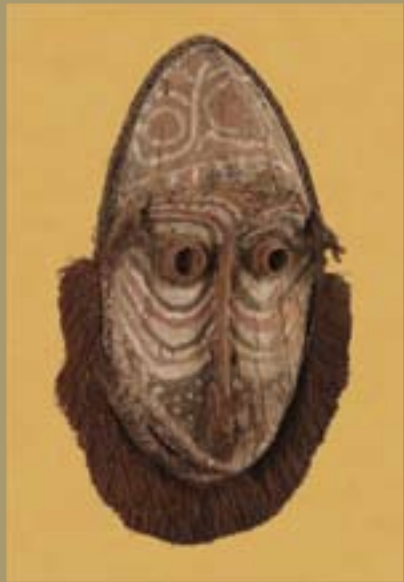


NCCORE 2007



Masks courtesy of Fred Jones Jr. Museum of Art, The University of Oklahoma, Norman

20TH ANNUAL

National Conference on Race & Ethnicity in American Higher Education

May 29 through June 2, 2007 ♦ San Francisco, California

Sponsored by

The Southwest Center for Human Relations Studies
Public and Community Services Division

College of Continuing Education ♦ University OUTREACH

THE UNIVERSITY OF OKLAHOMA

20th
ANNIVERSARY

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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—Exploring Identity: Masks are intimately rooted in the histories and rituals of many world cultures. Masks have been used to tell stories, to metaphysically transform, to heal, to protect, to communicate with ancestors, and to communicate with gods. The mask represents our common exploration of identity, spirituality, and community. **Gable Mask**, New Guinea (Upper left), c. 1970, Mixed Media, 35 x 22 x 8", Partial Gift of Ben M. Pickard Gallery, 1980; **Noh Mask**, Japan, (Upper center), 20th c., Lacquer, 8 1/2 x 5 3/4 x 3 1/2", Gift of Kenneth French, 1980; **Puberty Mask**, Africa, Nigeria, Ilbo Igbo Complex (Upper right), n.d., Polychromed wood, 9 1/2 x 7 x 3 1/2", Purchase, 1973; **Dance Mask**, Afikpo Tribe (Middle left), n.d., 7 3/4 x 5 3/4 x 2 3/4", Purchase, 1973; **Eagle Knight Mask**, Mexico, Iguala (Middle center), c. 1965, Polychromed wood, 24 1/2 x 23", Gift of Cedric and Daisy Marks Collection of Mexican Folk Art, 1993; **Dogon Puberty Mask**, Africa (Middle right), n.d., Wood, 18 x 6 x 7", Purchase, 1981; **Tiger Mask**, Mexico (Lower left), 1925-1950, Wood, Gift of Cedric and Daisy Marks, 1984; **Olmec Mask**, Mexico (Lower center), 1500-500 B.C., Jade, Purchase, 1981; **Noh Mask** – (Bugaky Karobase-Bird), Japan, (Lower right), 20th c., Mixed media, 9 1/2 x 7 1/2 x 4 3/4", Gift of Kenneth French, 1980. Photography by Konrad S. Eek, Norman, Oklahoma. **Masks courtesy of Fred Jones Jr. Museum of Art, The University of Oklahoma, Norman.** www.ou.edu/fjjma

PROGRAM SCHEDULE AT A GLANCE

MONDAY, MAY 28

■ 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 2, 8:00 a.m.–noon)		
■ Latino/a Caucus Meeting:Pre-Conference Orientation and No-Host Social.	6:00–7:30 p.m.	5
■ NationalAdvisory Committee (NAC) General Meeting.	7:00–8:30 p.m.	5

TUESDAY, MAY 29

■ Pre-Conference Institute Sessions.	8:30 a.m.–5:30 p.m.	8-19
■ Pre-Conference Presidents Symposium.	9:00 a.m.–5:30 p.m.	19-20
■ Pre-Conference Institute Luncheon	11:45 a.m.–1:15 p.m.	20
■ APINCORE (Asian/Pacific IslanderAmerican) Caucus Meeting:		
Business Meeting for Executive Board	6:00–7:00 p.m.	20
■ Latino/a Caucus Meeting:Pre-Conference Orientation and No-Host Social	6:00–8:00 p.m.	21
■ JDOTT Board Meeting	6:00–8:00 p.m.	21
■ Informal Networking Meetings.	6:00–8:00 p.m.	21
■ Students and Student Scholar's Reception	6:00–8:30 p.m.	21
■ Special Event:Performance— <i>Brave New Voices</i> (Youth Speaks)	8:30–10:30 p.m.	21

WEDNESDAY, MAY 30

■ Pre-Conference Institute Sessions.	8:30–11:30 a.m.	24-32
■ Exhibitor Showcase Opens	9:00 a.m.–6:00 p.m.	32
■ APINCORE (Asian/Pacific IslanderAmerican) Caucus Meeting:		
Welcome and Conference Overview	11:45 a.m.–12:45 p.m.	32
■ Networking Meeting forAll NCORE Caucus Groups (Mixer)		
Organized by the Latino/a Caucus Group	11:45 a.m.–12:45 p.m.	32
■ NationalAdvisory Committee (NAC) Sub-Committee Meeting	11:45 a.m.–12:40 p.m.	33
■ Welcoming Remarks:Christopher B. Howard	12:50–1:10 p.m.	33
■ Opening KeynoteAddress: María Herrera-Sobek	1:10–1:50 p.m.	33
■ Informal DialogueWith María Herrera-Sobek	2:00–3:30 p.m.	33
■ Workshop Sessions	2:00–4:00 p.m.	34-42
■ Special Features:		
A Conversation with Paul Rogat Loeb	2:00–4:00 p.m.	39
Roundtable Discussion: Embracing Diversity in a Flat World	2:00–4:00 p.m.	39
Roundtable Discussion—Student to Student	2:00–4:00 p.m.	41
Interactive Presentation and Dialogue: Robert J. Birgeneau	4:15–5:15 p.m.	43
■ Welcoming Reception and Bay Cruise	7:00–9:30 p.m.	43

THURSDAY, MAY 31

■ Continental Breakfast	7:30–9:00 a.m.	46
■ Exhibitor Showcase	7:30 a.m.–6:00 p.m.	46
■ NationalAdvisory Committee (NAC) Sub-Committee Meetings	7:45–8:45 a.m.	46
■ KeynoteAddress: Sherman Alexie	9:00–9:45 a.m.	46-47
■ Informal DialogueWith Sherman Alexie and Book Signing	10:00–11:30 a.m.	47
■ Workshop Sessions	10:00 a.m.–4:30 p.m.	47-69
■ One-on-One MeetingWith Experts	10:30 a.m.–11:45 a.m.	57
■ Special Feature:A Conversation With Bill Ong Hing	10:30 a.m.–noon	57
■ Series of Film Previews and Discussions	10:00 a.m.–noon	54-58
■ Informal Networking Meetings.	noon–1:00 p.m.	58
■ Series of Film Previews and Discussions	1:15–4:15 p.m.	59-69
■ Special Feature:A Conversation With Francie Kendall	1:30–3:00 p.m.	64
■ One-on-One MeetingWith Experts	1:30–4:15 p.m.	66
■ Special Feature:Interactive Presentation and Dialogue: Kip Fulbeck	4:30–5:30 p.m.	70
■ Latino/a Caucus Meeting:Roundtable Discussion	6:00–7:30 p.m.	70
■ APINCORE (Asian/Pacific IslanderAmerican) Caucus Meeting		
Future Planning and Caucus Nominations and Elections	6:00–8:00 p.m.	70
■ Informal Networking Meetings.	6:30–8:30 p.m.	70
■ JDOTT Summit Meeting	7:00–9:30 p.m.	70
■ Special Event—Performance: N*GGER WETB*CK CH*NK.	8:30–10:30 p.m.	71

