:00-5:00 p.m.
LAKE MICHIGAN
Eighth Floor

MAJOR WORKSHOP 22

How to Teach Oral and Written Standard English to Nonstandard English-Speakers
(For Workshop description, see page 74)

MAJOR WORKSHOP 28

Charles H. Houston Center for the Study of the Black Experience in Education: Goals, Programs, Outcomes, and Possibilities

The Charles H. Houston Center for the Study of the Black Experience in Education was established to address the achievement gap, as well as the underrepresentation of African Americans at all levels of the educational pipeline. The Center achieves its goals by conducting research, implementing programs, and pursuing collaborations that focus on examining critical issues in education in the State of South Carolina, as well as the nation. This session will discuss the objectives, programs, and results of the Charles H. Houston Center for the Study of the Black Experience in Education. Additionally, the uniqueness of the Center's mission and approaches will be examined.

Lamont A. Flowers, Ph.D., Distinguished Professor of Educational Leadership, and Director of the Charles H. Houston Center for the Study of the Black Experience in Education, Clemson University—Clemson, South Carolina

MAJOR WORKSHOP 29

Leadership Development: Cultural Construction and Racial Identity Factors for Asian Pacific American College Students

This interactive session explores the leadership and racial identity development of Asian Pacific American (APA) college students. Participants will learn of recent research on APAs and leadership development, which introduces an emerging perspective of leadership and dictates how current leadership theories and interventions exclude Asian Pacific Americans. In this session, we will explore how culture influences leadership and how racial identity development theory may be used to foster the leadership development of APAs and students of color. Participants will receive insights on how the emerging model and the use of racial identity development theory may apply to their particular settings, as well as engage in discussion about how to maximize the effectiveness of these approaches to promote leadership development. This session will be of particular interest to those who directly serve APA college students in a variety of capacities (e.g., student organization advising, campus-wide multicultural programming, leadership development instructors); those who are interested in learning more about factors that may influence the leadership development of APA college students; and/or are responsible for designing structured opportunities to promote leadership development, racial identity development, and social change.

Daniello G. Balón, Ph.D., Director, Graduate Academic and Student Affairs, Department of Electrical and Computer Engineering, University of Maryland—College Park, Maryland
Gregory J. Toya, Coordinator, Cross-Cultural Center, San Diego State University—San Diego, California

PANEL DISCUSSION ON WHITENESS

Engaging White Students in Discussions on Race

In this session four faculty members will discuss challenges of talking with white students about race. They will also describe approaches that they have found successful at their various institutions and talk with workshop participants about what might work in their situations.

Margalynne Armstrong, JD, Associate Professor, School of Law Santa Clara University—Santa Clara, California

Mark Chesler, Ph.D., Professor Emeritus, Department of Sociology, University of Michigan—Ann Arbor, Michigan

Adam Graham Falkner, Undergraduate Student, RC Creative Writing and Race Relations Major Residential College, University of Michigan—Ann Arbor, Michigan

Becky Thompson, Ph.D., Associate Professor, Department of Sociology, Simmons College—Boston, Massachusetts

Stephanie M. Wildman, JD, Professor of Law and Director, Center for Social Justice and Public Service, Santa Clara University—Santa Clara, California

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

David S. Owen, Ph.D., Assistant Professor, Department of Philosophy, and Coordinator, Diversity Programs, College of Arts and Sciences, University of Louisville—Louisville, Kentucky (Facilitator)

Part II

2:00-5:30 p.m.
MARQUETTE ROOM
Third Floor

MAJOR WORKSHOP 23

Understanding Institutional Privilege and Developing Culturally Competent Leadership: Demonstrating a Model Training Program for Use on Any Campus
(For Workshop description, see page 75)

Part II

2:00-6:00 p.m.
WALDORF ROOM
Third Floor

MAJOR WORKSHOP 24

Classism: The Invisible Ism
(For Workshop description, see page 75)

2:00-6:00 p.m.

WILLIFORD C
Third Floor

MAJOR WORKSHOP 30

Faculty Mentoring Across Racial Lines
There are many synonyms for the word "mentor": coach, guide, role model, a sponsor among others. In comparison to majority White faculty, the numbers of minority faculty in predominantly White colleges and universities remain disproportionately low. Mentoring is an important strategy for retaining minority faculty. This session features a panel of mentors and protégés who will share their experiences with mentoring across racial lines. This session should particularly benefit those faculties, future faculty, and administrators who desire to deepen their understanding of cross-race faculty mentoring and would like to establish mentoring programs for the faculty in higher education.

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

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

Yvonna S. Lincoln, Ph.D., Distinguished Professor, Higher Education Administration, Texas A&M University—College Station, Texas

Cesar Malavé, Ph.D., Assistant Dean of Engineering and Professor, Industrial Engineering, Texas A&M University—College Station, Texas

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

Karan L. Watson, Ph.D., Dean of Faculties and Associate Provost; Regents Professor of Electrical Engineering, Texas A&M University—College Station, Texas

4:00-5:30 p.m.

INTERNATIONAL BALLROOM SOUTH
Second Floor

SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE



Sustaining Our Gains—Building on Best Practices

William B. Harvey, Ed.D., Vice President and Chief Officer, Diversity and Equity, University of Virginia, Charlottesville, Virginia

Dr. William Harvey, a nationally known higher education expert on diversity in colleges and universities, was appointed as the first Vice President and Chief Officer for Diversity and Equity by the President of the University of Virginia to lead university's initiatives (November 2005). Dr. Harvey has served for the past five years as Vice President of the Center for Advancement of Racial and Ethnic Equity at the American Council on Education in Washington, D.C. Prior to undertaking his assignment at ACE, Harvey was Dean of the School of Education and Deputy Chancellor for Educational Partnerships at the University of Wisconsin-Milwaukee. Harvey's career in higher education spans over 35 years and crisscrosses academic and administration positions. Bill Harvey has long been a strong voice on matters of diversity and equity in higher education. "He has focused much of his academic career on these issues and on the people most directly affected by them, both in the classroom and through his writings," University of Virginia president said. "He brings a record of successful advocacy for the proposition that in order to serve our society justly, American universities must be inclusive and supportive of all of their students and faculty members. The work Dr. Harvey has done in a variety of professional assignments has gained him national prominence and prepares him well for leading the University's diversity initiatives." It was the depth of that commitment that attracted Bill Harvey to UVA. "Few institutions have looked so comprehensively at the issue," Harvey said. "The range of engagement that is expected of this position, and the fact that it has direct responsibility to the president, were central to my decision. It was clear that the University of Virginia was interested in transformation at all levels of the institution." In addition to his teaching and administration career, Harvey has written extensively on diversity issues. Most recently he co-authored ACE's *Twenty-First Annual Status Report on Minorities in Higher Education*, and a chapter titled *Deans as Diversity Leaders* in Frank Hale's book, *What Makes Racial Diversity Work in Higher Education*.

See Advertisement for
The First Annual Virginia
Symposium on Race & Society—
University of Virginia, page 127

7:30-8:30 p.m.
LAKE ERIE
Eighth Floor

APINCORE (ASIAN PACIFIC ISLANDER) CAUCUS

During NCORE 2006, there are four meetings hosted by the APINCORE (Asian Pacific Islander) Caucus Group.

APINCORE Elections
Open to all.

8:30-10:00 p.m.

WALDORF ROOM
Third Floor

SPECIAL FEATURE

Roundtable Discussion—For All NCORE Caucus Groups

All members of the caucus groups are invited to this roundtable networking meeting and discussions. This meeting is open to all NCORE attendees. Caucus Groups are listed below: American Indian, Asian/Pacific Islander American (APINCORE), Black/African American, Caucasian/White, Latino/a, LGBT, Multi-Ethnic/Multi-Racial, and Students.

10:00 p.m.-1:00 a.m.

GRAND BALLROOM
Second Floor

JDOTT-SPONSORED DANCE



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

DAY AT A GLANCE ■ SATURDAY, JUNE 3

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- Cultural Competency for Leaders: Infusing and Imbedding "The Work" 95
- Converging Frameworks: Examining the Impact of College Experience and Racial Identity Development 95
- Speak to Me: Spoken Word Poetry as a Method for Recruiting a Culturally Diverse Student Body 95
- Teaching for Inclusion: Perspectives From Both Black Students and Others in the Discipline of African and African-American or Black Diasporic Studies 96
- Academic Stress of Chinese Students Attending American University: A Mixed-Method Study of Chinese Students' Beliefs. 96
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- **MAJOR WORKSHOP 33:** From the Margin to the Center: Successfully Shifting the Organization of Multiculturalism in Higher Education 99
- **MAJOR WORKSHOP 34:** Helping the Helpers: The Excellence Through Diversity Institute Helpers as an Assessment-Savvy Leadership Development Resource. 99
- **MAJOR WORKSHOP 35:** Models of Racial Identity Development: Tools for Understanding and Addressing Campus Conflict Related to Race 99
- Dialogue: Racism—Enhancing Positive Outcomes of Anti-racism Work in This Era of Anti-ethnic Backlash (Part I) 100
- The Nigger Word: A Historical Message of Madness, an Important Method of Polarization Across American Society and Within Higher Education 100
- There is No Hierarchy of Oppression: Grappling With the Intersections of Sexism and Racism on Our Campuses. 101

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- Sustained Dialogue: It's Not Just Talk...It's a Social Movement. 101

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- Recruiting and Retaining a Culturally Diverse Faculty: The CUNY Experience 102

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EXHIBITOR SHOWCASE AND RESOURCE CENTER 102

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- Diversity Initiatives That "WORK": A Comprehensive Plan for University Diversity . . . 102-103

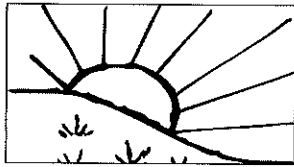
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SATURDAY, JUNE 3, 2006

7:30-8:00 a.m.

For Location, please check with NCORE Registration Desk (Lobby Level)

GREETING THE NEW DAY



Join members of the American Indian Networking Group in a brief ceremony to welcome the new day. Began at NCORE '99, this event has become an NCORE tradition that fosters a sense of community and shares a dimension of spirituality.

9:00-10:15 a.m.

9:00-10:15 a.m.
CONFERENCE ROOM 4K
Fourth Floor

Level of Experience: Novice

75-MINUTE CONCURRENT SESSIONS

Peer Advising: The Link Between Recruitment and Retention

◆◆Case Studies/Model Programs◆◆

When arriving at college for the first time, a student may feel as if no one cares. This may be especially true for the African-American who is attending a predominantly white institution. Traditionally, a seeming lack of sensitivity and concern may be off-putting as the student attempts to negotiate the college environment. At the University of Virginia, which graduates approximately 87% of its Black students, the office of African-American Affairs' Peer Advisor Program is a significant factor contributing to UVA's success. This session will highlight (1) the program's philosophy and structure—an ongoing growth and extension of the admission/recruitment process, (2) its practices and procedures—ranging from Peer Advisor outreach to its innovative "Raising the Bar" study initiative, (3) the program's effectiveness—for first-year students, and (4) benefits—for the Peer Advisors themselves. As a UVa alumna put it, "It was the office of Admissions that attracted me to the University of Virginia. It was the Peer Advisor Program that kept me there." This session should particularly benefit anyone interested in recruiting and retaining African-American students and other students of color.

Sylvia V. Terry, Associate Dean, Office of African-American Affairs, University of Virginia—Charlottesville, Virginia

Multicultural Course Transformation and Integration: A Model for Learning Communities

◆◆Curricular/Pedagogical Models◆◆

This session reports on the collaboration between faculty, Student Affairs staff, academic advisors, and students in the development of a multicultural Themed Learning Community (TLC) designed for incoming first-year students. The TLC integrated three academic disciplines (anthropology, psychology, and English) with a freshman seminar to investigate the broader theme of divisiveness in the world today. Students explore their role as members of a global society from a social justice perspective, learn how and where the seeds of difference originate, and examine the writings of well-known authors from diverse cultures as they construct essays about their own and others' identities. The multicultural nature of this TLC provides students with unexpected and often controversial views, leading to an increased understanding of diversity and unity in our world. Presenters will provide information on specific pedagogical techniques used; common assignments across the curriculum that helped first-year students explore issues of diversity; and co-curricular activities supporting the theme and information on "Unity Day," a culminating event where students showcased their research on diversity. This session should particularly benefit those who are interested in multicultural course transformation, collaborations between Academic Affairs and Student Affairs, and ways to introduce issues of diversity into the first-year experience.

Frank E. Ross, Ph.D., Assistant Vice Chancellor, Student Life and Diversity, Indiana University—Purdue University—Indianapolis, Indiana

David J. Sabol, Faculty, Department of English and University College; Coordinator of Learning Communities; Co-Director, IUPUI Summer Academy Program, Indiana University—Purdue University—Indianapolis, Indiana

9:00-10:15 a.m.

CONFERENCE ROOM 4D
Fourth Floor

Level of Experience: All

Whatcom Civil Rights Project: A Model for University/Community Collaboration and Response to Racist Incidents

◆◆Case Studies/Model Programs◆◆

This session examines the Whatcom Civil Rights Project, a dynamic collaboration of students, attorneys, and community members to promote civil rights and respond to racist incidents. The project is taught as a service learning class, and it seeks to identify discrimination cases worthy of legal representation and/or nonlegal advocacy. Students work along side community members as they conduct interviews, write legal memos, and present cases to an Attorney Review Panel. This session should particularly benefit those interested in pairing students with community members, taking concrete steps in response to discriminatory incidents, and raising awareness of civil rights.

Julie A. Helling, JD, Director, Law and Diversity Program, Fairhaven College, Western Washington University—Bellingham, Washington

9:00-10:15 a.m.

PRIVATE DINING ROOM (PDR) 3
Third Floor

Level of Experience: Intermediate

9:00-10:15 a.m.
LAKE ERIE
Eighth Floor

Level of Experience:
Novice and Intermediate

Cultural Competency for Leaders: Infusing and Imbedding “The Work”

◆◆Training of Trainers◆◆

Most leaders agree that diversity in higher education is of both educational and economic importance to our institutions and national well being, but leaders often disagree with the means of achieving greater diversity and maximizing its benefits. Developing individualized flexible learning plans which embed and infuse diversity work to enhance the cultural competency of each leader, by each leader, is the focus of this session.

This interactive session will highlight new leadership development activities designed to enhance leaders’ cultural comfort and competency. Multicultural training too often creates alienation, greater intergroup tension, and “blame the oppressor” mentality. In contrast, interculturalism, a concept developed by Dr. Greg Tanaka, engages leaders in learning to work across differences in a context where no single culture dominates. The session will demonstrate cultural sharing, organizational climate audits, incorporating personal interviews, storytelling, and other effective learning techniques. Strengths and challenges will be discussed regarding flexible learning plans that include individual and collaborative self-reflection, self-assessment, regular practice with increasingly difficult and complex tasks, and coaching participants. Presenters will share insights on why such plans enable leaders to own the diversity work and apply it to their areas of responsibility. The session will offer examples of how this executive-level learning process has spun off into many organizational actions, including cultural change, as leaders and their colleagues better understand and work to achieve the benefits of diversity. This session should particularly benefit organizational leaders through constructive dialogue about strategies proven effective for acquiring a “valuing diversity mindset.”

Nanette Lee Reynolds, Ed.D., Senior Advisor to the President, Grand Valley State University—Allendale, Michigan

Cami Zawacki, Ph.D., Consultant, Human Resources, Affirmative Action Strategies—Grand Rapids, Michigan

9:00-10:15 a.m.
LAKE ONTARIO
Eighth Floor

Level of Experience:
Intermediate

Converging Frameworks: Examining the Impact of College Experience on Racial Identity Development

◆◆Research/Assessment/Evaluation◆◆

Increased racial diversity on campus has influenced not only the racial composition of the student body but also the nature of research on student change. Two distinct theories, including college impact and developmental theories, have emerged to investigate college student change. However, some researchers (Stage, 1987) continue to stress the need for a more integrated approach which acknowledges the contributions of both theories. This session examines the usefulness of an integrated model for further unraveling the complexities of college student change, specifically racial identity development. The presenter will share and discuss findings to explore the components of racial identity development. Lastly, the session will offer suggestions for future research in this area. Participants will have the unique opportunity to learn more about the potential relationships between racial identity development, interaction with diverse others, and the college environment. This session should benefit those who are seeking to gain deeper insight into the impact of diversity and cross-racial interaction on student development, particularly practitioners who are charged with developing multicultural activities and programs, and administrators who are challenged with explicating and defending the benefits of diversity on college campuses.

Shirley R. Greene, Ph.D., Administrative Fellow, Business School, Harvard University—Boston, Massachusetts

9:00-10:15 a.m.
LAKE HURON
Eighth Floor

Level of Experience: Novice

Speak to Me: Spoken Word Poetry as a Method for Recruiting a Culturally Diverse Student Body

◆◆Case Studies/Model Programs◆◆

This session will present an innovative usage for poetry and hip hop within academia and beyond. The session explores a student developed minority recruitment plan in the commencing stages at the University of Michigan-Flint, which will utilize spoken word poetry. Presenters will provide information on the rationale of this plan, and will demonstrate examples of the performance. The session will also explore other areas where the use of spoken word and hip-hop can enhance youth’s reception to information and learning. Also, there will be a brief discussion of the academic and entrepreneurial benefits of such practices. This session should particularly benefit those who are interested in the success of minority students, artists concerned about taking an active role in community, and admissions’ faculty who are interested in campus diversity and meeting the needs of underrepresented students.

Liza Garza, Performance Recruiter/Spoken Word Performance Artist and Vocalist, University of Michigan—Flint, Michigan

James Anthony Jones, Program Manager and Coordinator, Transitions Program, University of Michigan—Flint, Michigan

Amir Sulaiman, Spoken Word Artist/Creative Consultant Spoken Word Artist, Amir Sulaiman, Inc.—Flint, Michigan

9:00-10:15 a.m.
PRIVATE DINNING ROOM
(PDR) 2
Third Floor

Level of Experience: All

Teaching for Inclusion: Perspectives From Both Black Students and Others in the Discipline of African and African-American or Black Diasporic Studies

◆◆Research/Assessment/Evaluation◆◆

This session explores novel ways of analyzing inclusion in the classroom setting and collegial environment from the vantage point of black students attending a predominantly white institution (PWI) in the Midwest. Presenters will define descriptions such as black, African-American, person of color and African (black) diasporic studies as they pertain to our study and focus group. The literature review and theoretical sections will discuss the relevance of books such as *How Minority Students Experience College* for this study. The research methodology will encompass surveys, questionnaires, and interviews. The following research questions are posed: What is inclusion? How do black students' experience college? What challenges and opportunities do black students encounter when studying abroad? Are those challenges similar to issues that they face in traditional classroom settings in the United States? How do black students successfully matriculate at PWIs? Do black students equate mentoring with success? How do non-black students majoring in disciplines such as African and African-American Studies interpret the black experience? How are they impacted by such multi-cultural learning experiences? This session should particularly benefit students, faculty, and staff exploring diversity issues in contemporary society as they prepare for global citizenship.

Hazel G. Rountree, JD, Assistant Director, Affirmative Action, Wright State University—Dayton, Ohio
Tracy D. Snipe, Ph.D., Associate Professor, Department of Political Science, Wright State University—Dayton, Ohio

9:00-10:15 a.m.
CONFERENCE ROOM 4A
Fourth Floor

Level of Experience:
Intermediate

Academic Stress of Chinese Students Attending American University: A Mixed-Method Study of Chinese Students' Beliefs

◆◆Research/Assessment/Evaluation◆◆

What factors significantly account for Chinese International students' academic stress? It is the shared argument that international students' cross-cultural adjustments are inherently stressful and their stressful experiences tend to center on academic situations. Following this observation, this session will present the objective of a study that investigates the academic stress of Chinese students attending Arizona State University. A sequential multiple method design is adopted in which the academic stress model was first tested deductively through quantitative empirical data, then the follow-up qualitative study is conducted to provide additional evidence to further validate the result of quantitative study. The result suggests that Chinese students' academic stress might be alleviated, if they can consciously promote "deep-structure social-cultural transfer" and deliberately learn appropriate strategies and apply them in real contact with American faculties or in classroom settings. This session should particularly benefit those who are interested in the academic stress of Chinese students, educators and practitioners who provide direct counseling to Chinese students, and those Chinese students who are concerned with how to better handle the academic pressure they are likely to encounter on American campuses.

Kun Yan, Doctoral Student, Educational Leadership and Policy Studies; Research Assistant, Department of Languages and Literatures, Arizona State University—Tempe, Arizona

9:00-10:15 a.m.
LAKE MICHIGAN
Eighth Floor

Level of Experience:
Intermediate

Digging in Our Own Backyard: The Road to Institutional Transformation Through Internal Diversity Research

◆◆Case Studies/Model Programs◆◆

The purpose of this session is to encourage scholars to study ethnic diversity within their own institutions. Specifically, presenters will provide a case study model for systemic inquiry utilizing quantitative and qualitative methodologies to produce knowledge within "...our local context in order to identify local problems and take action to solve them" (Bensimon, Polkinghorne, Bauman, Vallejo, 2004, p. 105). Beyond the structural analysis, each researcher and the faculty advisor will share his or her autoethnographic reflection, offering inherent insight into the cognitive, emotional, and political challenges encountered as a result of breaking the "spiral of silence" (Noelle-Nuemann, 1991) in place at the institution. Presenters examined a sensitive and highly political issue at the predominant White institution in which they study, work, and learned. The benefits of conducting such research include but are not limited to systemic change, empowerment, and institutional awareness. As upcoming scholars, presenters propose that the lack of open dialogue surrounding issues of diversity and multiculturalism are extremely problematic. In essence, White privilege will remain strong and silent unless it is brought into the public realm. This session should particularly benefit those who teach and research diversity with the ultimate goal of institutional transformation at predominantly white academic institutions.

Brian James Elizardi, Graduate Student, Higher Education; Coordinator, Graduate Student Services, University of Denver—Denver, Colorado

Rachel A. Griffin, Doctoral Student, Interdisciplinary in Intercultural Communication and Higher Education; Graduate Teaching Instructor, Human Communication Studies, University of Denver—Denver, Colorado

Tracey Peters, Graduate Student, Higher Education-Leadership and Organizational Change; Assistant to the Associate Provost for Campus Life, University of Denver—Denver, Colorado

Frank Tuitt, Ed.D., Assistant Professor, Higher Education, College of Education, University of Denver—Denver, Colorado

9:00-10:15 a.m.
**PRIVATE DINNING ROOM
(PDR) 4**
Third Floor

Level of Experience:
Advanced

The Advisory Council on Diversity and Equity: A Model for Integrating Diversity Programming

◆◆Long- and Short-Range Planning◆◆

This session will present a case study of a model program that effectively addresses the issues of diversity and equity. The Advisory Council on Diversity and Equity (ACDE) was created by the university president in order to bring together a variety of perspectives from Academic Affairs, Student Affairs, and instructional support services. The ACDE has a number of objectives: (1) to coordinate the implementation of diversity initiatives in an integrative fashion, (2) to assess diversity programs, and (3) to link strategic planning to budget priorities. The session is most suitable for those with program and budgetary experience, including those with experience in strategic planning, design, implementation, and assessment of programs meant to affect diversity in the university setting. This session should particularly benefit those who are interested in a comprehensive, integrative approach to diversity programming. Chief diversity officers, vice provosts for diversity, directors of such units as a Multicultural Student Center, advising center, or Residence Life will benefit from this interactive session.

David E. Camacho, Ph.D., Special Assistant to the President, Northern Arizona University—Flagstaff, Arizona

9:00-10:15 a.m.
CONFERENCE ROOM 4C
Fourth Floor

Level of Experience:
Intermediate

Challenging Systems of Privilege to Increase the Representation of Students of Color in Significant Leadership Roles on Predominantly White Campuses: A Dissertation Study at California Lutheran University

◆◆Case Studies/Model Programs◆◆

This session shares lessons learned from efforts to confront and modify institutional practices that limit students of color access to leadership opportunities at California Lutheran University, a small, private, predominantly white campus. The presenter will share findings and subsequent change strategies from an action research project that used both quantitative and qualitative methods to uncover reasons behind the low leadership participation of students of color. This session will also address common institutional practices that inadvertently advantage some students while disadvantaging others. Finally, strategies for overcoming resistance to change will be discussed. This session should particularly benefit those who are interested in leading institutional change efforts that will increase minority student access to leadership opportunities, special programs, and campus resources.

Juanita Pryor Hall, Doctoral Candidate, Educational Leadership Program, University of California—Los Angeles; Director, Multicultural and International Programs, California Lutheran University—Thousand Oaks, California

9:00-10:15 a.m.
CONFERENCE ROOM 4M
Fourth Floor

Level of Experience:
Intermediate

A Study of Perceptions and Experiences of Education Majors Related to Multicultural Issues

◆◆Research/Assessment/Evaluation◆◆

In this session, presenters will share their findings from examining the perceptions of students' multicultural experiences in the School of Education at a major research university. The goal of the survey was to contribute to understanding the real-life experiences of students so that faculties and administrators might be more responsive to students' issues and needs. Insights learned from both the process for conducting the study and the results will be presented along with recommendations for curriculum revisions and field experiences. The session will engage the participants in follow-up discussions in a focus group format relating to present multicultural issues. This session should particularly benefit professors and researchers who work with multicultural curriculum planning and improvement issues in education.

Cheryl B. Warner, Ph.D., Assistant Professor, Eugene T. Moore School of Education, Clemson University—Clemson, South Carolina

Frankie K. Williams, Ph.D., Assistant Professor, Eugene T. Moore School of Education, Clemson University—Clemson, South Carolina

9:00 a.m.-noon

CONTINENTAL BALLROOM A
Lobby Level

MAJOR WORKSHOP 31

Faculty of Color Teaching in Predominantly White Colleges and Universities

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. Based on the edited book, *Faculty of Color Teaching in Predominantly White Colleges and Universities*, this session features a panel of eight contributing authors of the book who will share their experiences teaching in predominantly White research extensive institutions. This session also encourages interaction and discussion around significant issues and offer recommendations for change. This session should particularly benefit those faculties, 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

James Francisco Bonilla, Ed.D., Associate Professor, Graduate School of Public Administration and Management, Hamline University—St. Paul, Minnesota

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

Karen Sunday Cockrell, Ph.D., Associate Professor, Educational Leadership, University of Missouri—Columbia, Missouri

Leswin Laubscher, Ph.D., Assistant Professor, Psychology, Duquesne University—Pittsburgh, Pennsylvania

Antoinette Halsell Miranda, Ph.D., Associate Professor, Department of Psychology, Ohio State University—Columbus, Ohio

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

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

9:00 a.m.-noon

CONTINENTAL BALLROOM C
Lobby Level

MAJOR WORKSHOP 32

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

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 be of particular interest to 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 Vasquez, Co-Director, Center for Diversity Leadership, and Founder, TODOS Institute—Walnut Creek, California

9:00 a.m.-noon

CONTINENTAL BALLROOM B
Lobby Level

MAJOR WORKSHOP 33

From the Margin to the Center: Successfully Shifting the Organization of Multiculturalism in Higher Education

This session will present strategies for those who are interested in affecting institutional climate, policies, and procedures around multiculturalism. Many offices of Multicultural Affairs on college campuses are organized with one or a few individuals responsible for providing campus-wide programs and services to students of color. This model, used since the 1960s, puts multiculturalism at the fringe of college campuses, allowing the larger institution to be absolved of any responsibility for addressing the needs of students of color and others who have been historically marginalized. However, at Macalester College, the Department of Multicultural Life has created a new model of organizing multiculturalism by shifting this work from the margins of the College to the center. In this session, participants will learn how to successfully shift their work around these issues by becoming familiar with the innovative programs and structures created by the Multicultural Life department, which has integrated the values and ethos of historically under-represented peoples, discourses, thoughts, and ideas as catalysts to transform the traditional ways of doing the work of Macalester College into a more inclusive model. Participants will also be given concrete strategies to facilitate the active involvement of senior-level administrators and faculty involved in this work.

Joi D. Lewis, Dean, Department of Multicultural Life, Macalester College—St. Paul, Minnesota
Karla Benson Rutten, Director, Lealtad-Suzuki Center, Department of Multicultural Life, Macalester College—St. Paul, Minnesota

9:00 a.m.-noon

MARQUETTE ROOM
Third Floor

MAJOR WORKSHOP 34

Helping the Helpers: The Excellence Through Diversity Institute Helpers as an Assessment-Savvy Leadership Development Resource

The University of Wisconsin Excellence Through Diversity Institute (EDI) is an intensive train-the-trainers/facilitators workforce learning community organized around appreciatively-framed and culturally-grounded evaluation processes. It focuses on generative evaluative thinking and reflective practice for faculty, classified staff, academic staff and administrators. EDI helps each participant to discover and bring forward their 'Best Self' in full voice to do their best learning, their best engaging and their best work so that they can better help others do the same while facilitating the university's development of such transformational processes. EDI is a social-justice grounded leadership development resource for many campus and community initiatives. As a still evolving project-in-process, EDI strives for excellence through cultivating authentically inclusive and vibrantly responsive teaching, learning and working environments that are conducive to success for all. The Excellence Institute mindfully cultivates multilateral self-awareness through knowing and using the self as a diversity-grounded, responsive instrument. This involves understanding self in dynamically diverse contexts within power and privilege hierarchies (a specific point in time) and also understanding the contexts embodied in the self (across time). To remain a world-class institution, EDI recognizes the need for the university to move beyond simply appreciating and celebrating diversity toward substantively engaging diversity throughout the campus community. EDI helps faculty, staff and administrators to expand their border-crossing bridge-building capacities in order to advance a success-for-all agenda and not simply an access agenda.

Hazel Symonette, Ph.D., Senior Policy and Program Development Specialist, University of Wisconsin System Office of Academic Development and Diversity, and University of Wisconsin Madison Office of Dean of Students, University of Wisconsin—Madison, Wisconsin

9:00 a.m.-noon

BOULEVARD A
Second Floor

MAJOR WORKSHOP 35

Models of Racial Identity Development: Tools for Understanding and Addressing Campus Conflict Related to Race

◆◆Case Studies/Model Programs◆◆

This session provides an overview of models of racial identity development within the context of understanding conflict within and between racial groups on campus. Using presentation, group discussion, case studies and participants' own experiences, the session seeks to give additional perspective and insight into behaviors and attitudes that contribute to conflict and affect attempts at resolving conflict. Applying the identity models to situations, as well as themselves, participants reflect on the nature of conflict on their own campuses and their ability to act and be seen as effective resources for conflict resolution.

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

Level of Experience: All

9:00 a.m.-noon

Part I
9:00 a.m.-noon
WILLIFORD C
Third Floor

Level of Experience: Novice
and Intermediate

Part II—Session continues
1:30-3:30 p.m.

3-HOUR CONCURRENT SESSIONS

Dialogue: Racism—Enhancing Positive Outcomes of Anti-racism Work in This Era of Anti-ethnic Backlash

◆◆ Training of Trainers ◆◆

This session will demonstrate an effective model for training that has been tested over the past 15 years. Participants will be shown the value of and have the opportunity to practice developing effective co-facilitator relationships. Developing a cooperative and trusting relationship is essential to being effective co-facilitators. Our racial conditioning has wounded us all, and when threatened while in the facilitator role, we can react with the negative elements of our early racial conditioning. Effective co-facilitators can intercede for one another when these unfortunate situations occur. Learning to create supportive co-facilitation relationships is a crucial element to success in dialogue. All too frequently we have seen on the talk shows that when the subject is racism, people begin shouting at one another; no one is listening to anyone, and fights sometimes occur. It may make for exciting television; however, it exacerbates the damage done by our racial conditioning and leaves participants further from ultimate solutions. Facilitators of such events have not sufficiently worked through their own racial conditioning, they are likely to be drawn into the melee. None of us is totally innocent in the history of racial injustice in this country: it has left most of us fragile and vulnerable. Arguably, the ponderous response to hurricane Katrina in 2005 has been weighed down by a pervasive distrust, part of our legacy of slavery and racism, as well as the magnitude of the disaster itself. Our racial conditioning may well be an element in the slow response. Racism, along with the mistrust that goes with it, is like a dead weight; we need to unburden ourselves of this racial conditioning so that we can stand upright and move forward with the cleanup of New Orleans and other interethnic initiatives. Since the hurricanes on the Gulf Coast and the chaos that has ensued as we endeavor to help people rebuild their lives have left many with raw nerves and dashed expectations. In some settings anti-racism work has become more emotionally charged for both facilitators and participants. All too often we hear people say: "I've been to diversity training and it is a painful waste of time." Adequate training is essential if we are to send facilitators into increasingly hostile environments.