FRIDAY, JUNE 1

■ Continental Breakfast	7:30–9:00 a.m.	74
■ Exhibitor Showcase	7:30 a.m.–6:00 p.m.	74
■ NationalAdvisory Committee (NAC) General Meetings	7:45–8:45 a.m.	74
■ KeynoteAddress: Vijay Prashad	9:00–9:45 a.m.	74
■ Informal DialogueWith Vijay Prashad and Book Signing	10:00–11:30 a.m.	74
■ Workshop Sessions	10:00 a.m.–4:15 p.m.	74-96
■ One-on-One MeetingWith Experts	10:30–11:45 a.m.	84
■ Special Feature:A Conversation With Ronald Takaki	10:30 a.m.–noon	84
■ Series of Film Previews and Discussions	10:00 a.m.–noon	81, 84
■ Informal Networking Meetings.	noon–1:00 p.m.	85
■ Special Feature:A Conversation With Claude M. Steele	1:30–3:00 p.m.	89
■ Series of Film Previews and Discussions	1:30–3:30 p.m.	90, 91
■ One-on-One MeetingWith Experts	1:30–4:15 p.m.	92
■ Special Feature:Interactive Presentation and Dialogue: Christine Chavez	4:30–5:30 p.m.	96
■ Latino/a Caucus Meeting:No-Host Social.	6:00–7:30 p.m.	97
■ APINCORE (Asian/Pacific IslanderAmerican) Caucus Meeting		
No-Host APINCORE Dinner Social	6:00–8:00 p.m.	97
■ Informal Networking Meetings.	6:30–8:30 p.m.	97
■ Special Event:A Round-Table Conversation with the Cast of <i>The Color of Fear</i>	8:30–10:00 p.m.	97
■ JDOTT-Sponsored Dance	10:00 p.m.–1:00 a.m.	97

SATURDAY, JUNE 2

■ Workshop and Dialogue Sessions	9:00 a.m.–3:30 p.m.	100-117
■ Special Event—Film Preview: Transformative Dialogues	9:00–11:30 a.m.	102, 109
■ Exhibitor Showcase	10:00 a.m.–4:00 p.m.	109
■ Performance:10 Perfect. . . Surviving Lynching and Living to Tell About It.	10:00 a.m.–11:30 a.m.	109
■ Special Feature:A Conversation With Cassandra Manuelito-Kerkvliet	10:30 a.m.–noon	111
■ Special Feature:A Conversation With Joy DeGruy-Leary	10:30 a.m.–noon	112
■ Closing Luncheon	11:45 a.m.–1:15 p.m.	112
■ Special Feature Presentation:Torture and Human Rights 2007	1:30–3:30 p.m.	113
■ Special Event—Movie Screening and Discussion	1:30–3:30 p.m.	115
■ Closing KeynoteAddress: Lani Guinier	4:00–4:45 p.m.	118
■ Informal Dialogue with Lani Guinierand Book Signing	5:00–6:00 p.m.	118

PRE-CONFERENCE PRESIDENTS SYMPOSIUM

PRESIDENTS SYMPOSIUM: ROUNDTABLE DISCUSSIONS BY COLLEGE/UNIVERSITY PRESIDENTS

- PART I—Corporate and Academic Diversity—Tuesday, May 29—9:00–11:30 a.m. 19
- PART II—Diversity and Globalization in the 21st Century: Issues and Challenges—Tuesday, May 29—1:30–3:30 p.m. 20
- PART III—Informal Dialogue With Presidential Panelists—Tuesday, May 29—3:45–5:30 p.m. 20

PRE-CONFERENCE INSTITUTES

INSTITUTE ON BRINGING THE NOISE FROM THE MARGINS TO THE CORE

- PART I—Spoken Word and Hip Hop Culture = Critical Literacy and Cultural Engagement—Tuesday, May 29—8:30–11:30 a.m. 8
- PART II—Amplifying the Voice of the Next Generation—Tuesday, May 29—1:30–3:00 p.m. 8
- PART III—Partnering—College Campuses and Local Communities Of Color—Tuesday, May 29—3:00–5:30 p.m. 8
- PART IV—Housing and Culture—Recruitment and Retention Of Students Of Color Through Urban Arts
Wednesday, May 30—8:30–11:30 a.m. 24

INSTITUTE ON COMMUNITIES OF PRACTICE: MOVING TOWARD EQUITY IN STUDENT OUTCOMES

- PART I—The Equity Scorecard Model: Background and Theory—Tuesday, May 29—8:30–11:30 a.m. 8-9
- PART II—Examining and Analyzing Disaggregated Institutional Data (Hands-on Exercise)—Tuesday, May 29—1:30–5:30 p.m. 8-9
- PART III—Implementing the Equity Scorecard—Wednesday, May 30—8:30–11:30 a.m. 24-25

INSTITUTE ON CRISIS OF YOUNG BLACK MALES

- COUNTERING THE CRISIS CONCERNING BLACK MALE UNDERGRADUATES: PROGRESSIVE RESPONSES TO UNDER-REPRESENTATION, ATTRITION AND UNDERACHIEVEMENT
PART I—Increasing Black Male Student Enrollments and Degree Attainment Rates—Tuesday, May 29—8:30–11:30 a.m. 9-10
PART II—Enhancing Outcomes and Creating a Culture of Engagement for Black Male Student Success
Tuesday, May 29—1:30–5:30 p.m. 9-10
- DISAPPEARING ACTS: THE DIMINISHING NUMBERS OF AFRICAN AMERICANS AT TOP TIER UNIVERSITIES—A UCLA CASE STUDY
Wednesday, May 30—8:30–11:30 a.m. 25

INSTITUTE ON EDUCATING BEYOND OUR BORDERS: RACE, ETHNICITY, IDENTITY AND PRIVILEGE IN A NOT-SO-FLAT WORLD

- PART I—Tuesday, May 29—8:30–11:30 a.m. 10-11
- PART II—Tuesday, May 29—1:30–5:30 p.m. 10-11
- PART III—Wednesday, May 30—8:30–11:30 a.m. 26

INSTITUTE ON EMPLOYING DIALOGUE: RACISM PROCESS TO “SLAY THE DRAGONS” OF RACIAL CONDITIONING AND END THE RACISM THAT BELEAGUERS OUR EVERY EFFORT TO ELIMINATE OPPRESSION

- PART I—Tuesday, May 29—8:30–11:30 a.m. 11
- PART II—Tuesday, May 29—1:30–5:30 p.m. 11
- PART III—Wednesday, May 30—8:30–11:30 a.m. 26

INSTITUTE ON ESTABLISHING A COMPREHENSIVE FRAMEWORK FOR CONCRETE DIVERSITY OUTCOMES AND INSTITUTIONAL CHANGE

- PART I—Tuesday, May 29—8:30–11:30 a.m. 11-12
- PART II—Tuesday, May 29—1:30–5:30 p.m. 11-12
- PART III—Wednesday, May 30—8:30–11:30 a.m. 27

INSTITUTE ON FACULTY OF COLOR: TEACHING IN PREDOMINANTLY WHITE COLLEGES AND UNIVERSITIES

- PART I—What are Faculty of Color Saying About Their Experiences in Predominantly White Institutions?
Tuesday, May 29—8:30–11:30 a.m. 12
- PART II—What are Some Recommendations for Recruiting and Retaining Faculty of Color?
Tuesday, May 29—1:30–5:30 p.m. 12

INSTITUTE ON FOCUSING ON WHITENESS AND WHITE PRIVILEGE: RE-CENTERING WHITE PEOPLE OR DISMANTLING WHITE SUPREMACY?