Sandra Boyd, Ph.D., Psychology Faculty, Houston Community College System—Houston, Texas
Lucille P. Fultz, Associate Professor, Department of English, Rice University—Houston, Texas
Patricia McFarlin, Faculty, English, Houston Saint Agnes Academy—Houston, Texas
Cherry F. Steinwender, Co-Executive Director, Center for the Healing of Racism—Houston, Texas

The Nigger Word: A Historical Message of Madness, an Important Method of Polarization Across American Society and Within Higher Education

◆◆ Interactive Training ◆◆

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 to explore the pictures and different feelings associated with the word. The session will take a look at the history of the "Nigger" word utilizing Randall Kennedy's popular and controversial book along with TV shows (Boston Public & Dave Chappelle); film clips (*Bamboozled*, *Any Given Sunday*, Chris Rock's *Bring the Pain*, *Pulp Fiction* and *School Daze*); and a documentary film about a recovered white supremacist (Blink). 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, including: (1) how is the word used in music, media, and movies? (2) Does it still generate the same reaction, incite the same feelings, and raise the same issues and concerns it did throughout the 20th Century? (3) How does the word reflect DuBois' existential question concerning black folk's "problem" status? (4) What is the word's relationship to DuBois' notions of "double consciousness" and the "inevitability of the black criminal?" (5) How might the word exacerbate black and white people's internalized oppression while further stoking a dysfunctional perspective on black people from outside of the African American community? And, (6) could anyone ever be completely comfortable with everyone using the "Nigger" everywhere? We will ascertain which camp the participants identify with the most, the eradicationists who believe, at the very least, the word should be obliterated from the American lexicon, or the regulationists who allow for its usage within certain regimented contexts. Lastly, the session presenters will consistently offer suggestions about the need and importance of understanding the various realities associated with the "Nigger" word and recommend how to challenge and encourage all people, but specifically young people, about the ramifications of casual or uninformed usage of this extremely troublesome word.

Eddie Moore Jr., Ph.D., Director of Diversity, The Bush School-Seattle; and Founder, The White Privilege Conference (www.whiteprivilegeconference.com) and America & MOORE Research and Consulting—Seattle, Washington
J.W. Wiley, Director, Center for Diversity and Lecturer in Philosophy and Interdisciplinary Studies, State University of New York; and Founder, Xamining Diversity Consulting (www.xaminingdiversity.com)—Plattsburgh, New York

9:00 a.m.-noon
WILLIFORD A
Third Floor

Level of Experience: All

9:00 a.m.-noon
WILLIFORD B
Third Floor

Level of Experience:
Intermediate

There is No Hierarchy of Oppression: Grappling With the Intersections of Sexism and Racism on Our Campuses

◆◆Case Studies/Model Programs◆◆

It is essential in our efforts to promote social justice that all forms of oppression simultaneously are addressed. Utilizing case studies from the higher education setting, this session will highlight the philosophical, political and practical dilemmas of responding to and making sense of incidents of sexual coercion, sexual harassment and sexual assault when they occur in communities of color—especially when they impact or involve students. The presenter will discuss some of the key challenges associated with resolving conflicts in which race and gender (and other identities) intersect, as well as offer several strategies for effectively transforming tension into “teachable moments” in part by incorporating both student development and racial identity development theories. This session should particularly benefit the faculty and Student Affairs educators who are advising, teaching, supervising, mentoring students of color or who investigate reports of sexual harassment and/or assault, as well as those individuals who are interested in reducing gender-based oppression and sexism among racial/ethnic minorities, both in the educational and employment contexts.

Luoluo Hong, Ph.D., MPH, Dean, Student Affairs-West Campus, and Clinical Associate Professor, Criminal Justice and Criminology, Arizona State University—Phoenix, Arizona

DIALOGUE SESSIONS

For an overview of Dialogue sessions, see page 4

Dialogue sessions are designed to provide conference attendees with genuine opportunities for dialogue and exchange. These sessions will be facilitated by persons with expertise and experience in each topic area. Facilitators will provide a suitable structure and ground rules for discussion and will encourage constructive dialogue, exchange, sharing, and learning around the session topic.

9:00 a.m.-noon
WALDORF ROOM
Third Floor

Get REAL: A Frank Discussion Between Brown and Black America

Why are we seeing more and more gang violence between Blacks and Hispanics? Why is there a tug of war between Blacks and Hispanics for grants toward education and social programs? This divisiveness between the Black and Hispanic communities only deepens the economic and educational disparity that Blacks and Hispanics experience versus other nationalities in America. Get REAL is a program and process that breaks down the myths and beliefs that these two cultures have adopted about each other. Get REAL is an interactive session where participants discover ways of taking action toward creating a unified front of Blacks and Hispanics that encourage gaining access of resources and opportunities for both; not one or the other.

Charles “Chuck” Romero, Diversity Director; Chair, Diversity Advisory Council; Co-Director, Center for Excellence for Minority Medical Education, University of Kansas Medical Center—Kansas City, Kansas

Bukeka Newby-Shoals, Accomplished Orator, Workshop Facilitator, and Performing Artist, CVE Network Enterprises—Kansas City, Missouri bukeka@cvenetwork.com

9:00 a.m.-noon
JOLIET ROOM
Third Floor

Sustained Dialogue: It’s Not Just Talk...It’s a Social Movement

In 1999, students began using a unique process called Sustained Dialogue (SD) to proactively improve race relations on college campuses. A network of Sustained Dialogue practitioners has since formed, connecting students at over a dozen colleges, universities, and high schools. The Sustained Dialogue Campus Network (SDCN), represents a budding social movement of passionate students, deeply engaged in changing the dynamics of their communities. Come learn the theory behind Sustained Dialogue, and how students create a safe space to address divisive issues, like race relations, that are often taboo in social settings. In this space, participants learn from one another and are changed by the experiences they share so that they can begin to truly understand the problems that face their communities and what power they have, as a group of individuals, to address them.

Tessa Garcia, Program Director, Sustained Dialogue Campus Network—Washington, D.C.
Clark Herndon, Program Director, Sustained Dialogue Campus Network—Washington, D.C.

9:30-11:30 a.m.
BOULEVARD C
Second Floor

Phase I of this session will require participants to complete a survey. Surveys will be distributed on-site at the NCORE Registration Desk (Lobby Level) Monday, May 29 through Thursday, June 1.

DIVERSITY IN THE BOARDROOM: ARE THE FOXES MINDING YOUR HEN HOUSE?

Phase I of this session will require participants to complete a survey designed to explore what diversity consultants know about the decision makers who set policies for institutions. Phase II (Saturday, June 3), presenters will use preliminary data gathered at the 2006 NCORE conference to explore whether or not diversity professionals can or should align their strategies and processes to address diversity on Boards of Trustees and related issues. Phase III, findings and analysis of additional follow-up data, will occur at the 2007 NCORE conference.

Presenters, who are representing a college trustee/university trustee emerita and diversity consultant/faculty member, are conducting this session for higher education diversity professional consultants and administrators who are positioned within institutions to consult with leadership routinely. The session is geared specifically toward presidents/chancellors, administrators, university faculty/staff, diversity officers and external/internal consultants who provide professional services to guide institutions through the diversity change process. Determining the extent to which diversity professionals are responsive to the absence or presence of diversity on Boards of Trustees at the institutions where they are employed is the central issue. By the very nature and scope of their official oversight responsibilities, college/university Boards of Trustees may address diversity at a policy level, but not reflect it in their own composition. Ironically, lack of trustee diversity may not only contradict the very policies Boards may have mandated, but sends unclear messages to those governed by such policies. If you are interested in examining these issues, we invite you to participate in this session.

Patricia A. Ackerman, Ph.D., President - CHALKDUST Inc.—Cleveland, Ohio; and Trustee Emerita—Ohio University—Athens, Ohio
Portia Hunt, Ph.D., Professor, College of Education, Temple University; and President, Eclipse Consultant Group, Inc.—Philadelphia, Pennsylvania

2-HOUR CONCURRENT SESSIONS

Recruiting and Retaining a Culturally Diverse Faculty: The CUNY Experience

◆◆Case Studies/Model Programs◆◆

This interactive session examines the comprehensive affirmative action program that directs the City University of New York (CUNY)'s efforts to recruit and retain a culturally diverse faculty. Historical perspectives on the development and implementation of the affirmative action policy will be discussed, as well as a working definition of culturally diverse faculty. Presenters will provide information on methodologies used to monitor and assess programs on 20 diverse college campuses spread across five boroughs in the nation's largest city. Finally, CUNY administrators, college presidents, campus compliance and diversity officers, and others will share (via video tape) lessons learned over the past 35 years, current issues, and challenges to be faced in the future. This session should particularly benefit administrators, affirmative action/diversity officers, department chairpersons, and others interested in developing workable strategies for attracting diverse applicant pools and sharing the responsibility of implementing and monitoring comprehensive affirmative action programs.

Candita C. Gual, Officer, University Compliance and Diversity, City University of New York—New York, New York
Charlotte Y. Phoenix, Ph.D., Director, Cultural Diversity and Staff Development, City University of New York—New York, New York

EXHIBITOR SHOWCASE AND RESOURCE CENTER

(For more information about the Exhibitors, see page 35)

90-MINUTE CONCURRENT SESSIONS

Diversity Initiatives That "WORK": A Comprehensive Plan for University Diversity

◆◆Long- and Short-Range Planning◆◆

This session will provide the "nuts and bolts" on how to develop, implement and evaluate a comprehensive plan for university diversity. The information provided will be inclusive of the establishment and the role of a University Diversity Office, how to establish support from upper level administration, incorporating diversity initiatives into the university's strategic plan, establishing funding for diversity initiatives, and implementing new programs for diversity. This session will discuss the role and scope of the university Diversity Committee and how the partnership between the university Diversity Office and the Diversity Committee drive the diversity initiatives for the cam-

SATURDAY

pus. This session should particularly benefit those who are upper level administrators and faculty that are responsible for affecting change in their institutions around issues of diversity.

Sandra D. Moore, Doctoral Student, Educational Policy Studies and Evaluation; Special Assistant to the Provost for University Diversity, Eastern Kentucky University—Richmond, Kentucky

WE ARE VISIBLE: Campus Climate, Asian Americans, and Activism

◆◆Case Studies/Model Programs◆◆

This session explores how Asian American student leaders organized at the University of Texas in Austin to compile a campus climate report which reflects the experiences, grievances, and needs of Asian American students. Participants will receive a completed report along with the University's outcomes as a result of this report. Additionally, this session will address policies that impact Asian American students and student groups on college campuses. This session should particularly benefit those who are interested in learning about Asian American students, Student Affairs practitioners who impact policy development for student life, students who wish to coalition-build across communities, Asian American student activists, and professionals who work with multicultural student programming.

Mamta Motwani Accapadi, Ph.D., Assistant Director, Multicultural Information Center, the University of Texas—Austin, Texas

The Color and Class of Success: Examining Black and Hispanic College Student Persistence

◆◆Research/Assessment/Evaluation◆◆

This session will present findings from a research study of Black and Hispanic students' persistence in college. Specifically, this project focuses on the impact of race and class on the postsecondary success of Black and Hispanic students using national samples. Based on college impact and expanded econometric theoretical models, this study examines the nexus between color, class, and persistence with attention to the disparate effects for these two minority groups. Finally, this session will address implications for policy, practice, and future research. This session should particularly benefit those who are interested in college student persistence, practitioners who provide services to increase recruitment and retention of such students, and educators who are concerned with retention issues and the academic success of Black and Hispanic college students.

Terrell L. Strayhorn, Ph.D., Assistant Professor, Higher Education, University of Tennessee—Knoxville, Tennessee

The University of Chicago: Our Commitment to Chicago Public Schools

◆◆Long- and Short-Range Planning◆◆

This session reports and updates the presentation at the NCOE 2004. At that session, we spoke about the University of Chicago's thirty years history working with urban schools, particularly those in the city of Chicago. In 2003, the University launched the Collegiate Scholars Program, a three-year enrichment effort for students of Chicago Public Schools. The program identifies freshman students who have distinguished themselves through their academic and extracurricular achievements. Collegiate Scholars are expected to engage in on-campus academic activities led by Chicago faculty throughout the calendar year. Along with developing the Collegiate Scholars Program, the university pledged to enroll a total of twenty Chicago Public School graduates by providing renewable full-tuition scholarships. Our goal has been to foster a more productive relationship with the Chicago Public Schools and to increase enrollment of their students, particularly students of color. Having an opportunity to revisit our stated goals, this session will provide some findings, will look at the progress of the Collegiate Scholars, will share about the effectiveness of the scholarship program, and new initiatives developed by the Office of College Admissions, as well as other units around the University. This session should particularly benefit those who are charged with developing strategies to recruit diverse populations, those interested in increasing enrollment of students from urban school districts, and faculty who desire to enrich the educational experiences of urban public high school students.

Adele C. Brumfield, Associate Director, Admissions, University of Chicago—Chicago, Illinois
André E. Phillips, Associate Director, Admissions and Transfer Coordinator, University of Chicago—Chicago, Illinois
Kim Ransom, Director, Collegiate Scholars Program, University of Chicago—Chicago, Illinois

10:30 a.m.-noon
**PRIVATE DINNING ROOM
(PDR) 2**
Third Floor

Level of Experience: All

10:30 a.m.-noon
LAKE HURON
Eighth Floor

Level of Experience:
Intermediate and Advanced

10:30 a.m.-noon
CONFERENCE ROOM 4D
Fourth Floor

Level of Experience: Novice

10:30 a.m.-noon
LAKE ONTARIO
Eighth Floor

Level of Experience: Novice

Impact of "Inclusion" on a General Education Curriculum: Effects of Pre-semester Three-Hour Faculty Multicultural Training Session on Student Attitudes

◆◆Research/Assessment/Evaluation◆◆

This session presents the findings of a study designed to measure the effect of faculty development training on the students' attitudes concerning "diversity." This three-hour training session was delivered the week before classes started in the fall of 2005. Fourteen Psychology faculty members were randomly assigned to either a teaching development workshop or a multi-cultural training workshop. The results indicate that the faculty training had a robust effect on student attitudes well into the course. Additional findings showed that the race and gender of the student influenced the value placed on multiculturalism. Also, "multiculturalism" was viewed more favorably in courses where the content matter was deemed relevant to issues of inclusion. The session will discuss the importance of multicultural issues being embedded within the academic curricula of general education or liberal arts programs. This session should particularly benefit those who are involved in efforts to emphasize the importance of diversity at predominantly white institutions.

Cheryl E. Talley, Ph.D., Associate Professor of Psychology, James Madison University—Harrisonburg, Virginia

10:30 a.m.-noon
LAKE MICHIGAN
Eighth Floor

Level of Experience:
Intermediate

Diversity and Multicultural Retreats: Strengthening Human Relations Through a Quality Leadership Experience

◆◆Case Studies/Model Programs◆◆

This session will prepare facilitators and organizers of dialogue on diversity and multicultural programming to create an effective learning opportunity for the various constituencies on campus—students, staff, and faculty, via the retreat experience. Participants will be exposed to a range of interpersonal tools and theories that will assist them in the design and implementation of a diversity retreat experience to meet the needs unique to their campus community. And for those who currently sponsor retreats, they will gain knowledge in expanding and enhancing their own programs. Presenters will provide information on the Multicultural Student Leadership Retreat (MSLR), an 8-Mile Walkers retreat development, as well as insights and lessons learned from its implementation. This session should particularly benefit those who are interested in developing diversity retreats based on social justice education and inclusive leadership.

Fleurette King, Education & Training Consultant, Fleurette King Consulting & Training—Atlanta, Georgia

Aida Martinez-Freeman, Director, Multi-Ethnic Student Program, University of Minnesota—Morris, Minnesota

Georgianna Torres Reyes, Director, Office of Multicultural Student Affairs, DePaul University—Chicago, Illinois

10:30 a.m.-noon
CONFERENCE ROOM 4M
Fourth Floor

Level of Experience: All

Pride or Prejudice? The Use of American Indian Nicknames, Mascots, and Logos

◆◆Case Studies/Model Programs◆◆

This session examines the controversial use of the "Fighting Sioux" nickname and Indian head logo at the University of North Dakota. Information on the history and timeline of this issue will be provided, as well as a detailed description of the resolutions passed in favor of changing the moniker. The session will discuss the statements from interested parties include those from the ND State Board of Higher Education, Office of Civil Rights, the National Collegiate Athletic Association, and the National Collegiate Athletic Association. Presenters will provide current research data as it relates to the negative impact on students when exposed to the use of American Indian athletic names and symbols. This session should particularly benefit those who are interested in learning more about this ongoing national issue.



Donna Brown, Ed.D., Assistant Director, American Indian Student Services, University of North Dakota—Grand Forks, North Dakota

Leigh D. Jeanotte, Ed.D., Director, American Indian Student Services, University of North Dakota—Grand Forks, North Dakota

Linda L. Neuerburg, Ph.D., Academic Specialist, American Indian Student Services, University of North Dakota—Grand Forks, North Dakota

10:30 a.m.-noon
**PRIVATE DINNING ROOM
(PDR) 4**
Third Floor

Level of Experience:
Intermediate

Proposition 209 in California: A Severe Warning to the Rest of America

◆◆Policy Issues◆◆

This session focuses on the damage caused by Proposition 209—the so-called California Civil Rights Initiative—since its passage by the voters of California in November 1996. This issue is highly relevant because former University of California Regent Ward Connerly, who led the campaign for 209 in California, has qualified a copy-cat initiative for the Michigan ballot in November 2006. It is also relevant because recent changes in the composition of the U.S. Supreme Court increase the likelihood that the Court will revisit the issue of affirmative action and overturn *Grutter v. Bollinger*, the crucial 5-4 Supreme Court decision in June 2003 that found affirmative action in university admissions to be both legal and permissible. This session should particularly benefit those who are concerned about access and equity issues in higher education, who are troubled by the recurrent attacks on affirmative action, and who are deeply concerned about the future of American society.

Bob Laird, Author/Consultant, Former Director of Undergraduate Admissions, University of California—Berkeley, California

Different Languages/Different Cultures: Providing Health Care Through Interpreters

◆◆Research/Assessment/Evaluation◆◆

This session examines ways to successfully bridge the communication and cultural gap when health care provider and patient do not share a common language. Many medical institutions provide interpreting services to meet the needs of the increasing number of non-English speaking patients. However, there is limited research examining the impact of interpreters in the provision of health care. Issues that will be addressed include the establishment of trust and communication, effects on decision-making and health care delivery. Every interpreted medical visit includes an interpreter, patient, and health care providers. Of particular note, this session reports on findings of the only research study we know of that actively included members of all three branches of the interpreting triad in all parts of the study from design to implementation and presentation of results. Presenters represent all three roles of the interpreting triad. This session provides practical strategies for working with interpreters in clinical settings and a foundation for continuing research in cultural diversity in health care. This session should particularly benefit those who are interpreters, bilingual/bicultural, provide or receive health care services using an interpreter, or are interested in cultural competency in health care.

Catherine (Katy) Downs, Certified Genetic Counselor; Research Investigator, Department of Otolaryngology-Head and Neck Surgery, University of Michigan—Ann Arbor, Michigan
Maria Militzer, Spanish Medical Interpreter and Translator, Interpreter Services, University of Michigan Health Systems—Ann Arbor, Michigan
Donnette A. Reins, Clerk, Denali National Park—Denali Park, Alaska

White Privilege and the White Preservice Teacher: Effective Strategies for Multicultural Education Classes

◆◆Curricular/Pedagogical Models◆◆

This session will explore potential strategies and successful pedagogical techniques for conducting effective multicultural education classes for White preservice teachers. It is proposed that effective strategies must confront issues of Whiteness and White privilege, as opposed to those that tend to present multicultural education from the perspective of "Three F's Multiculturalism: Food! Fun! Fiesta!" As an alternative, presenters will propose a set of criteria that defines the precondition for an optimal learning environment. This session should particularly benefit those who desire to focus on the knowledge, skills, and dispositions of preservice students, and stresses an awareness of whiteness, dominance and subordination, racism, and denial.

Omowale Akintunde, Ph.D., Associate Professor, Department of Teacher Education, University of Southern Indiana—Evansville, Indiana
Antonette M. Aragon, Ph.D., Assistant Professor, Secondary Education, Metropolitan State College of Denver—Denver, Colorado

10:30 a.m.-noon
CONFERENCE ROOM 4C
Fourth Floor

Level of Experience:
Advanced

10:30 a.m.-noon
CONFERENCE ROOM 4A
Fourth Floor

Level of Experience:
Intermediate

The Asian Deaf Identity: Challenges in the Development of Cultural Awareness
◆◆Case Studies/Model Programs◆◆

This session will discuss the demographic changes that will impact the nation in many different ways. The session will provide information on the status of Asian Deaf as a significant minority within the Asian community and within American society in general. The presenter will share her own experiences as a refugee from Vietnam who went on to graduate from Gallaudet and New University. Themes involving Asian Deaf Identity, and the challenges of cultural assimilation (both Asian and American) will be discussed. The session will emphasize on the significance of adult Asian Deaf role models in various disciplines and sectors of American economic, political and social life. Young Deaf Asians, as well, must be given tools to adjust to a very complex and diverse American culture. This session should particularly benefit those who want to educate young Asian Deaf students.

Thuan Thi Nguyen, Coordinator, Mentoring and Minority Academic Support Programs, Gallaudet University—Washington, D.C.

10:30 a.m.-noon
CONFERENCE ROOM 4K
Fourth Floor

Level of Experience: Novice

Overcoming the Sophomore Slump With First Generation College Students of Color at UCLA
◆◆Research/Assessment/Evaluation◆◆

Using the University of California at Los Angeles (UCLA) as a case study, this session first examines current research on the retention of underrepresented sophomore students. Presenters will focus on the four components of student development most prominent for sophomore students of color at a predominantly white university. This session should particularly benefit those who are interested in the success of students of color, practitioners who provide direct services to underclassmen and underrepresented students, and those who are concerned with retention issues related to underrepresented populations.

Angela Coloretti, Assistant Director, McNair Research Scholars Program and AAP Mentoring Programs, University of California—Los Angeles, California

Marisa L. Herrera, Resident Director, University of California—Los Angeles, California

Anna L. Jackson, Student Affairs Officer, University of California—Los Angeles, California

La'Tonya Rease Miles, Ph.D., Director, McNair Research Scholars Program and AAP Mentoring Programs, University of California—Los Angeles, California

10:30 a.m.-noon
PRIVATE DINNING ROOM
(PDR) 3
Third Floor

Level of Experience:
Novice and Intermediate

Keeping It Real: An English Department Transforms Its Commitment to Diversity Into Pervasive Departmental Practices
◆◆Long- and Short-Range Planning◆◆

This session examines the unusual and potentially ground-breaking work being conducted by the Diversity Sub-Committee in the Department of English at Indiana University Purdue University (IUPUI), a four-year urban intensive university. To our knowledge, we are the only department on campus to implement and monitor its own diversity practices. The session will present information on the evolution of our committee, rationale, and models (mission statements, examinations/observations of classroom practices, survey tools). Presenters will discuss how this models and findings can serve as a precedent; however, group participants are also interested to know how relevant the project might be for other departments in our school as well as other institutions. This session should particularly benefit those who are interested in discussing possible ways of ensuring that diversity practices become an important part of faculty work, not the job of a select interested few.

Megan Musgrave, Ph.D., Trustees Lecturer in English, Indiana University Purdue University—Indianapolis, Indiana

David J. Sabol, Lecturer, Department of English, and Co-Director, IUPUI Summer Academy Program, Indiana University Purdue University—Indianapolis, Indiana

Jennifer Thorington Springer, Ph.D., Assistant Professor, Department of English, Indiana University Purdue University—Indianapolis, Indiana

Richard Turner, Ph.D., Professor, Department of English and Philanthropic Studies, Indiana University Purdue University—Indianapolis, Indiana

Scott Weeden, Ph.D., Lecturer and W131 Course Coordinator, Indiana University Purdue University—Indianapolis, Indiana

LUNCHEON

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AT CHICAGO

Co-Sponsored by The University of Illinois at Chicago

NCORE would like to acknowledge the contribution made by the University of Illinois at Chicago in support of this event.

11:45 a.m.-1:15 p.m.
INTERNATIONAL BALLROOM
SOUTH and NORTH
Second Floor

NATIONAL ADVISORY COMMITTEE (NAC) GENERAL MEETING

noon-1:15 p.m.

NORTHWEST HALL
Stevens 3 and 4
Lower Lobby Level

The members will be served lunch at the meeting.
(For more information about the National Advisory Committee (NAC), see page 35)

MAJOR WORKSHOP 36

1:30-3:00 p.m.

BOULEVARD A and B
Second Floor

BLACK LOVE IN THE AFTERNOON: 100 Reasons Why Black Faculty, Administrators and Students Must Love, Like, and Respect Each Other on Campus and Beyond

For faculty and administrators who are often underpaid, overworked, unappreciated, and marginalized in spite of their brilliance and academic achievements, Black Love in the Afternoon is one of the most popular programs on campuses today. More than 100 colleges nationwide have experienced the positive messages of respect, cooperation, diversity, tolerance, and the need for students and faculty to make a difference in the lives of others. Black Love in the Afternoon is motivational, upbeat, uplifting, inspirational performance and workshop on Black male/female relationships. A celebration of Black women and an overdue tribute to amazing resiliency and genius of Black men—Black love and Black faith has triumphed over slavery, discrimination, racism, segregation, poverty, sexism, glass ceilings, and inequality. Black Love in the Afternoon is an audience participation session, designed to bridge the gap between old school R&B with the hip/hop/rap generation. Black Love will take everyone down memory lane to remind students and faculty that the language of old school and the civil rights movement, and the contributions of Malcolm X and Dr. Martin Luther King were messages of success, academic excellence, struggle, good grades, graduation, greatness, making your mother, father, and family proud. Black Love in the Afternoon will focus on the need to return to pride in appearance and self-respect to counter the negative influences that promote profanity, thuggery, senseless violence on campus and in class, low expectations and behavior—Black Love in the Afternoon is a multicultural experience. Everyone is invited to participate at this session that makes you laugh, shout, sing, dance, and hug someone, as well as you will have a great time.

Dennis Rahiim Watson, President and CEO, National Black Youth Leadership Council—New York, New York

1:30-3:00 p.m.

1:30-3:00 p.m.
WILLIFORD A
Third Floor

90-MINUTE CONCURRENT SESSIONS

Student Mutual Funds: Investing in Student Leaders

◆◆Case Studies/Model Programs◆◆

Invest in students today, allow student "stock" to grow, nurture and develop skills into high yield returns. This session will guide individuals through the process of creating student leaders based on the University of Arizona's Asian Pacific American Student Affairs student Board of Directors model. The Board of Directors assists in operation of a full function cultural center with a focus on promoting leadership through self-exploration and empowerment. Particular emphasis for this session will be placed on leadership, diversity and advocacy, program and event development, as well as local and national networking. Information on implemented programs, its effectiveness and efficiency of the Board of Directors will be broken down and discussed. This session should particularly benefit faculty, staff, and students who are in charge of or advise student groups and those who wish to improve the non-academic component of retention in higher education student cohorts. Invest in students today so that we may gain leaders tomorrow.

Erik Dong, Member of the Board of Directors (BOD), Office of Asian Pacific American Student Affairs (APASA), University of Arizona—Tucson, Arizona

Kimberly Jacques, Member of the Board of Directors (BOD), Office of Asian Pacific American Student Affairs (APASA), University of Arizona—Tucson, Arizona

Vikram Jain, Member of the Board of Directors (BOD), Office of Asian Pacific American Student Affairs (APASA), University of Arizona—Tucson, Arizona

Aileen Primero, Member of the Board of Directors (BOD), Office of Asian Pacific American Student Affairs (APASA), University of Arizona—Tucson, Arizona

Danthai Xayaphanh, Coordinator, Retention Programs and Services, Asian Pacific American Student Affairs (APASA), University of Arizona—Tucson, Arizona

Level of Experience:
Intermediate

1:30-3:00 p.m.
**PRIVATE DINNING ROOM
(PDR) 1**
Third Floor

Level of Experience: All

1:30-3:00 p.m.
**PRIVATE DINNING ROOM
(PDR) 4**
Third Floor

Level of Experience: All

The "Stepchildren" of Greek Life Programs: Asian American Greek Life

◆◆Theoretical Models◆◆

This session examines the rapid growth of Asian American fraternities and sororities nationally. Using the University of Texas Greek Life structure, and Asian American Greek Life system as a model, we will discuss the challenges that Asian American fraternities and sororities experience on college campuses. This session should particularly benefit those who work directly with Asian American fraternities/sororities through Campus Activities offices, Greek Life offices, Multicultural Office and Student Affairs offices; and those who are also concerned with meeting the needs of growing Asian American populations on their college campuses.

Mamta Motwani Accapadi, Ph.D., Assistant Director, Multicultural Information Center, University of Texas—Austin, Texas

Hip-Poe-Tics

◆◆Interactive Training◆◆

This interactive session called Hip-poe-tics involves three platforms: Hip Hop Culture, Poetry, and Politics. The purpose of the session is to show how history plus current events plus action can build a socially conscious platform for different generations to work together in an ever moving & changing society both inside the academic sphere and the political arena; as well, it will show the integration of popular culture in both fields. This becomes important for a global market of ideas now being transformed into activism (result: laws are made, national organizations created, annual forums and conferences occur, and so much more). Presenters will offer a brief explorative history of all three platforms individually and then show how they merge through the use of music, fashion, dance, poetry, performance, grass root activism, film, and most important the human mind and body FIRST on a microcosmic scale and SECOND on a macrocosmic level. We will use practical application as well as fusing theoretical understanding so that the audience can walk away with (1) a foundation of (2) knowledge, and (3) a plan of activism in the classroom, community, and political arena. This session should particularly benefit educators in the academy (especially from the African Diaspora), political figures reaching the youth, grass root leaders, youth (age 13 plus), Hip-Hop generation, activists and political artists, audience trying to understand the youth-masses.

Samuel Allen, (Karega Ani), Poet/Emcee/Producer

Omari Barksdale, Candidate for Michigan State Representative, and CEO, Uhuru Cipher—Detroit, Michigan

Traci Evadne Currie, Ph.D., Professor, Communication and Media, University of Michigan—Flint, Michigan

Khalid eL-Hakim, Vice President, Iron Fist Records, and CEO, New Rising Sun Entertainment—Detroit, Michigan

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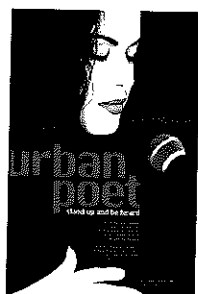
Tunnel of Oppression

◆◆Long- and Short-Range Planning◆◆

The session will create an awareness of different types of oppression, and its effects, within society and the campus community. The primary goal of the project is to create an experiential program for students, staff and faculty. The session will challenge the senses and feeling of participants in a safe environment. In this session, after going through the experience, participants will process what they experienced with trained professional counselors. Though this program is targeted to the campus community, the program could be open to anyone that would like to attend.