- PART I—Tuesday, May 29—8:30–11:30 a.m. and continuing 1:30–5:30 p.m. 12-13
- PART II—Wednesday, May 30—8:30–11:30 a.m. 27

INSTITUTE ON PROMOTING CAMPUS DIVERSITY IN THE WAKE OF SUPREME COURT DECISION AND STATE BALLOT INITIATIVES—THE UNIVERSITY OF MICHIGAN EXPERIENCE

- Tuesday, May 29—8:30–11:30 a.m. and continuing 1:30–5:30 p.m. 13

INSTITUTE ON A MODEL FOR CHANGING THE CULTURE OF THE ACADEMY: THE UNIVERSITY OF CALIFORNIA SYSTEM

- **PART I—Assessing the Graduate Culture**—Tuesday, May 29—8:30–11:30 a.m. 13
- **PART II—Beyond Access to Inclusion: Rethinking Diversity and the Core Mission of the University**
Tuesday, May 29—1:30–5:30 p.m. 13-14
- **PART III—Action Items for Changing the Culture of the Academy**—Wednesday, May 30—8:30–11:30 a.m. 28

INSTITUTE ON MULTICULTURAL ALLIANCE BUILDING FOR WOMEN’S TRANSFORMATIONAL LEADERSHIP

- Tuesday, May 29—8:30–11:30 a.m. and continuing 1:30–5:30 p.m. 14

INSTITUTE ON MULTIRACIAL IDENTITY AND MULTIRACIAL ISSUES FOR COLLEGE CAMPUSES

- **PART I—Understanding Racial Identity in Multiracial Students**—Tuesday, May 29—8:30–11:30 a.m. 14
- **PART II—Describing or Distinguishing a Racial or Multiracial Identity**—Tuesday, May 29—1:30–5:30 p.m. 14-15
- **PART III—A Panel of Multiracial Students to Assist With the Assessment of Multiracial Programs and the Development of Campus Action Plans for Addressing Ongoing Multiracial Issues**—Wednesday, May 30—8:30–11:30 a.m. 28-29

INSTITUTE ON THE “N” WORD AND BEYOND: UNPACKING SOCIAL OPPRESSION—DISMANTLING HIERARCHICAL LANGUAGE—CHALLENGING THE POPULARITY OF DYSFUNCTIONAL POP CULTURE COMMUNICATION

- **PART I**—Tuesday, May 29—8:30–11:30 a.m. 15
- **PART II**—Tuesday, May 29—1:30–5:30 p.m. 15
- **PART III**—Wednesday, May 30—8:30–11:30 a.m. 29

INSTITUTE ON OPENING PANDORA’S BOX: INCLUDING SOCIO-ECONOMIC CLASS IN TEACHING AND LEARNING ABOUT DIVERSITY AND SOCIAL JUSTICE

- **PART I**—Tuesday, May 29—8:30–11:30 a.m. 16
- **PART II**—Tuesday, May 29—1:30–5:30 p.m. 16
- **PART III**—Wednesday, May 30—8:30–11:30 a.m. 29-30

INSTITUTE ON PROGRAM ASSESSMENT/EVALUATION

- **PART I—Make Assessment Work for Excellence: Spotighting Critical Concepts and The Role of Self as Instrument**
Tuesday, May 29—8:30–11:30 a.m. 16
- **PART II—Working It!: Maximizing the Value and Utility of Assessment/Evaluation Practices for Excellence and Equity**
Tuesday, May 29—1:30–5:30 p.m. 16-17
- **PART III—Assessment Works!: Moving From Insight to Action for Social Justice**—Wednesday, May 30—8:30–11:30 a.m. 30

INSTITUTE FOR SPARKING SYSTEMIC CHANGE: MEETING THE NEEDS OF A DIVERSIFYING STUDENT BODY

- **PART I—Setting the Context**—Tuesday, May 29—8:30–11:30 a.m. 17
- **PART II—Equity Mapping**—Tuesday, May 29—1:30–5:30 p.m. 17
- **PART III—Hearing From Campus Leaders/Generating Next Steps**—Wednesday, May 30—8:30–11:30 a.m. 30

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

- **PART I**—Tuesday, May 29—8:30–11:30 a.m. 17
- **PART II**—Tuesday, May 29—1:30–5:30 p.m. 17
- **PART III**—Wednesday, May 30—8:30–11:30 a.m. 31

INSTITUTE ON UNIVERSITY-SCHOOL-COMMUNITY PARTNERSHIPS: ENGAGING WITH SCHOOLS AND COMMUNITIES TO INCREASE PARTICIPATION IN HIGHER EDUCATION

- **PART I—Making the Case for University-School-Community Partnerships**—Tuesday, May 29—8:30–11:30 a.m. 18
- **PART II—Framing the Work of University-School-Community Partnerships**—Tuesday, May 29—1:30–5:30 p.m. 18
- **PART III—Planning Strategically for University-School-Community Partnerships**—Wednesday, May 30—8:30–11:30 a.m. 31

INSTITUTE FOR USE OF FACULTY UNIONS AS INSTRUMENTS OF ECONOMIC AND SOCIAL JUSTICE

- **PART I—Student Internship Program**—Tuesday, May 29—8:30–10:00 a.m. 18
- **PART II—Alliances**—Tuesday, May 29—10:00–11:30 a.m. 18
- **PART III—CFA Equity Conference and the Council for Affirmative Action**—Tuesday, May 29—1:30–5:30 p.m. 18-19
- **PART IV—Building Alliances Committed to Social Change and the Quest for Social Justice**—Wednesday, May 30—8:30–10:00 a.m. 31-32
- **PART V—Media and Organizing**—Wednesday, May 30—10:00–11:30 a.m. 31-32

INSTITUTE ON LEADERSHIP AND EMPOWERING THE ACTIVISTS IN STUDENTS

- **Ways To Teach Engagement, Get Students More Involved, and Give Them Hope To Keep On**—Tuesday, May 29—9:00–11:30 a.m. 19
- **Moving Your Diversity Dialogue From Talk To Action!**—Tuesday, May 29—1:30–5:30 p.m. 19
- **Discovering Voice: How to Encourage, Nurture, and Challenge Students to Tell Their Own Stories**
Wednesday, May 30—8:30–11:30 a.m. 32

DIALOGUE SESSIONS

<input type="checkbox"/> ROUNDTABLE DISCUSSION—Student to Student Wednesday, May 30—2:00–4:00 p.m.	41
<input type="checkbox"/> One-on-One Meeting With Experts Experienced on Teaching and Social Justice Issues Thursday, May 31—10:00 a.m.–4:15 p.m.	57, 66
Friday, June 1—10:00 a.m.–4:15 p.m.	84, 92
<input type="checkbox"/> AUTHENTIC DIALOGUE: Using Videos for Meaningful Conversations and Learning About Race and Culture Thursday, May 31—10:00 a.m.–noon	54
<input type="checkbox"/> A ROUND-TABLE CONVERSATION: The Cast of The Color of Fear Friday, June 1—8:30–10:00 p.m.	97
<input type="checkbox"/> RACETALK: Are We Listening? Are We Being Real? Saturday, June 2—9:00 a.m.–noon	102, 103

FILM DEBRIEFING AND TRANSFORMATIVE DIALOGUE

<input type="checkbox"/> Divided We Fall: Deep Community Dialogues Through Somatic Experiencing Saturday, June 2—10:00–11:30 a.m.	102
<input type="checkbox"/> Mirrors of Privilege: Making Whiteness Visible Saturday, June 2—10:00–11:30 a.m.	109

FILM PREVIEWS AND DISCUSSIONS

<input type="checkbox"/> What's Race Got To Do With It? (California Newsreel) Thursday, May 31—10:00 a.m.–noon	54	<input type="checkbox"/> Frank Talk From Leading Women of Color (Diversity Inc.) Friday, June 1—10:00 a.m.–noon	81
<input type="checkbox"/> White Privilege 101: Getting in on the Conversation (Eddie Moore Jr., The Bush School) Thursday, May 31—10:30 a.m.–noon	58	<input type="checkbox"/> El Contrato: The Contract (Films for the Humanities and Sciences) Friday, June 2—10:30 a.m.–noon	84
<input type="checkbox"/> NO! Confronting Sexual Assault in our Community (California Newsreel) Thursday, May 31—1:15–2:50 p.m.	59	<input type="checkbox"/> Dissed-Respect: The Impact of Bullying (J.W. Wiley) Friday, June 1—1:30–3:00 p.m.	90
<input type="checkbox"/> From a Silk Cocoon (Satsuki Ina) Thursday, May 31—1:30–3:00 p.m.	63	<input type="checkbox"/> Divided We Fall: Americans in the Aftermath (Valarie Kaur) Friday, June 2—1:30–3:30 p.m.	91
<input type="checkbox"/> Circle of Women (Eddie Moore Jr., The Bush School) Thursday, May 31—1:30–3:00 p.m.	63	<input type="checkbox"/> White Teachers/Diverse Classrooms (Stylus Publishing, LLC) Friday, June 1—1:30–3:30 p.m.	91
<input type="checkbox"/> Last Chance for Eden (StirFry Seminars) Thursday, May 31—1:30–4:00 p.m.	66	<input type="checkbox"/> Mirrors of Privilege: Making Whiteness Visible (Shakti Butler) Saturday, June 2—1:30–3:30 p.m.	115
<input type="checkbox"/> Twelve Disciples of Nelson Mandela (California Newsreel) Thursday, May 31—3:00–4:15 p.m.	69	<input type="checkbox"/> RACE IS THE PLACE (Raymond Telles and Rick Tejada-Flores) Saturday, June 2—1:30–3:30 p.m.	115
<input type="checkbox"/> Sound and Fury: 6 years later (Filmmakers Library) Thursday, May 31—3:15–4:15 p.m.	69		

DAY AT A GLANCE

<input type="checkbox"/> Tuesday, May 29	6, 7
<input type="checkbox"/> Wednesday, May 30	22, 23
<input type="checkbox"/> Thursday, May 31	44, 45
<input type="checkbox"/> Friday, June 1	72, 73
<input type="checkbox"/> Saturday, June 2	98, 99

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**NCORE Would Like to Acknowledge the Support and Commitment of
Our Participants to this Conference for 20 Years!**

**NCORE 2007
20th 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 2007 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 2007 Contributors:**
- ◆ College Board
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Thank you for your contributions and support.

MONDAY, MAY 28, 2007

1:00–8:00 p.m.

REGISTRATION AND ON-SITE CHECK-IN

PLAZA ROOM A
Lobby Level

(Registration will remain open daily 8:00 a.m.–5:00 p.m.; and Saturday, June 2, 8:00 a.m.–noon)

6:00–7:30 p.m.
IMPERIAL BALLROOM A
“B” Ballroom Level

LATINO/A CAUCUS

Five meetings are hosted by the Latino/a Caucus Group organized during NCORE Conference. During NCORE 2007 the Latino/a caucus will meet to discuss a series of issues affecting Latino/a faculty, administrators, and students in higher education.

For other meetings for Latino/a Caucus group, see pages 20, 32, 70, and 97

Pre-Conference Orientation and No-Host Social

(Open to all)

7:00–8:30 p.m.
IMPERIAL BALLROOM B
“B” Ballroom Level

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.

For other meetings see pages 33, 46, and 74

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.

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, 2006–2007 NCORE **National Advisory Committee**—Norman, Oklahoma

DAY AT A GLANCE ■ TUESDAY, MAY 29

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

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- **INSTITUTE ON COMMUNITIES OF PRACTICE: MOVING TOWARD EQUITY IN STUDENT OUTCOMES**
PART I—The Equity Scorecard Model: Background and Theory..... 8-9
- **INSTITUTE ON CRISIS OF YOUNG BLACK MALES**
COUNTERING THE CRISIS CONCERNING BLACK MALE UNDERGRADUATES: PROGRESSIVE
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PART I—Increasing Black Male Student Enrollments and Degree Attainment Rates..... 9-10
- **INSTITUTE ON EDUCATING BEYOND OUR BORDERS: RACE, ETHNICITY, IDENTITY AND**
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- **INSTITUTE ON EMPLOYING DIALOGUE: RACISM PROCESS TO “SLAY THE DRAGONS” OF**
RACIAL CONDITIONING AND END THE RACISM THAT BELEAGUERS OUR EVERY EFFORT TO
ELIMINATE OPPRESSION
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- **INSTITUTE ON ESTABLISHING A COMPREHENSIVE FRAMEWORK FOR CONCRETE DIVERSITY**
OUTCOMES AND INSTITUTIONAL CHANGE
PART I 11-12
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PART I—What are Faculty of Color Saying About Their Experiences in Predominantly White Institutions? 12
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- **INSTITUTE ON UNIVERSITY-SCHOOL-COMMUNITY PARTNERSHIPS: ENGAGING WITH SCHOOLS**
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- **INSTITUTE FOR USE OF FACULTY UNIONS AS INSTRUMENTS OF ECONOMIC AND SOCIAL JUSTICE**
PART I—Student Internship Program..... 18-19
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■ **INSTITUTE ON LEADERSHIP AND EMPOWERING THE ACTIVIST IN STUDENTS**
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1:30-3:30 p.m.

■ **PRE-CONFERENCE PRESIDENTS SYMPOSIUM: ROUNDTABLE DISCUSSION**
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- **INSTITUTE ON CRISIS OF YOUNG BLACK MALES**
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PART II 10-11
- **INSTITUTE ON EMPLOYING DIALOGUE: RACISM PROCESS TO “SLAY THE DRAGONS” OF RACIAL CONDI-**
TIONING AND END THE RACISM THAT BELEAGUERS OUR EVERY EFFORT TO ELIMINATE OPPRESSION
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- **INSTITUTE ON ESTABLISHING A COMPREHENSIVE FRAMEWORK FOR CONCRETE DIVERSITY**
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HIERARCHICAL LANGUAGE—CHALLENGING THE POPULARITY OF DYSFUNCTIONAL POP
CULTURE COMMUNICATION
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- **INSTITUTE ON OPENING PANDORA’S BOX: INCLUDING SOCIO-ECONOMIC CLASS IN TEACHING**
AND LEARNING ABOUT DIVERSITY AND SOCIAL JUSTICE
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STUDENT BODY
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ENOUGH...)
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- **INSTITUTE ON UNIVERSITY-SCHOOL-COMMUNITY PARTNERSHIPS: ENGAGING WITH SCHOOLS**
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PART II—Framing the Work of University-School-Community Partnerships 18
- **INSTITUTE FOR USE OF FACULTY UNIONS AS INSTRUMENTS OF ECONOMIC AND SOCIAL JUSTICE**
PART III—CFA Equity Conference and the Council for Affirmative Action 18-19
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Moving Your Diversity Dialogue From Talk To Action! 19

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- **PRE-CONFERENCE PRESIDENTS SYMPOSIUM: ROUND-TABLE DISCUSSION**
PART III—Informal Dialogue With Presidential Panelists 19-20

6:00-7:00 p.m.