Robert N. Page Jr., Director, Office of Multicultural Affairs, University of Kansas—Lawrence, Kansas

FILM PREVIEW AND DISCUSSION



Urban Poet

A young Latina woman, confronting the gradual loss of her community to gentrification, finds a vehicle for her angst in the poetry slam circuit. Set in Chicago, this coming of age story follows Rita a young Latina poet from Humboldt Park struggling to find her voice. She's at odds with the social ills in her community. Gang violence threatens her father, a detective and single parent. A shady promoter seduces her best friend with promises of a break in showbiz. Her boyfriend's job as a construction foreman depends on his willingness to play union buster for a developer. Gentrification and the portrayal of minorities in society can pose limits for Rita as she enters into adulthood, but she chooses otherwise. She puts her frustrations onto paper, creating poetry with strong lyrics and powerful messages establishing her as a serious contender in the Latino Café Slam Competition. <http://newfilmproduction.com>

1:30-3:30 p.m.

CONTINENTAL BALLROOM C
Lobby Level

MAJOR WORKSHOP 37

Internationalizing the Curriculum: Here's One Way To Do It! A Website Collaboration Experience
This session will serve to demonstrate how one professional organization can support an ad hoc group of educators to devise ways to ensure there are diverse heritage teachers and students in the classroom and provide them access to materials and ideas that are the basis for understanding race and ethnicity issues in international contemporary society. The session hopes to instruct and interactively engage participants by providing one example of a group effort of diverse educators across the nation to improve the cultural competency of teacher and student participants who are looking for educational and teacher-training support strategies for expanding access to research and materials focusing on race and ethnicity in other countries around the globe. The web site is officially launched in November 2005 at the American Teachers of Foreign Languages Conference in Baltimore. The session is open to all those interested in finding ways to support teachers in the field who wants to send more globally competent students out onto the world stage and to help bolster foreign language studies and intercultural and international education.

Donna Marie Evans, Secondary Teacher, German and Italian, Shadow Ridge High School—Las Vegas, Nevada

John Long, Ed.D., Professor Emeritus, University of Chicago; President, Long and Associates, International and Educational Consultants; U.S. Coordinators, Berlin Study Visit Program—Chicago, Illinois

Janice D. M. Mitchell, Ed. D., Chair, Department of Foreign Languages, Literatures, and Cultures; and Professor of German Linguistics, Gallaudet University—Washington, D. C.

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

1:30-3:30 p.m.

CONTINENTAL BALLROOM A
Lobby Level

MAJOR WORKSHOP 38

Bearing the Torch: Bridging The Student Experience at NCORE And Home Institution
A panel of American River College students will lead an interactive idea-generating session for students who have attended the NCORE conference. NCORE student participants will discuss the NCORE experience and define ideas and diversity practices that one can carry back to our home institutions. Students will also explore ways to implement change as student leaders.

Angelique Anthony, Undergraduate Student, Nursing Major, American River College—Sacramento, California

Nancy Dziuba, Undergraduate Student, Human Development Major, American River College—Sacramento, California

Mia Kobayashi, Undergraduate Student, Undeclared Major, American River College—Sacramento, California

Mark Slagel, Undergraduate Student, Sociology Major, American River College—Sacramento, California

Daryl Smith, Undergraduate Student, Journalism Major, American River College—Sacramento, California

Pamela Huang Chao, Professor of Sociology, American River College—Sacramento, California (Coordinator)

1:30-3:30 p.m.

Part II
1:30-3:30 p.m.
WILLIFORD C
Third Floor

2-HOUR CONCURRENT SESSIONS

Dialogue: Racism—Enhancing Positive Outcomes of Anti-racism Work in This Era of Anti-ethnic Backlash
(For session description, see page 100)

1:30-3:30 p.m.
ASTORIA ROOM
Third Floor

Moving Your Diversity Dialogue From Talk To Action!

◆◆Interactive Training◆◆

"Diversity Education As You Have Never Seen It!" This powerful, thought-provoking, humorous session addresses the "diversity experience" on our campuses. It takes a much-needed "open & honest" approach that challenges traditional thinking. Fast paced with insightful exercises, participants leave with an "action plan" for improving themselves and their environment. A must for those who care about diversity issues!

Level of Experience: All

Steven T. Birdine, President/CEO, Affirmation in Action—Laurel, Maryland

1:30-3:30 p.m.
CONFERENCE ROOM 4C
Fourth Floor

Level of Experience:
Intermediate

Creating Welcoming and Inclusive Environments by Understanding Difference: Understanding and Valuing Differences

◆◆Interactive Training◆◆

This interactive session is designed to provide participants with the opportunity to distinguish the difference between cognitively responding to word "diversity" and emotionally experiencing the impact of feeling different. The session will focus on increasing the participants' understanding of why it can be difficult getting the members of the mainstream population to embrace diversity. Through active participation, we will create an awareness of difference, gain respect for others, and identify skills to better address difference in the workplace. The main objectives of this session are to allow participants the opportunity to understand why many are uncomfortable with difference and to identify strategies that will assist in moving closer to the goal of respecting difference in the workplace. This session should particularly benefit those who find themselves in situations where they engage the mainstream population in topics such as understanding and respecting difference and the relevance it has to being successful. The session is geared for professionals that have a general understanding of their own identity and who are comfortable with communicating to others from different backgrounds.

Zebulun R. Davenport, Ed.D., Associate Vice President, Student Affairs, James Madison University—Harrisonburg, Virginia

1:30-3:30 p.m.
PRIVATE DINNING ROOM
(PDR) 2
Third Floor

Level of Experience: All

The Power of the Tongue

◆◆Interactive Training◆◆

Students, particularly those of color, need to feel supported, respected, and heard. This session is designed to bring attention to the impact of speaking with respect, speaking success, and speaking prosperity within the higher education arena, particularly the masses of inner-city, multi-cultural college communities. Unfortunately, within higher education, common courtesies have been forgotten. The college community is bogged down with negativity, heavy work loads, and personal agendas. On a daily basis, students, faculty, and staff need refreshment courses on how to receive and give positive reinforcements. This dialogue focuses on the multidimensional "Power of the Tongue." It celebrates the power that lay within positive communication. Yet, it exposes the devastation of the "nastiness" of negative communication. The session endeavors to offer measures to build esteem through positive communication and continuous public speaking within ethnic student organizations. This session offers approaches on (1) how to give administration, faculty, and staff refresher courses on "being polite and nice"; (2) how to convert non-participatorial students into those that engage in positive campus dialogue events, activities that focus on subjects which relate to their community, lives and futures; (3) how to help new students combat negative reinforcement, of which, some of them have faced for multiple years; and (4) how to get students to recognize that historically and currently, strong and positive oral traditions and skills lead to publications, prosperity, productive and promising futures. This session should particularly benefit administrators, faculty and staff who are seeking to stress the importance of respect for diversity even in the face of racial adversity on campus.

Ge'ylah Jones Bradford, Motivational Speaker, Performance Poet, Teacher, Author, and Founder of Power of the Tongue, Life and Death, Inc.—Chicago, Illinois

1:30-3:30 p.m.
MARQUETTE ROOM
Third Floor

Level of Experience:
Novice and Intermediate

Examining Privilege With Diversity Enlightenment

◆◆Interactive Training◆◆

This session aims to deepen participants' understanding and appreciation of ways in which race, ethnicity and class differences have shaped American culture, social thought, social institutions, intergroup relationships from the colonial era to the present, and subsequently diversity. In American society, race and ethnicity are unavoidable categorizations that affect all groups as well as the individuals that comprise those groups. A consequence of these categorizations is the production of privilege, which will also be addressed within the session, especially in discussions on diversity. Compulsory education does not train members of dominant groups to view themselves as oppressors or as unfairly advantaged individuals. Members of dominant groups are taught to see themselves as individuals, whose failures, successes, and moral states depend on individual effort and accomplishment as well as individual moral will. Through compulsory education, religion, the media, and the family unit, dominant group members are taught to think of their lives as normative and ideal. So-called minority group members then become "the other" as a result of their disenfranchised abnormalities when contrasted with the dominant group. This session should particularly benefit practitioners who provide direct services to underrepresented groups, those who are involved in policy making in higher education, and those who would like to better understand power, privilege and oppression.

Darrell Cleveland, Ph.D., Assistant Professor, Department of Elementary/Secondary Education, New Jersey City University—Jersey City, New Jersey

J. W. Wiley, Doctoral Candidate, Philosophy and Cultural Studies; Director, Center for Diversity, Pluralism & Inclusion; Lecturer, Philosophy and Interdisciplinary Studies, State University of New York—Plattsburgh, New York

1:30-3:30 p.m.
CONFERENCE ROOM 4k
Fourth Floor

Level of Experience:
Novice and Intermediate

Diversity Programming in New Student Orientation: Four Approaches

◆◆Case Studies/Model Programs◆◆

This session will explore strategies for using New Student Orientation programs to introduce issues of campus and community diversity to new students. The session will be divided into three sections. Part I, presenters will offer their collective thoughts on the broad issues that institutions should take into consideration when developing diversity initiatives for use in New Student Orientation, and the challenges to keep in mind. In Part II, each of the four presenters will provide a brief overview of their campus's approach to this task. This section will include the goals each school has identified for its initiative, the strategy it has developed to meet those goals, and a candid assessment of this strategy's advantages and disadvantages. In Part III, the presenters will discuss their development of an informal regional organization of colleagues to share their experiences and learn from each others' efforts in new student orientation diversity initiatives. Participants will have an opportunity to organize themselves in regional groups to begin the process of comparing their institutional approaches and creating their own networks. This session should particularly benefit New Student Orientation directors, multicultural programming staff, first-year student deans, residential life directors, and professionals in diversity programming.

Gail A. Bouknight-Davis, Ph.D., Director, Multicultural Center (MCC), Williams College—Williams-town, Massachusetts

Karen S. Guttentag, Associate Dean, Student Affairs, Middlebury College—Middlebury, Vermont

Andrea Rossi-Reder, Ph.D., Dean, the College Community, Assistant Professor of English, Connecticut College—New London, Connecticut

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

1:30-3:30 p.m.
WILLIFORD B
Third Floor

Level of Experience:
Novice

Tailoring Your Doctoral Program With the Distributive Learning Model: Proven Strategies to Empower Culturally Diverse Students and Faculty

◆◆Case Studies/Model Programs◆◆

This interactive session introduces the distributive learning model and how it serves to expand access and academic success for culturally diverse and traditionally underrepresented graduate students in education. This approach to learning, particularly at the doctoral level, provides the unique capability, flexibility and benefits of tailoring your doctoral program. This session will be presented in a case study format through the lens of Fielding Graduate University's doctoral program in Educational Leadership and Change. The session presents major components such as: (1) discussion of the distributive model of teaching and learning, (2) how this model benefits culturally diverse and traditionally underrepresented populations, (3) the tremendous advantages of this model for active business professionals with a family, and (4) the new roles and responsibilities of the faculty. This session should particularly benefit students, faculty and administrators who are interested in exploring the distributive learning model at the graduate level in education and are concerned about better overall access and proven successful graduate programs where culturally diverse and traditionally underrepresented populations are well served and have a track record of successful graduation rates in a leading program which serves students who are currently residing both nationally and internationally.

Sheila T. Gregory, Ph.D., Faculty, School of Educational Leadership & Change, Fielding Graduate University—Alpharetta, Georgia

Michael P. Suarez, Ph.D., Associate Dean, Student Services-Recruitment & Retention, Fielding Graduate University—Santa Barbara, California

Judy Witt, Ph.D., Dean, Department of Educational Leadership and Change, Fielding Graduate University—Santa Barbara, California

1:30-3:30 p.m.
CONFERENCE ROOM 4D
Fourth Floor

Level of Experience:
Novice and Intermediate

Horatio Alger Walk

◆◆Interactive Training◆◆

The stories in the 19th Century Horatio Alger books taught that it is one's abilities, hard work, perseverance, and superior character which earn wealth and success. That message translated into an American value that defined the key to success and led to a secondary myth of "meritocracy."

This session provides an experiential exercise that de-constructs the Horatio Alger Myth. The exercise will demonstrate that, in reality, one's success depends on many variables including the development of self-esteem, educational opportunities and attainment, the class into which one was born, the support structures that society offers and unearned privilege. The exercise illustrates these points and the reality that the "playing field" is not level, after all. This exercise has been designed to bring a group to certain conclusions regarding the concept of privilege and disadvantage. Because of the importance and prevalence of racism in the U.S., this exercise focuses solely on this type of prejudice. Each participant will be given a copy of the Horatio Alger Walk simulation and background information on the Horatio Alger myth and its relationship to the meritocracy myth. This session should particularly benefit those who are interest in understanding and/or teaching about issues of race, class, and privilege.

Cynthia E. Gatlin, Matriculation Specialist, San Joaquin Delta College—Stockton, California
Vicki Marie, Professor, Communication Studies, San Joaquin Delta College—Stockton, California

4:00-4:45 p.m.

**INTERNATIONAL BALLROOM
SOUTH AND NORTH**
Second Floor

Informal Dialogue and Book
Signing of *Is Bill Cosby Right?
Or Has the Black Middle Class
Lost Its Mind?* and *Come Hell
or High Water*—see below.

American Program Bureau
advertisement, page 126

CONFERENCE CLOSING PLENARY SESSION



Keynote Address:
Is Bill Cosby Right? Or Has the Black Middle Class Lost Its Mind?

Michael Eric Dyson, Ph.D., The Avalon Foundation Professor in the Humanities and Professor of Religious Studies and Africana Studies, The University of Pennsylvania, University Park, Pennsylvania

Michael Eric Dyson—who was named by *Essence* magazine as one of the 40 most inspiring African-Americans, and by *Ebony* magazine as one of the 100 most influential black Americans—is one of the nation's most renowned public intellectuals. The *Philadelphia Weekly* contends that Dyson "is reshaping what it means to be a public intellectual by becoming the most visible black academic of his time." In his 13 books written, Dyson has taken on some of the toughest and most controversial issues of our day, including Martin Luther King Jr.'s radical legacy, in *I May Not Get There With You: The True Martin Luther King Jr.*; the virtues and crises of hip-hop culture in *Holler If You Hear Me: Searching for Tupac Shakur*; racial conflict and black identity in *Race Rules: Navigating the Color Line*; and most recently the political and racial fallout from Hurricane Katrina in *Come Hell or High Water: Hurricane Katrina and the Color of Disaster*. Dyson is the recipient of two prestigious NAACP Image Awards for his books, *Why I Love Black Women* (2004), and for his *New York Times* bestselling book, *Is Bill Cosby Right? Or Has the Black Middle Class Lost Its Mind?* (2006), which dissects class warfare in black America. Dyson's *New York Times* bestselling *Mercy Me: The Art, Loves and Demons of Marvin Gaye*, was optioned for a major motion picture. Dyson not only has taught at some of the nation's most prestigious universities such as Brown, Chapel Hill, and Columbia, but his influence has carried far beyond the academy into prisons and bookstores, political conventions and union halls, and church sanctuaries and lecture stages across the world. Dr. Dyson has also taken the media by storm through appearances on "The Today Show," "Nightline," "O'Reilly Factor," "The Tavis Smiley Show," and "Real Time with Bill Maher" and with his star appeal on such shows as "Rap City," "Def Poetry Jam," and "The Colbert Report." Dyson is also the host of the syndicated radio show, "The Michael Eric Dyson Show," which addresses social, cultural and political issues in a contemporary vein. Dyson's powerful scholarship has won him legions of admirers and has made him what the *Washington Post* terms a "superstar professor." His fearless and fiery oratory led the *Chronicle of Higher Education* to declare that with his rhetorical gifts he "can rock classroom and chapel alike." Dyson's eloquent writing inspired *Vanity Fair* magazine to describe him as "one of the most graceful and lucid intellectuals writing on race and politics today." Dr. Dyson legendary rise—from welfare father to Princeton Ph.D., from church pastor to college professor, from a factory worker who didn't start college until he was 21 to a figure who has become what writer Naomi Wolf terms "the ideal public intellectual of our time"—may help explain why author Nathan McCall simply calls Dyson "a street fighter in suit and tie."