- **APINCORE (Asian/Pacific Islander American) CAUCUS: Business Meeting for Executive Board 20**

6:00-7:30 p.m.

- **LATINO/A CAUCUS: Pre-Conference Orientation and No-Host Social 20**

6:00-8:00 p.m.

- **JDOTT BOARD MEETING 21**
INFORMAL NETWORKING MEETINGS 21

- **STUDENTS AND STUDENT SCHOLARS’ RECEPTION 21**

8:30-10:30 p.m.

- **SPECIAL EVENT—Performance: *Brave New Voices* 21**

TUESDAY, MAY 29, 2007

8:00 a.m.–5:00 p.m.

REGISTRATION AND ON-SITE CHECK-IN

PLAZA ROOM A
Lobby Level

(Registration will remain open daily 8:00 a.m.–5:00 p.m. through Saturday, June 2)

PRE-CONFERENCE INSTITUTE SESSIONS

A series of 20 Institutes is scheduled all day Tuesday, May 29 and the first half day of Wednesday, May 30. 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 Bringing the Noise From the Margins to the Core, see page 2

INSTITUTE ON Bringing the Noise From the Margins to the Core

This four-part, highly interactive Institute will focus on the Spoken Word Movement among students of color, and effective partnership opportunities between college campuses and local communities by utilizing Spoken Word and Hip Hop Culture. Through this institute, we will explore how through a unique partnership between Youth Speaks and the University of Wisconsin-Madison, we aim to de-construct dominant narratives in hopes of achieving a more inclusive, and active, learning, retention, and recruitment experience. Discussions will include conversation about the first Urban Arts and Spoken Word Learning Center in the country on the University of Wisconsin campus.

8:30–11:30 a.m.
UNION SQUARE
17 and 18
Fourth Floor

PART I—Spoken Word and Hip Hop Culture = Critical Literacy and Cultural Engagement

1:30–5:30 p.m.
UNION SQUARE
17 and 18
Fourth Floor

PART II—Amplifying the Voice of the Next Generation

PART III—Partnering—College Campuses and Local Communities Of Color

Jeff Chang, Author of the seminal text on the hip hop generation *Can't Stop Won't Stop*—San Francisco, California

Shawn Ginwright, Ph.D., Associate Professor, African Studies Department, San Francisco State University—San Francisco, California

Marc Bamuthi Joseph, Spoken Word and Hip-Hop Theater Artist, Lecturer, University of Wisconsin-Madison, and Stanford University—Stanford, California

James Kass, Founder and Executive Director, Youth Speaks (a national nonprofit that works with 250,000 youth throughout the country)—San Francisco, California

William Ney, Senior Administration Program Specialist, Office of Multicultural Arts Initiatives (OMAI), School of Education, University of Wisconsin—Madison, Wisconsin

For an overview of sessions comprising the Institute on Communities of Practice: Moving Toward Equity in Student Outcomes, see page 2

INSTITUTE ON Communities of Practice: Moving Toward Equity in Student Outcomes

A three-part Institute will present how the Equity Scorecard brings together campus-based teams of the faculty and administrators using evidence-based inquiry to achieve equitable levels of student success. The Equity Scorecard is a nationally-recognized initiative designed to foster institutional change in higher education using available institutional data. Its fundamental goal is to close the achievement gap for historically underrepresented students by assessing the current state of equity in student outcomes. The core principle is that institutional change occurs as a result of changes in the attitudes, beliefs, and practices of individuals when they engage in data-driven inquiry into student outcomes. New or intensified awareness of race- and ethnic-based inequalities motivates higher education practitioners to assume individual and collective responsibility for producing equal educational outcomes for minority students. Presenters will lead participants through an interactive exercise examining institutional data disaggregated by race and ethnicity to identify inequities in student outcomes, and discuss lessons learned in implementing the Scorecard on several campuses.

8:30–11:30 a.m.

**CONTINENTAL BALLROOM
Ballroom 4**

“B” Ballroom Level

PART I—The Equity Scorecard Model: Background and Theory

Central to the Equity Scorecard model is disaggregation of routinely collected institutional data on student matriculation, enrollment, pass/fail, leadership and engagement trends, deans’ lists and honor roll appearances, and graduation rates, among other indicators. By extracting information based on race, ethnicity, gender or other discrete factors, the Equity Scorecard project provides concrete information on basic indicators of achievement among students. More importantly, disaggregating the data leads to identification of critical gaps in student outcomes, thereby permitting institutions to respond with purposeful actions. Cross-institutional teams comprised of faculty, student affairs professionals, institutional researchers and sometimes students review the data and share their findings with their peers. Because the reports offer detailed information about their own units, the teams regard the Equity Scorecard as a campus initiative, taking ownership and developing proposals unique and specific to their own local contexts. Collaboration is emphasized in every facet of the process, with institutional change addressing inequitable outcomes as the ultimate goals.

1:30–5:30 p.m.

**CONTINENTAL BALLROOM
Ballroom 4**

“B” Ballroom Level

PART II—Examining and Analyzing Disaggregated Institutional Data (Hands-on Exercise)

Participants will be engaged in an interactive hands-on exercise in which they will examine institutional data disaggregated by race/ethnicity to simulate how the Equity Scorecard works. Participants will be guided through an essential component of the inquiry process—using “Vital Signs” in the context of an Evidence Team meeting. This exercise will demonstrate how disaggregated institutional data highlight gaps in student outcomes.

Hannah Alford, Research Analyst, Institutional Research and Academic Services, Long Beach City College—Long Beach, California

Estela Mara Bensimon, Ed.D., Professor, Rossier School of Education, and Director, Center for Urban Education, University of Southern California—Los Angeles, California

Frank Harris III, Ed.D., Associate Director, Center for Urban Education, University of Southern California—Los Angeles, California

Elsa Macias, Ph.D., Associate Research Professor, and Director, Research and Development Center for Urban Education, Rossier School of Education, University of Southern California—Los Angeles, California

Rebecca Martin, D.P.A., Provost and Vice Chancellor, University of Wisconsin-Parkside—Kenosha, Wisconsin

Vicki Washington, Interim Assistant Vice President, University of Wisconsin System Administration—Madison, Wisconsin

For an overview of sessions comprising the Institute on Crisis of Young Black Males, see page 2

INSTITUTE ON Crisis of Young Black Males

This Institute focuses on the most pressing issue facing Black men in the post-civil right era. Each part of the institute will present and discuss national trends and issues. Complex problems will be placed in explanatory sociocultural frameworks, and practical recommendations for effective interventions and collaborative partnerships will be offered.

Countering the Crisis Concerning Black Male Undergraduates: Progressive Responses to Underrepresentation, Attrition and Underachievement

For the past decade, increased attention has been devoted to better understanding the plight of Black male students in higher education. As such, the reasons why Black men are underrepresented on college campuses, the academic difficulty many encounter, the racism and stereotyping that cause them grief, the shortage of same-race faculty upon whom they can rely for mentoring, and the reasons why they are retained least often among both sexes and all racial/ethnic groups are generally well-understood. Conversations at national conferences, analyses in empirical research, and coverage in mainstream media outlets have focused almost exclusively on educational malpractice and discussions of disadvantage. While it is necessary to continually illuminate factors contributing to Black male underachievement and the unequal assurance of social justice via education, it is equally important and arguably more instructive to pursue insights into “what works”: the programs, people, and enriching educational experiences that have proven effective in preparing Black men for admission to and success at colleges and universities. A paradigmatic shift is warranted from Black male failure to Black male success in higher education.

In this Institute, minimal attention will be devoted to further discussing the aforementioned problems. Instead, emphasis will be placed on the collaborative exploration of solutions that lead to Black male achievement across a wide range of different institutional types. Instructive findings from the National Black Male College Achievement Study will be presented and discussed. Instead of employing the popular deficit approach to examining Black men’s educational experiences, the National Study explored undercurrents of educational achievement, furnished evidence of good practices in access and educational engagement initiatives, and enabled undergraduate men to reflect on critical moments and key experiences that facilitated their success on 42 different cam-

8:30–11:30 a.m.
**CONTINENTAL BALLROOM
Ballroom 6**
“B” Ballroom Level

1:30–5:30 p.m.
**CONTINENTAL BALLROOM
Ballroom 6**
“B” Ballroom Level

For an overview of sessions comprising the Institute on Educating Beyond Our Borders: Race, Ethnicity, Identity and Privilege in a Not-so-Flat World, see page 2

8:30–11:30 a.m.
**CONTINENTAL BALLROOM
Ballroom 5**
“B” Ballroom Level

1:30–5:30 p.m.
**CONTINENTAL BALLROOM
Ballroom 5**
“B” Ballroom Level

TUESDAY

puses across the country. Moreover, the National Study magnifies lessons learned from more than 200 Black male achievers who maximized their college experiences, despite the racism, past educational deficiencies and familial issues, perceived socioeconomic limitations, and obstacles presented on their campuses. From it emerged a powerful set of implications for policy and practice, which will be shared in this Institute. Participants will also co-construct action plans for institutional change on their respective campuses.

PART I—Increasing Black Male Student Enrollments and Degree Attainment Rates

In this session, attention will be devoted to improving the numerical representation of Black men at each stage of the postsecondary educational pipeline. Although majority of emphasis will be placed on college readiness and access at the bachelor’s degree level, there will be some discussion regarding Black male preparation for admission to graduate and professional schools. Strategic planning, fostering collaborative partnerships with K-12 schools, and institutional intentionality in recruitment and college admissions are among the topics that will be discussed. Moreover, findings from the National Study regarding the ways in which participants gained access to the 42 institutions for undergraduate study and later to top graduate schools will be shared.

PART II—Enhancing Outcomes and Creating a Culture of Engagement for Black Male Student Success

The empirical evidence is indisputable: students who are most actively engaged in educationally purposeful activities, both inside and outside of the classroom, are considerably more likely than their disengaged peers to acquire a robust set of educational outcomes and persist through baccalaureate degree attainment. Given this, emphasis in this session will be placed on collaboratively “reculturing” campus environments to increase Black male student engagement and retention. Insights into the catalysts for engagement among participants in the National Study will help session attendees better understand what is needed to increase Black male enthusiasm for participation in campus activities, active engagement in the classroom, and indulgence in enriching educational experiences that lead to persistence and success.

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

INSTITUTE ON Educating Beyond Our Borders: Race, Ethnicity, Identity and Privilege in a Not-so-Flat World

This day and half-long Institute is designed to help participants explore how issues of race, ethnicity, identity and privilege are developed inside of one’s home cultures. Participants will have the opportunity to engage in exercises and experiences designed to build cognitive understanding of how these issues may fail to translate across both psychological and geographic boundaries. As colleges and universities encourage students to “study abroad,” and invite students from other homelands to study in the United States, it is crucial that faculty, administrators and staff understand how “problems in translation” can interfere with the goals of these efforts. As we seek to prepare all of our students to be able to live and work successfully anywhere in the world, we must also prepare them to understand how to learn in the world “beyond their borders.” Participants will receive relevant handouts and exercise designs for use with faculty, administrators, staff and students on their own campuses. The goals of this institute are: (1) explore identity issues, such as ethnicity, gender, race, socio-economic status, national origin and sexual orientation, and how they are developed and reinforced in one’s home country; (2) identify how dominant culture issues, as they are expressed in one’s home country based on perceived race and ethnicity, skin color, immigrant status, class status, gender identity, religion, language accents and dialects, and other factors, can facilitate and/or impede the ability to work across cultural and national boundaries; (3) increase awareness and knowledge in how our own programming and experiences involving these issues can impair our effectiveness in both preparing students to travel and study in other countries, and assisting students from other countries in their pursuit of education in our own; and (4) develop skills by participating in exercises and discussion of other tools for increasing our own awareness and effectiveness, and that of all our students, to study, work and live anywhere in the 21st century.

PART I

PART II

Cris Clifford Cullinan, Ph.D., Training and Development Administrator, University of Oregon—Eugene, Oregon
Carl E. James, Ph.D., Professor of Education, York University—Toronto, Canada
Janice D. M. Mitchell, Ed.D., Professor and Chair, Foreign Languages and Literatures, Gallaudet University—Washington, D.C.
Magid Shirzadegan, Ph.D., Director, International Student and Scholar Services, University of Oregon—Eugene, Oregon

For an overview of sessions comprising the Institute on Employing Dialogue: Racism Process to “Slay the Dragons” of Racial Conditioning and End the Racism That Beleaguers Our Every Effort to Eliminate Oppression, see page 2

INSTITUTE ON Employing Dialogue: Racism Process to “Slay the Dragons” of Racial Conditioning and End the Racism That Beleaguers Our Every Effort to Eliminate Oppression

This day and half-long Institute provides training for facilitators at all levels of anti-racism work. The training is based on the Dialogue process that has been tested for 17 years in hundreds of programs presented by the Center for the Healing of Racism. Through Dialogue: Racism the Center for Healing Racism serves as a catalyst for the healing of racism through the education and empowerment of individuals. Racism, surprisingly, continues to be a challenge at every level of our educational systems, as well as other institutions in which we operate. Racism also complicates our efforts to dismantle other forms of oppression—sexism, homophobia, anti-Semitism. As we struggle to make change with our highly intellectual programs, we fail to mend hearts, and our efforts fall short of our expectations. Venturing into the emotional quagmire engendered by even the mention of the dreaded “R” word is, however, fraught with danger for the individual who has not faced and conquered the racial conditioning that is the ubiquitous legacy of our too-long history of slavery, reconstruction, Jim Crow Laws, and racism in many forms: unaware, internalized, cultural, institutional and environmental. We have all been hurt by the persistence of racism and we all continue to be hobbled in our efforts whether we have overtly practiced, experienced, or simply observed racism in our lives, and even if we managed to live a life separated from people unlike us in some way.

8:30–11:30 a.m.
IMPERIAL BALLROOM A
 “B” Ballroom Level

PART I—Participants will learn about the process used in Dialogue, how to contribute to a revolution in listening, and how to create an environment in which it will be safe to confront one’s racial conditioning.

1:30–5:30 p.m.
IMPERIAL BALLROOM A
 “B” Ballroom Level

PART II—Participants will begin slaying the dragons of unaware and internalized racism and stereotypes that interfere with all our relationships.