5:00-5:15 p.m.

**INTERNATIONAL BALLROOM
SOUTH**
Second Floor

5:15-6:00 p.m.

**INTERNATIONAL BALLROOM
NORTH**
Second Floor

BOOK SIGNING BY MICHAEL ERIC DYSON

Is Bill Cosby Right? Or Has the Black Middle Class Lost Its Mind? and *Come Hell or High Water*

INFORMAL DIALOGUE WITH MICHAEL ERIC DYSON

Listing of 2006 Concurrent Sessions by Category

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.

- Promoting Development: Linking Identity Development and Scholarly Development to Improve Retention and Graduation Rates of Underrepresented Students 63
- Black-White Inter-marriage: Racial Identity, Self Esteem, and Life Satisfaction 72
- The Costs of Oppression to People From Privileged Groups? Furthering the Conversation 76
- "We Are Asian Americans Too!" South Asian (Desi) Americans in the Context of Asian America 80
- Core Ingredients for Fostering Campus Diversity Success: Lessons Learned From the Michigan Student Study 84
- Perceptions, Images and Recollections: Solutions for Survival of African Ancestry Women in the Academy 88
- Art of War: Targeting the Majority in Multicultural Education 88
- The "Stepchildren" of Greek Life Programs: Asian American Greek Life 108

POLICY ISSUES: Sessions that focus on the design, adoption, implementation, and/or content of a set of governing principles, as well as related issues and decision-making processes. Examples might include campus racial harassment policies, affirmative action policies, or faculty retention and promotion policies.

- Desegregation to Diversity: Transitions in Tennessee 38
- International Affirmative Action: Providing a Fair-Share in Education 51
- Immigration and Higher Education: *The Dream Act and State Initiatives* 62
- Proposition 209 in California: A Severe Warning to the Rest of America 105

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.

- Making an Impact: Working in Student Life vs. Multicultural Affairs 37
- Approaches to Sustaining and Improving the Diversity Strategic Planning Process: A Framework to Foster Diversity at Penn State 38
- A Systematic Approach to Designing and Implementing an Equity Scorecard in Predominantly White Colleges and Universities 60
- Identity and the Socialization of Difference: Constructing Active Dialogue About Race and Issues of Identity Among Students 78
- Influencing Campus Change: A Framework and Tools for Campus Leaders Working to Systemically Address Access, Equity, and Diversity 87
- The Advisory Council on Diversity and Equity: A Model for Integrating Diversity Programming 97
- Diversity Initiatives That "WORK": A Comprehensive Plan for University Diversity 102-103
- The University of Chicago: Our Commitment to Chicago Public Schools 103
- Keeping It Real: An English Department Transforms Its Commitment to Diversity Into Pervasive Departmental Practices 106
- Tunnel of Oppression 108

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.

- African American Students are Disappearing From Top Tier Universities: What Do We Do About It 39
- A Model for Community and Academic Partnerships 40
- Social Justice Teaching at Liberal Arts Colleges: An Innovative Approach to Faculty Development and Classroom Practices 40
- The SMILE Program: A School-University Model That Supports the Higher Education Aspirations, Academic Achievement and Educational Attainment of Underrepresented Students 44
- The Place Where There is No Bridge: Three Journeys into Life-Writing/Righting/Riting Over the Life Course 44
- Recruitment and Retention of Faculty of Color: What Does it Take? 50
- Promoting Diversity Through a Media Archive on Campus: Multicultural Programming Repository and Diversity Channel at Kean University 51
- In the Best Interest of the Academy: Graduate Education and the Preparation of the Next Generation of Scholars of Color 52
- Got Culture? Embracing and Empowering Education and Ethnicity Through Our Cultural Heritage Month Series: Understanding and Valuing Differences 52
- When Person of Color (POC) Meets Person With Disabilities (PWD): Mobilizing Anti-racist and Anti-ableist Frameworks Through Cross-cultural Conversations 53
- Enhancing Teaching and Learning in Culturally Diverse English as a Second Language (ESL) Classroom Environments 53
- Crossing the Border: the Transition to UCLA From High School and Community College Using a Pedagogy of Excellence 54
- Student-Coordinated Cultural Centers: A Unique Model 54
- The Center for Women's Intercultural Leadership: Bridging International and Domestic Intercultural Learning 55
- College Goal Sunday: A National Outreach Program for Underserved Populations to Gain College Access and Financial Aid 55
- Creating Broadly Defined Multicultural Centers of Inclusivity: A Model Center With a Grassroots Collaboration by Staff, Students and Administrators 62
- University of Colorado Blue Ribbon Commission Model: Creating Ties With Diverse Communities 64
- Connecting Universities to the Community Using CollegeEd 68
- Saving Lives . . . Salvaging Dreams: African American Males Making a Difference 69
- Separate But Equal: Debating the Need for Separate Cultural Centers 70
- Breaking Down Barriers to Academic Success 71
- Creating and Sustaining a Caucus of Faculty and Staff of Color: Challenges and Rewards 71

Case Studies/Model Programs (Continued)

▪ <i>Free Food For Thought: Developing Critical Thinking Skills Through Cross Cultural Dialogue</i>	9
▪ Iowa State University: Building a CORE Program	9
▪ It Takes a Village to Raise a Graduate: Programs Working in Concert to Produce College Graduates	9
▪ Educational and Supportive Campus Experiences That Create Persistence at a Historically Black Institution: Lessons From African American Males	9
▪ Implementing Social Justice Leadership Weekend Retreats	9
▪ Opening Doors: The Summer Intensive Transfer Experience at UCLA—A Case Study in Access, Diversity, and Preparation for Community College Students	9
▪ Building an Inclusive Campus Community	9
▪ Who Knew Indians Could Be Greek? The Tradition of Historically Native Greek-Lettered Organizations	9
▪ Study Circles: Let's Talk About Race.	9
▪ Peer Advising: The Link Between Recruitment and Retention.	9
▪ Whatcom Civil Rights Project: A Model for University/Community Collaboration and Response to Racist Incidents.	9
▪ Speak to Me: Spoken Word Poetry as a Method for Recruiting a Culturally Diverse Student Body	9
▪ Digging in Our Own Backyard: The Road to Institutional Transformation Through Internal Diversity Research.	9
▪ Challenging Systems of Privilege to Increase the Representation of Students of Color in Significant Leadership Roles on Predominantly White Campuses: A Dissertation Study at California Lutheran University	9
▪ Models of Racial Identity Development: Tools for Understanding and Addressing Campus Conflict Related to Race	9
▪ There is No Hierarchy of Oppression: Grappling With the Intersections of Sexism and Racism on Our Campuses.	10
▪ Recruiting and Retaining a Culturally Diverse Faculty: The CUNY Experience.	10
▪ WE ARE VISIBLE: Campus Climate, Asian Americans, and Activism.	10
▪ Diversity and Multicultural Retreats: Strengthening Human Relations Through a Quality Leadership Experience.	10
▪ Pride or Prejudice? The Use of American Indian Nicknames, Mascots, and Logos	10
▪ The Asian Deaf Identity: Challenges in the Development of Cultural Awareness	10
▪ Student Mutual Funds: Investing in Student Leaders	10
▪ Diversity Programming in New Student Orientation: Four Approaches	11
▪ Tailoring Your Doctoral Program With the Distributive Learning Model: Proven Strategies to Empower Culturally Diverse Students and Faculty	11

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.

▪ One More River to Cross: The Intersection of Race and Sexual Orientation in Today's Society	4
▪ A Winning Balance: Understanding and Valuing Attitudes Towards Differences.	4
▪ Teaching for Change: Overcoming Stereotypical Representations of American Indians	42-4
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▪ A CAMPUS OF DIFFERENCE™: Anti-Bias and Diversity Training Program of the Anti-Defamation League	4
▪ Cosmic Race, Rainbow People and Other Myths: An Exploration of Race and Racial Identity in the Latino Community	4
▪ A Conflict Management Training Model for Mediating Diversity Conflicts in University Settings: Building Foundations and Institutional Models.	4
▪ Everyone Does Not Eat the Same Breakfast: Working in Student Affairs Striving to be a Culturally Competent Professionals	5
▪ Straight Talk About Multiracial People on Campus: Sharing Our Experiences, Questions, and Resources.	5
▪ Can You Really Have It All? Asian American Women in Academe: The Delicate Balancing Act of Work and Children	6
▪ Universal Instructional Design in Multicultural Education	7
▪ Peeking Behind the Wall of Difference: Experiencing the Arts as a Vehicle for Conversation	7
▪ Taking Responsibility For Our Own Success	8
▪ A Career in Higher Education: Administration - Is it For Me and How Do I Get There?	8
▪ The Nigger Word: A Historical Message of Madness, an Important Method of Polarization Across American Society & Within Higher Education	10
▪ Hip-Poe-Tics	10
▪ Moving Your Diversity Dialogue From Talk To Action!	10
▪ Creating Welcoming and Inclusive Environments by Understanding Difference: Understanding and Valuing Differences	11
▪ The Power of the Tongue	11
▪ Examining Privilege With Diversity Enlightenment.	11
▪ Horatio Alger Walk	11

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.

▪ TUTORIAL DIALOGUES: Putting a Student-Centered Pedagogy Into Practice.	6
▪ Cultural Competency for Leaders: Infusing and Imbedding "The Work"	9
▪ Dialogue: Racism—Enhancing Positive Outcomes of Anti-racism Work in This Era of Anti-ethnic Backlash	10

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.

▪ Teacher Self-Learning and Cultural Competence: Concepts and Strategies for Teacher Education	38
▪ Addressing Multicultural Perspectives in Mostly White Classrooms: Using Video Clips for Teaching About Prejudice	43
▪ 4DOFYE: Doing Diversity Dialogues During Orientation and the First Year Experience	50
▪ Changing Computer Science Curriculum Around Race, Gender, and Learning Styles	53
▪ Infusing and Assessing the Tilford Multicultural Competencies in the Academic Curricula at Kansas State University	53
▪ Understanding and Addressing Resistance to Social Justice Issues From Students Representing Privileged Groups.	60
▪ Lessons From <i>The Color of Fear</i> : Tools and Strategies for Teachers and Leaders	60
▪ Community College Students Working to Create a More Inclusive Environment	61

Curricular/Pedagogical Models (Continued)

▪ Reel-to-Real: Developing Multicultural Competencies in Pre-service Teachers	62
▪ From The Face of Hate to The Face of Hope: An Academic Approach to Addressing of Hate.	64
▪ Asian American Student Health? Toward a Culturally Relevant Approach to Prevention and Intervention	64
▪ A Toolbox for Multicultural Curriculum Analysis: Paradigms and Process in Academic Inquiry—An Example of Credit Course Designed for Undergraduate Research Fellows	69
▪ Learning Communities: Creating Authentically Inclusive and Responsive Teaching, Learning, and Working Environments	76
▪ The Traveling Classroom: Discussing Race on the Road.	79
▪ Multicultural Faculty Fellows Program: An Innovative Diversity and Curriculum Infusion Training Program for Faculty	80
▪ Student SEED: A New Way of Teaching Social Justice	86
▪ Filipin@ American Identity Development: Understanding the Needs of Filipin@ American Students in Higher Education	87
▪ Classroom Climate Matters: How Students, Faculty, Staff, and Academic Leaders See and Respond to the Issues	88
▪ Multicultural Course Transformation and Integration: A Model for Learning Communities.	94
▪ White Privilege and the White Preservice Teacher: Effective Strategies for Multicultural Education Classes	105

RESEARCH/ASSESSMENT/EVALUATION: Sessions that report on the findings of specific studies or assessments and/or that treat issues relating to research and evaluation methodology. Examples might include studies of student retention and achievement, campus climate studies, research indicating the effects of multicultural course content on student attitudes, and other assessments that measure effects and/or outcomes of specific programs.

▪ The Hidden Crisis: Asian American Participation and Outcomes in U.S. Higher Education	36
▪ Sustained Dialogue: An In-depth Understanding of Participant Experience.	50
▪ The Change Agent States for Diversity: Making Catalytic Changes to the Land Grant University	52
▪ Asian American Men in Higher Education: Developing Programs to Facilitate Asian American Male Identity Development	53
▪ The Survival Conflict of Black Students: An Identity Conflict and Self-Determination.	53
▪ Cambodian American College Students: Resilient and Involved	54
▪ Practical as Well as Authentic Multicultural and Race Relations Assessment	68
▪ We Want Them to Stay!: Identifying and Creating Support Systems for African American Faculty at Predominantly White Institutions	69
▪ Affective Quotient (A.Q.) Intervention for Assessing and Counseling Students of Color	70
▪ The Pull From Home: Latinas' Struggle Against Patriarchy While Having Higher Education Aspirations	71
▪ Ethnic Differences and Identity Choices Among Midwestern Asian American College Students.	77
▪ Testing the Waters: Planning and Conducting a Diversity Assessment to Inform University Diversity Planning and Management.	81
▪ Comparative Analysis of Student of Color Support Within the Associated New American Colleges (ANAC) and Associated Colleges of the Twin Cities (ACTC) Consortia	81
▪ Assessing Outcomes in the AHANA Peer Mentoring Program: Cleveland State University	85
▪ Converging Frameworks: Examining the Impact of College Experience and Racial Identity Development	95
▪ Teaching for Inclusion: Perspectives From Both Black Students and Others in the Discipline of African and African-American or Black Diasporic Studies	96
▪ Academic Stress of Chinese Students Attending American University: A Mixed-Method Study of Chinese Students' Beliefs.	96
▪ A Study of Perceptions and Experiences of Education Majors Related to Multicultural Issues.	97
▪ The Color and Class of Success: Examining Black and Hispanic College Student Persistence.	103
▪ Impact of "Inclusion" on a General Education Curriculum: Effects of Pre-semester Three-Hour Faculty Multicultural Training Session on Student Attitudes	104
▪ Different Languages/Different Cultures: Providing Health Care Through Interpreters	105
▪ Overcoming the Sophomore Slump With First Generation College Students of Color at UCLA	106

Listing of NCORE 2006 Exhibitors

Northwest Hall, Lower Lobby — Hilton Chicago

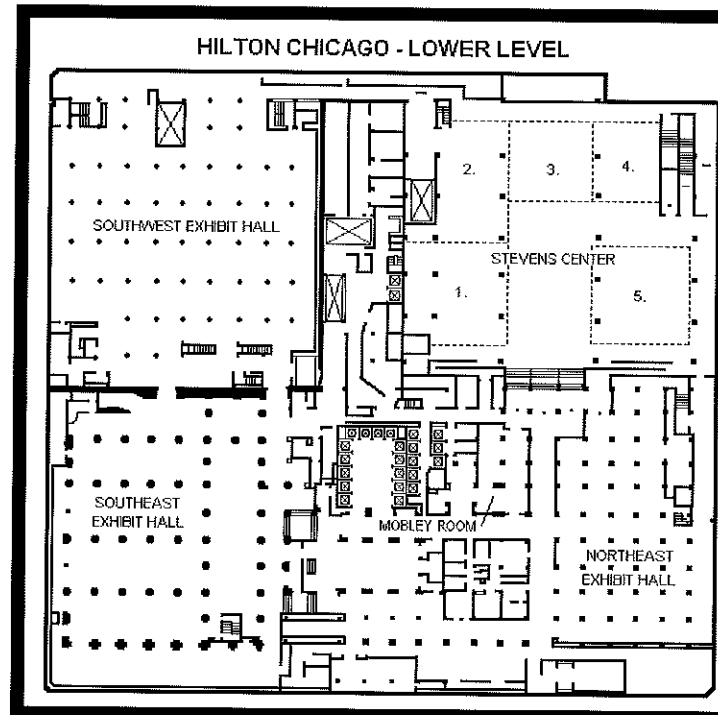
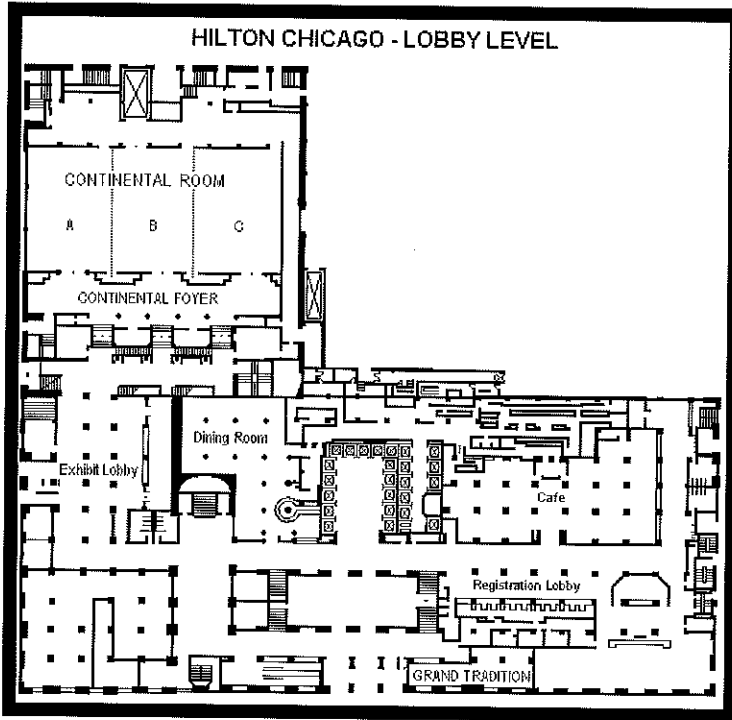
Exhibitor	Exhibit Showcase
Bia-Maranatha	Contemporary Cultural Ethnic Wears, Accessories and Artifacts
Congressional Hispanic Caucus Institute	Information on Institute's Youth Programs
Daff's Specialities	Ladies Wearable, Arts, and Accessories
<i>Diverse Issues in Higher Education</i>	Diverse Magazine—Subscriptions and Information
Elgin Community College.	Employment Opportunities
Evelyn's Creations, Inc.	Ethnic Clothing and Accessories
Metropolitan State College of Denver	Outreach & Recruitment for Tenure Track Faculty
M&M Specialties	Unique Handcrafted Beaded Jewelry/Sterling Silver and Gift Items
National Research Council/The National Academies	Pre-Doctoral, Dissertation, and Post-Doctoral Fellowships
National Resource Center for the First Year Experience.	Student Retention Resources
Speak Out	Educational Materials, Books by Speakers
Stylus Publishing	Academic Books and Journals
Teaching for Change	Books (NCORE Booth)
The Bush School	White Privilege Conference Materials and Information
The College Board	Online Assessment Testing
The <i>New York Times</i>	Sponsor Booth.
The Scholars Choice	Academic Books and Journals
West Love	Cultural and Ethnic Artwear and Textiles

Hilton Chicago

MEETING ROOM LOCATIONS

Lobby and Lower Lobby Level

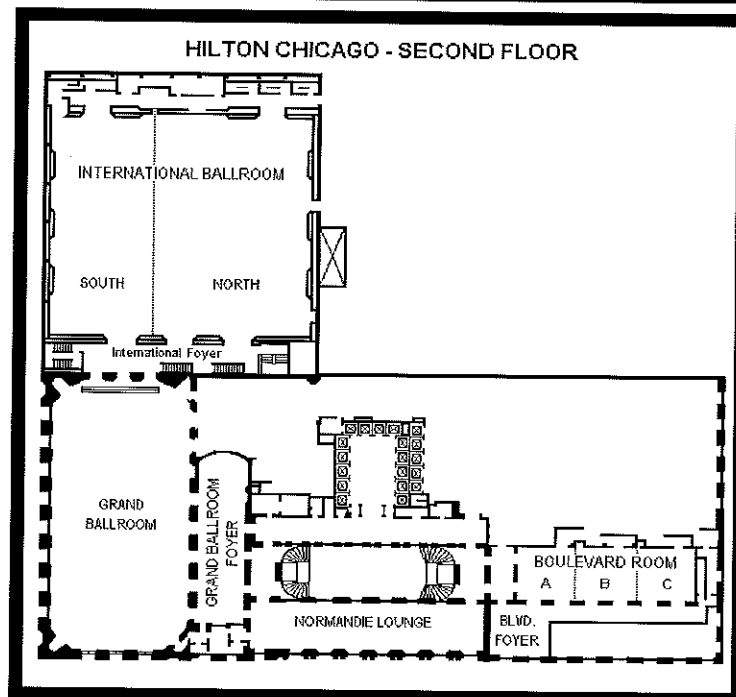
- NCORE Registration Desk ● NCORE Headquarters Office ● Continental Ballrooms A, B, C
- Northwest Hall — Exhibit, Common Area, and Internet Café (Lower Lobby Level)
- Stevens Rooms 1, 2, 3, 4 (Film Previews and Discussions)



MEETING ROOM LOCATIONS

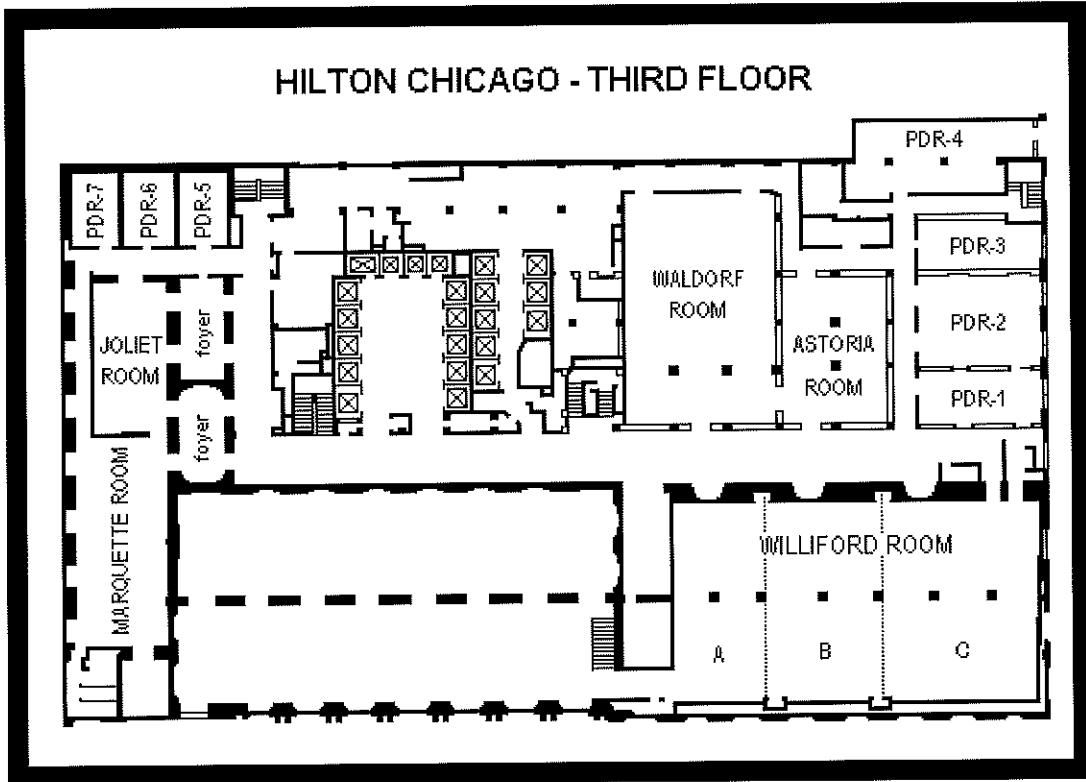
Second Floor

- International Ballroom South and North ● Grand Ballroom ● Boulevard Rooms A, B, C



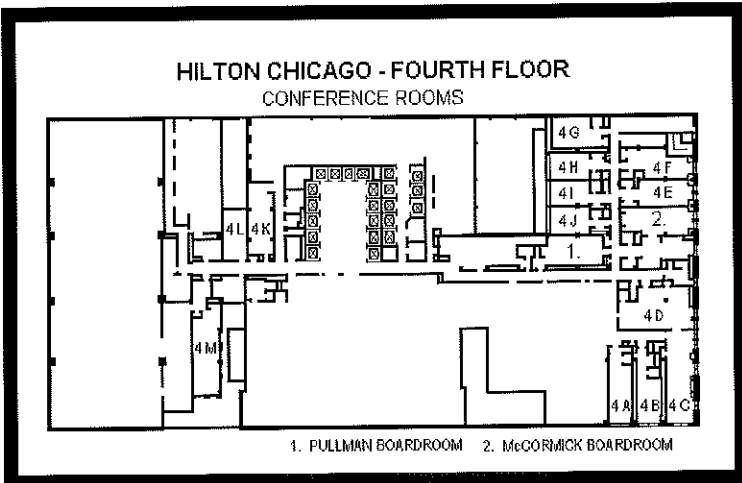
MEETING ROOM LOCATIONS Third Floor

- Marquette Room ● Joliet Room ● Waldorf Room ● Astoria Room ● Williford Rooms A, B, C
- Private Dining Rooms (PDR) 1, 2, 3, 4, 5, 6, 7



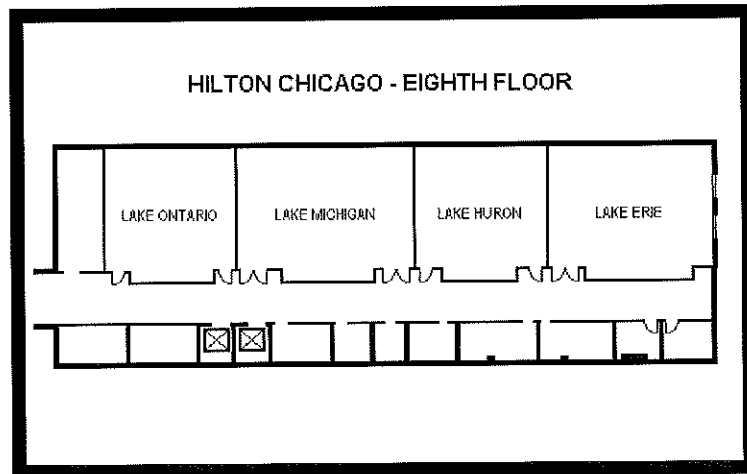
MEETING ROOM LOCATIONS Fourth Floor

- Conference Rooms 4A, 4C, 4D, 4K, 4M
- McCormick Board Room
- Pullman Board Room



MEETING ROOM LOCATIONS Eighth Floor

- Lake Erie ● Lake Huron
- Lake Michigan ● Lake Ontario



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- OU is number one per capita among public universities in the number of National Merit Scholars enrolled. Seven hundred National Merit Scholars currently are enrolled at OU.
- The University of Oklahoma ranks in the top 10 in the nation in the Freshman Year Experience, 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.
- OU's private endowment has more than quadrupled since 1994, growing from \$204 million to more than \$850 million.
- 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 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.

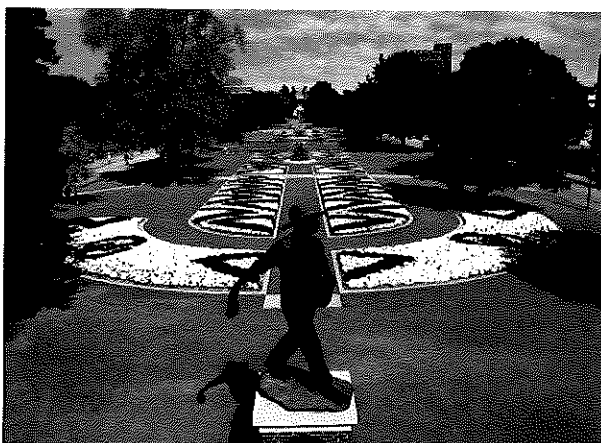
- Due to OU's increased private support during the past 11 years, the number of endowed faculty positions has quadrupled, increasing from 100 to 403, helping to retain and attract talented faculty members.

- OU continues to break private fund-raising records, with more than \$1 billion in gifts and pledges over the past decade, which has provided funding for dramatic capital improvements, the growth in faculty endowment and student scholarships.

- 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 150 student exchange agreements with universities in 60 countries. Fourteen hundred students from 95 countries are enrolled on OU's Norman campus.

- OU is the highest ranked public university in the history of Oklahoma. The latest *U.S. News and World Report* rankings place OU in the top tier among national public universities.

- 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.



The Pitman Parterre of the South Oval gardens is a landscaping highlight of the Norman campus, stretching from the lovely Pitman fountain to the Seed Sower. Magnificent chrysanthemums are woven in intricate patterns each fall, while stunning petunias take their place in spring and summer, which the OU family and the many campus visitors will take pleasure in for generations to come.

- 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 displayed 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 Tate Collection of

masterworks by members of the Taos Society of Artists; 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 19 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 emphasizing the value of community.

- The OU College of Law publishes the only law journal in the United States devoted exclusively to Native American legal issues.

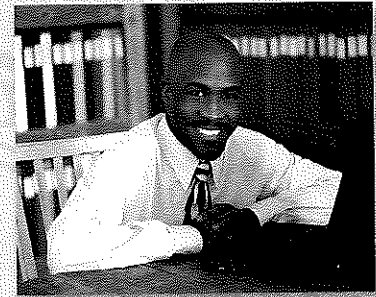
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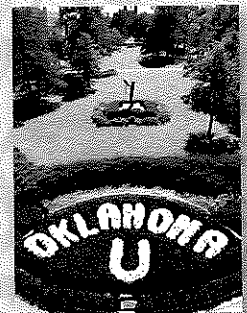
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 - Southwest Center for Human Relation Studies
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 - Center for Public Management
 - Center for the Study of Small and Rural Schools
 - National Resource Center for Youth Services
 - National Conference Logistics Center
 - Center for Effective Schools
 - Evaluation and Testing
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- Focuses Aid on Health Issues of Native Americans
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- Advocates for Migrant Students and English language learners
- Pioneers Mentoring Program for Children of Incarcerated Parents

1990's

- Brokers Services to Displaced/ Disadvantaged Workers
- Develops Trainers for Persons with Disabilities

1970's

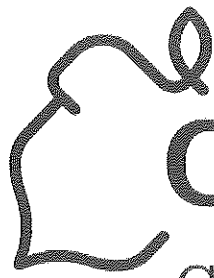
- Advocates American Indian Rights and Equality Regionally
- Launches "School of the Future – The Integrated School" Institute

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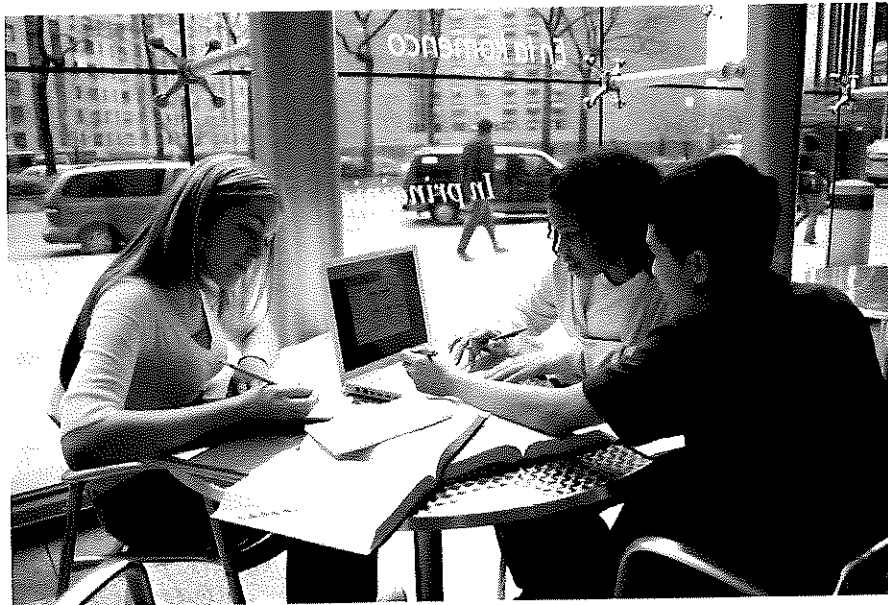


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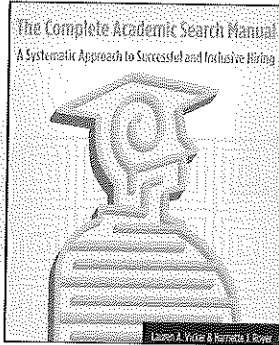
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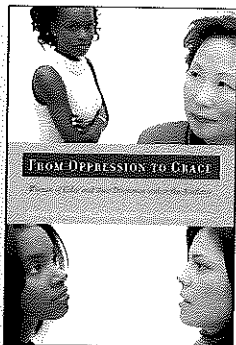
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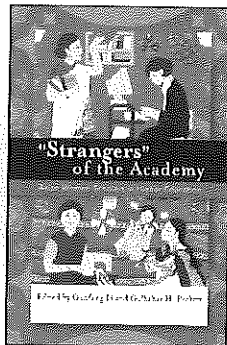
From Oppression to Grace

Women of Color and Their Dilemmas within the Academy

EDITED BY THEODOREA REGINA BERRY AND NATHALIE MIZELLE

This book gives voice to the experiences of women of color—as students pursuing terminal degrees and as faculty members navigating the Academy, grappling with the dilemmas encountered by others and themselves, as they exist at the intersections of their work and identities.