Sandra Boyd, Ph.D., Co-Director, Center for Healing Racism; Faculty, Cross-Cultural Psychology, Houston Community College System—Houston, Texas
Lucie P. Fultz, Ph.D., Toni Morrison Scholar, African American Literature, and Associate Professor, English Department, Rice University—Houston, Texas
Patricia McFarlin, Ph.D., Facilitator, Safe Teacher Program; English Faculty, St. Agnes Academy—Houston, Texas
Cherry Steinwender, Executive Director and Founder, Center for Healing Racism; Psychology Faculty, Houston Community College System—Houston, Texas

For an overview of sessions comprising the Institute on Establishing a Comprehensive Framework for Concrete Diversity Outcomes and Institutional Change, see page 2

INSTITUTE ON Establishing a Comprehensive Framework for Concrete Diversity Outcomes and Institutional Change

This day and half-long Institute sponsored by NASPA—Student Affairs Administration in Higher Education—will offer participants an intense and comprehensive exploration of diversity across several dimensions: (1) reexamining the concepts of diversity and oppression within a new framework by playing an innovative new board game—the Game of Oppression; (2) framing leadership and diversity as forces that initiate and sustain institutional change; (3) gauging the concrete impact of diversity and globalism on academic excellence and student development by utilizing planning grids and outcomes-based assessment; (4) repositioning the campus Multicultural Center as a cornerstone of mainstream campus culture; (5) integrating a new tool for reflective analysis—The Centers of Responsibility for Diversity model; and (6) understanding the expectations for campus diversity efforts as a result of the findings of the Commission on the Future of Higher Education. Participants will be provided with a working manual that can be utilized during the session and then taken back to campus as an exploratory document. Moreover, they will not only preview the Game of Oppression but will also have the opportunity to purchase it. The session will also incorporate the activities of a new book titled *Diversity and the Mandate of Institutional Transformation: Inclusiveness and the Global Challenge of Academic Excellence* by Dr. James A. Anderson. Finally, participants will receive a copy of *Now is the Time: Meeting the Challenge for a Diverse Academy* (AAC&U & NASULGC) that contains the questions and facilitators’ guide for the Centers of Responsibility for Diversity.

8:30–11:30 a.m.
UNION SQUARE 21
Fourth Floor

PART I

1:30–5:30 p.m.
UNION SQUARE 21
Fourth Floor

PART II

James Anderson, Ph.D., Vice President for Student Success, State University of New York, University at Albany—Albany, New York
Gwendolyn Jordan Dungy, Ph.D., Executive Director, National Association of Student Personnel Administrators (NASPA)—Washington, D.C.
Anna K. Gonzalez, Associate Dean of Students, and Director, Cross-Cultural Center, University of California—Irvine, California
Mildred Garcia, Ph.D., President, Berkeley College—New York and New Jersey
Lamara Warren, Doctoral Candidate, Higher Education Student Affairs, Indiana University—Bloomington, Indiana

For an overview of sessions comprising the Institute on Faculty of Color: Teaching in Predominantly White Colleges and Universities, see page 2

INSTITUTE ON Faculty of Color: Teaching in Predominantly White Colleges and Universities

This daylong Institute should benefit the faculty, future faculty, and administrators who desire to deepen their understanding of the issues and seek to engage in dialogue on developing effective recruitment and retention strategies for institutional change. The phenomenological experiences of the faculty of color teaching in predominantly white colleges and universities are rarely topics for dialogue, introspection, and experiential learning. Much of the existing, yet sparse research in this area implies that we have yet to listen to the narratives of the faculty of color in order to gain a better understanding of their challenges. Using the information from the book titled, *Faculty of Color: Teaching in Predominantly White Colleges and Universities*, edited by Christine Stanley (Anker, 2006), the presenter will share through the use of case studies, predominant themes and engage participants on the first-hand experiences of the faculty of color teaching in predominantly white institutions. Copies of the book will be available for purchase at a discounted price.

8:30–11:30 a.m.
UNION SQUARE 23 and 24
Fourth Floor

PART I—What are Faculty of Color Saying About Their Experiences in Predominantly White Institutions?

Drawing on predominant themes from the personal narratives of 24 faculty of color across a variety of predominantly white institutions, as well as current research, the presenter will engage participants in discussing key issues that affect the recruitment and retention of faculty of color in higher education.

1:30–5:30 p.m.
UNION SQUARE 23 and 24
Fourth Floor

PART II—What are Some Recommendations for Recruiting and Retaining Faculty of Color?

In this session, we will use the information learned from the personal narratives in Part I to explore recommendations for recruiting and retaining faculty of color in predominantly white colleges and universities. Through these dialogues we will begin to understand the importance of institutional policies and procedures, as well as attitudes and behaviors which can influence effective recruitment and retention.

Christine A. Stanley, Ph.D., Executive Associate Dean for Faculty Affairs, and Professor, Higher Education Administration, College of Education and Human Development, Texas A&M University—College Station, Texas

For an overview of sessions comprising the Institute on Focusing on Whiteness and White Privilege: Re-centering White People or Dismantling White Supremacy?, see page 2

INSTITUTE ON Focusing on Whiteness and White Privilege: Re-centering White People or Dismantling White Supremacy?

This day and half-long Institute is designed to give participants a set of tools—strategies, clues, and skills—to use in examining the rapidly growing scholarship and discussion of white privilege and whiteness to determine how the material is most likely to impact the actions of the reader. There is legitimate concern that discussions of whiteness and white privilege primarily serve to maintain power in the hands of white people rather than working to dismantle the supremacy of whiteness. The institute will be useful both to those who are familiar with the current literature as well as to those who aren't.

8:30–11:30 a.m.
UNION SQUARE 22
Fourth Floor

PART I—On the first day of this institute we will (1) conduct a brief survey of different kinds of literature on these two topics, (2) distinguish between writings that explore white privilege with the goal of dismantling it or that mainly examines whiteness as a sociological phenomenon, (3) use lenses, matrices, and critical questions to assess writings, and (4) will identify useful points for having productive and perspective-changing discussions with white people.

Part I continues
1:30–5:30 p.m.

Frances E. Kendall, Ph.D., Consultant on Organizational Change and Communication, Specializing in the Issues of Diversity—Albany, California
David S. Owen, Ph.D., Assistant Professor, Department of Philosophy, and Coordinator, Diversity Programs, College of Arts and Sciences, University of Louisville—Louisville, Kentucky

For an overview of sessions comprising the Institute on Promoting Campus Diversity in the Wake of Supreme Court Decisions and State Ballot Initiatives—The University of Michigan Experience, see page 2

Institute on Promoting Campus Diversity in the Wake of Supreme Court Decisions and State Ballot Initiatives—The University of Michigan Experience

This daylong Institute will reflect on the Supreme Court's 2003 decisions on the University of Michigan affirmative action policies, while viewed as a landmark decision in support of efforts to achieve racial diversity at the nation's campuses, also left numerous diversity matters unresolved. As the result, the University of Michigan and other campuses are still trying to assess approaches to maintain and advance their diversity goals and at the time, address the Court's mandate. Administrators and researchers at the University of Michigan continue to consider creative strategies for fostering its commitments to diversity. It is essential that campuses have comprehensive institutional approaches to achieving the long term goals of diversity. The purpose of this interactive institute is to have in-depth discussions on what Michigan and other institutions have done since the Court's ruling. Key leadership representing different U-M areas will guide and explore diversity progress in various areas such as the legal responses to campus diversity; diversity programs which include outreach, retention, pre-college and student success; leadership, communications, research and assessment; as well as multicultural teaching and learning. The experts will explore various successes, strategies and challenges over the past four years and into the future. The targeted audience for this institute is faculty, staff, administrators and diversity practitioners to collaboratively explore strategies, successes and challenge and best practices for advancing comprehensive institutional approaches to diversity on their campuses.