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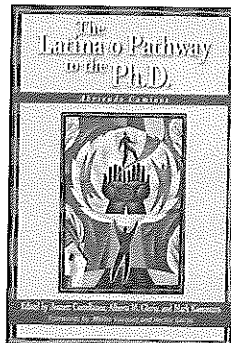
Asian Women Scholars in Higher Education

EDITED BY GUOFANG LI AND GULBAHAR H. BECKETT

FOREWORD BY SHIRLEY GEOK-LIN LIM

First and second generation Asian women scholars describe their struggles and triumphs as they navigate academe. The rich accounts of experiences and shared strategies will resonate with all Asian women who have embarked on careers in higher education.

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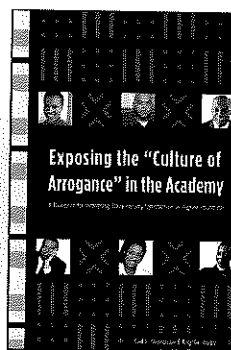
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FOREWORD BY HECTOR GARZA AND MELBA VASQUEZ

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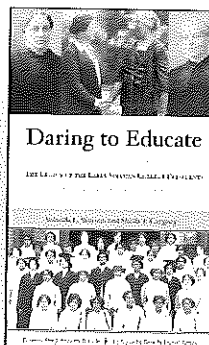
Exposing the "Culture of Arrogance" in the Academy

A Blueprint for Increasing Black Faculty Satisfaction in Higher Education

GAIL L. THOMPSON AND ANGELA C. LOUQUE

This book weaves the authors' own experiences with the responses of 136 Black faculty to a questionnaire, and a smaller sample who were interviewed, to identify the factors that determine Black faculty's satisfaction or dissatisfaction with their jobs and institutions.

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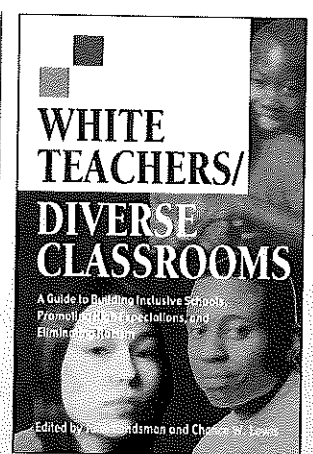
FOREWORD BY JOHNETTA B. COLE

EPILOGUE BY BEVERLY DANIEL TATUM

"This text aptly details the remarkable accomplishment of Spelman's founders. [The authors] spin a tale of innovation and triumph while simultaneously adding to the scholarship of higher education."

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"White Teachers/Diverse Classrooms is an intellectually rich conversation starter. This book explores the myriad considerations needed to create schools that serve all learners."

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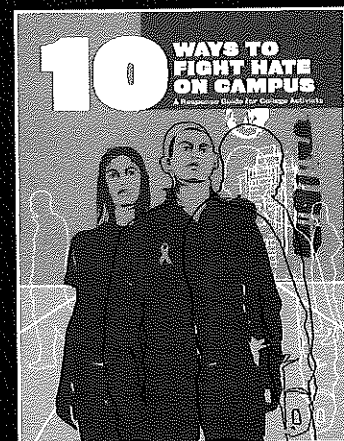
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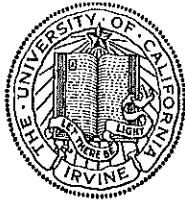
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UCI's instruction and research programs focus on fundamental areas of knowledge and at the same time provide for interdisciplinary and professional study through the following academic divisions.

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- The Henry Samueli School of Engineering
- Donald Bren School of Information & Computer Science
- College of Health Sciences including the School of Medicine
- Department of Education
- School of Humanities
- School of Physical Sciences
- School of Social Ecology
- School of Social Sciences

UCI is also home to the Program in Medical Education for the Latino Community (PRIME-LC), the Ada Byron Research Center for Diversity in Computing & Information Technology, the Southeast Asian Archive, and the Center in Law, Society and Culture.

A member of the Association of American Universities, UCI is consistently ranked among the nation's 20 best public research universities. Only four miles from the Pacific Ocean, the UCI campus is roughly 45 miles south of Los Angeles and 85 miles north of San Diego.

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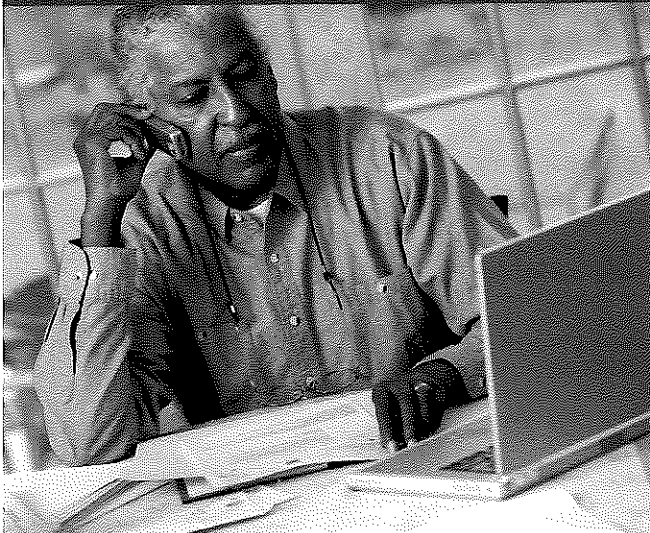
Prospective faculty, research, medical, and administrative applicants interested in supporting UCI's three-pronged mission of teaching, research, and public service are encouraged to visit the UCI employment websites listed above and the UCI homepage (www.uci.edu). To learn more about the university's commitment to equal opportunity and diversity, go to www.eod.uci.edu. UCI has an active career partner program for faculty, and is a member of the Southern California Higher Education Recruitment Consortium (www.socalherc.org).

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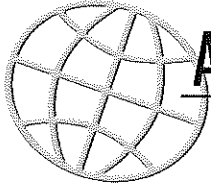
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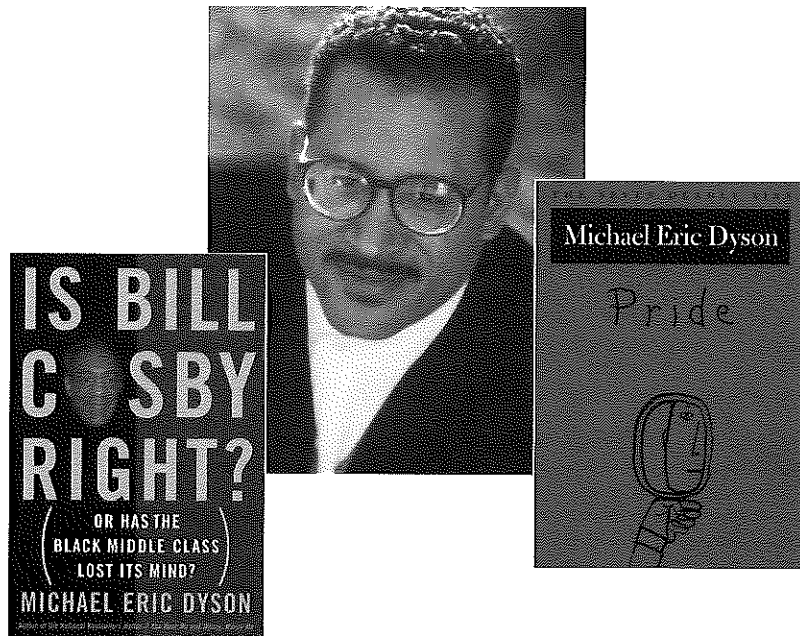
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COLLEGE BOARD/NCORE 2006 STUDENT SCHOLARSHIP RECIPIENTS

Currently in its 13th 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 2006 Student Scholars and their institutions are listed below:

Stephanie Oluchukwu Akpa
Undergraduate Student
Political Science Major
University of California, San Diego
La Jolla, California

Melissa Janette Alvarez
Doctoral Candidate
Adult Education
Globalization and Lifelong Learning
Pennsylvania State University
University Park, Pennsylvania

Candice M. Arnwine
Undergraduate Student
International Studies, Political Science and African Studies Major
University of California-San Diego
La Jolla, California

Burcu Ates
Doctoral Student
Curriculum and Instruction
Multicultural, Urban, ESL, and International Foundations
Texas A&M University
College Station, Texas

Thomas R. Boatwright
Undergraduate Student
Sociology and Education Major
Occidental College
Los Angeles, California

Tiffany J. Brown
Graduate Student
Adult and Higher Education Administration
The University of Oklahoma
Norman, Oklahoma

Nadia Monique Caesar-Richardson
Doctoral Student
Higher Education Administration
University of Alabama
Birmingham, Alabama

Talia Kay Monette Carroll
Graduate Student
Education, Student Personnel Administration
The University of Oklahoma
Norman, Oklahoma

Nativa Cazeau
Undergraduate Student
Intercultural Communication and Spanish Major
University of Utah
Salt Lake City, Utah

Ryan J. Davis
Doctoral Student
Philosophy, Education Policy and Leadership
Higher Education Administration
University of Maryland
College Park, Maryland

Chauncey Demond Goff
Doctoral Student
Special Education
The University of Oklahoma
Norman, Oklahoma

Patricia L. Guevarra
Undergraduate Student
Criminology, Justice Studies & Social Science Major
California State University
San Marcos, California

Jennifer Bosco Guillén
Graduate Student
Educational Administration, Higher Education
San Jose State University
San Jose, California

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

Samantha Rae Holley
Undergraduate Student
History and Classical Civilization Major
Valparaiso University
Valparaiso, Indiana

Mika Ito
Undergraduate Student
Psychology Major
Occidental College
Los Angeles, California

Bettina R. Johnson
Undergraduate Student
Anthropology Major
University of Illinois
Chicago, Illinois

Mark A. Kamimura-Jiménez
Doctoral Candidate
Higher and Postsecondary Education
University of Michigan
Ann Arbor, Michigan

Sandhya R. Krishnan
Graduate Student
Psychology, Community and Research Prevention
University of Illinois
Chicago, Illinois

Mai Lo
Graduate Student
College Student Development and Administration
University of Wisconsin
La Crosse, Wisconsin

Samuel D. Museus
Doctoral Candidate
Higher Education
Pennsylvania State University
University Park, Pennsylvania

AnJuanna A. Napue
Undergraduate Student
Comparative Studies of Race and Ethnicity Major
Stanford University
Stanford, California

Star Nelson
Undergraduate Student
Secondary English Education Major
Indiana University-Purdue University
Fort Wayne, Indiana

Kristen L. Reid
Graduate Student
Higher Education Administration
Loyola University
Chicago, Illinois

Jennifer T. Roberts
Doctoral Candidate
Philosophy, Higher Education Executive Leadership
Sam Houston State University
Huntsville, Texas

Susuwi E. Salvador
Undergraduate Student
Biology Major
Iowa State University
Ames, Iowa

Tamara Tolulope Shogaulu
Undergraduate Student
Economics Major
Occidental College
Los Angeles, California

Temitope Oladimeji Sosanya
Undergraduate Student
Politics and Spanish Major
Occidental College
Los Angeles, California

Michael Lorenzo Tinglin
Doctoral Student
Pharmacy
Ernest Mario School of Pharmacy
Rutgers, State University of New Jersey
Piscataway, New Jersey

Dominique Denise West
Undergraduate Student
Social Welfare and African American Studies Major
University of California
Berkeley, California

National Advisory Committee (NAC) National Conference on Race & Ethnicity in American Higher Education

Appointment NCORE 2005-2006

- ***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.M. 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 of Students
Shippensburg University—Shippensburg, Pennsylvania
- ***G. Dean Patterson Jr.**, Assistant Vice President
Student Affairs, Case Western Reserve University—Cleveland, Ohio
- Jacquelyn V. Reza**, Ed.D., Professor/Counselor
De Anza Community College—Cupertino, California
- ***Christopher J. Weiss**, Academic Counselor
Office of Supportive Services, Syracuse University—Syracuse, New York
- ***Charmaine Wijeyesinghe**, Ed.D., Consultant
Organizational Development and Social Justice—Delmar, New York
- Norris Williams**, Administrator
Sponsored Scholarships, The University of Oklahoma
Norman, Oklahoma
- *Reappointed for NCORE 2007—NCORE 2008

Appointment NCORE 2005-2007

- 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**, Ph.D., 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
- Frances E. Kendall**, Ph.D., Consultant
Organizational Change and Communication, Specializing in Issues of
Diversity—Albany, California
- Patricia M. Lowrie**, Director
Women's Resource Center
Michigan State University—East Lansing, Michigan
- Lisa Moore**, Assistant Dean
Multicultural Affairs, Reed College—Portland, Oregon
- David Owen**, Assistant Professor
Department of Philosophy, University of Louisville—Louisville, Kentucky
- Jonell Sanchez**, Higher Education Assessment Manager
College Board—New York, New York
- Franci L. Taylor**, Cross-Cultural Competency Consultant
Bozeman, Montana
- Sharon J. Washington**, Ph.D., Special Assistant to the President
Diversity Initiatives, Bennett College for Women
Greensboro, North Carolina
- Willa Young**, Associate Director
Multicultural Center, The Ohio State University—Columbus, Ohio

New Appointees NCORE 2007-2008

- Mamta Motwani Accapadi**, Ph.D., Assistant Director
Multicultural Information Center
University of Texas—Austin, Texas
- Kim Goldenberg**, M.D., President
Wright State University—Dayton, Ohio
- Grayson Noley**, Ed.D., Chair and Associate Professor
Educational Leadership and Policy Studies
The University of Oklahoma—Norman, Oklahoma
- Alicia Montoya**, Ph.D., Associate Professor
Elementary Education Department
Kutztown University—Kutztown, Pennsylvania
- Leonard Perry**, Associate Dean of Students
Director, Multicultural Student Affairs, Iowa State University—Ames, Iowa
- Shari Saunders**, Ph.D., Assistant Professor
Educational Studies, School of Education, University of Michigan—Ann
Arbor, Michigan

Students Appointment NCORE 2006

- Connie Rose Tingson**, Doctoral Student
Educational Administration Organization
Michigan State University—East Lansing, Michigan
- Fabian Awanyai**, Undergraduate Student
Iowa State University—Ames Iowa

New Student Appointees NCORE 2007

- Ryan J. Davis**, Doctoral Student, Educational Policy and Leadership
University of Maryland—College Park, Maryland; Research & Policy
Associate, National Association for Student Financial Aid Administrators—
Washington, D.C.
- Jacqueline A. Hankins**, Graduate Student, Public Administration
Rutgers, The State University of New Jersey—New Brunswick, New Jersey
- Brett Locklear**, Graduate Student, Liberal Studies
North Carolina State University; Assistant Director, Multicultural Student
Affairs, North Carolina State University—Raleigh, North Carolina
- Gerard Kwiatkowski**, Undergraduate Student
Mathematics, Spanish Major
Grand Valley State University—Allendale, Michigan



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