8:30–11:30 a.m.
IMPERIAL BALLROOM B
"B" Ballroom Level

Pamela Fowler, Director, Financial Aid, University of Michigan—Ann Arbor, Michigan
Maya Kobersy, J.D., Assistant General Counsel, University of Michigan—Ann Arbor, Michigan
John Matlock, Ph.D., Associate Vice Provost, and Director, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan
A.T. Miller, Ph.D., Coordinator, Multicultural Teaching and Learning, Center for Research on Learning and Teaching; Director, Global Intercultural Experience for Undergraduates, University of Michigan—Ann Arbor, Michigan
Lester P. Monts, Ph.D., Senior Vice Provost, Academic Affairs, and Senior Counselor to the President for the Arts, Diversity, and Undergraduate Affairs, University of Michigan—Ann Arbor, Michigan
Ted Spencer, Associate Vice Provost and Executive Director, Office of Undergraduate Admissions, 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

Institute session continues
1:30–5:30 p.m.

For an overview of sessions comprising the Institute on a Model for Changing the Culture of the Academy: The University of California System, see page 3

INSTITUTE ON a Model for Changing the Culture of the Academy: The University of California System

A three-part Institute presents how graduate students at the University of California, Berkeley formed a focus group exploring ways the academy might incorporate more rigorously, beyond issues of access and recruitment, and the challenge of diversity as it relates to its core mission. The project culminated in a University of California system-wide (Spring 2007 conference). In collaboration with graduate students from other UC campuses, faculty, and administrators, the conference examined current practices, as well as tacit cultures within departments that inhibit equity and inclusion and moved to recommend concrete changes to be implemented system-wide and on individual campuses. The institute will highlight the key themes and concrete action items resulting from this UC system-wide diversity initiative.

8:30–11:30 a.m.
UNION SQUARE
1 and 2
Fourth Floor

PART I—Assessing the Graduate Culture

An interdisciplinary panel of graduate students from the UC campuses speak about aspects of the departmental culture that is at times less than inclusive and the role that graduate students might play in its transformation.

1:30–5:30 p.m.
UNION SQUARE
1 and 2
Fourth Floor

PART II—Beyond Access to Inclusion: Rethinking Diversity and the Core Mission of the University

A panel of administrators, faculty, and graduate students speak about how to rethink models for inclusivity that is integrally tied to the core mission of the university and how they might implement the changes ensuing from its mission as it relates to practices that move beyond mere access to a more rigorous mandate for inclusion.

Gibor Basri, Ph.D., Professor and Department Chair, Astronomy, University of California, Berkeley; Chair, University of California Academic Senate Committee on Affirmative Action and Diversity—Oakland, California

James Battle, Graduate Student, Medical Anthropology, University of California—Berkeley, California

Gloria Chun, Ph.D., Graduate Diversity Director for the Social Sciences, and Director, UC-DIGSSS/NSF, University of California—Berkeley, California

Amy Lee, Graduate Student, Sociology, University of California—Berkeley, California

Angelica M. Stacy, Ph.D., Professor, Department of Chemistry, University of California—Berkeley, California

Tamera Lee Stover, Graduate Student, Sociology, University of California—Berkeley, California

For an overview of sessions comprising the Institute on Multicultural Alliance Building for Women's Transformational Leadership, see page 3

INSTITUTE ON Multicultural Alliance Building for Women's Transformational Leadership

This daylong Institute is designed to nurture mid-career women, emerging women leaders and men actively supporting the development of diverse 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. Inclusive excellence understands that strong, responsive organizations encourage the participation of everyone in its community by recognizing the value of multiple perspectives informed by multiple identities, successfully tapping into the skills and talents present, and striving to create socially just environments. Participants will gain a greater understanding of multicultural alliance building and explore strategies for actualizing their vision of a campus that recognizes and strives for inclusive excellence.

8:30–11:30 a.m.
**CONTINENTAL BALLROOM
Parlor 1**
"B" Ballroom Level

Lupe Gallegos-Diaz, Director, Chicano/Latino Academic Student Development, Multicultural Student Development Unit, University of California—Berkeley, California

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

Sharon J. Washington, Ph.D., Interim Director, Faculty Equity Programs, University of California Office of the President—Oakland, California

Kathleen Wong (Lau), Ph.D., Assistant Professor, School of Communications, Western Michigan University—Kalamazoo, Michigan

Institute session continues
1:30–5:30 p.m.

For an overview of sessions comprising the Institute on Multiracial Identity and Multiracial Issues for College Campuses, see page 3

INSTITUTE ON Multiracial Identity and Multiracial Issues for College Campuses

A three-part, highly interactive Institute designed to provide a greater understanding of racial identity development in multiracial people. The institute also explores the dynamics surrounding multiracial people as they interact with different racial groups in their respective sociocultural environments. Using an assortment of educational approaches, appealing to a variety of sensory learning styles, the institute (1) reviews prominent models of racial identity development, (2) provides in-depth reflection on personal perspectives and assumptions about multiracial identity, (3) discusses the implications of defining one's self as multiracial—both in campus and contemporary social settings, and (4) outlines some ways to promote intergroup dialogue and coalition building between different racial groups and multiracial people in campus and community settings. The institute includes dialogue with a panel of multiracial students, who offer a wide range of perspectives about what it means to be multiracial on campus. In addition, the institute provides opportunities for participants to assess the multiracial programs established in their institutional environments and to develop action plans to further address the multiracial issues in their respective institutions. Presentations, experiential activities, case studies, and small-and large-group discussions allow participants to actively engage throughout the institute.

8:30–11:30 a.m.
**UNION SQUARE
3 and 4**
Fourth Floor

PART I—Understanding Racial Identity in Multiracial Students

This session uses theories of racial identity development to enhance NCORE participants' understanding of the experiences of multiracial students. Through interactive presentation, small- and large-group discussion, and case studies, the models of racial identity are tested, analyzed, and applied to concrete situations involving teaching, advising and counseling. The session encourages discussion of larger issues related to multiracial identity, including: What constitutes race and racial identity? Can racial identity be chosen? How should multiracial students identify in terms of race? And, what roles do physical appearance, cultural attachment, political orientation, and social norms related to race play in racial identity formation? Participants are encouraged to bring situations from their home campuses for discussion.

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

1:30–5:30 p.m.
UNION SQUARE
3 and 4
Fourth Floor

PART II—Describing or Distinguishing a Racial or Multiracial Identity

This session uses experiential identification to assist NCORE participants with describing or distinguishing their own personal racial identities, no matter how those identities may be constituted. It uses an embodied and creative arts structure to pose and answer the question who am I to myself, to others? For attendees the exercises used in this session will enrich and personify the notion of empowerment, thereby providing them an opportunity to discover the additive rather than deficit model of mixed race carried within themselves. Self-identification through the use of creative tools serves as a personal frame of reference for learning about and distinguishing the self, both personally, and in relationship to others. The session will build on the unifying experiences of the members in the session to explore the emotional [symbolic] and theoretical [cognitive] attributes of the multiracial experience. By engaging in a nonlinear process of exploring the mysteries of race, unconscious internalized and literal mixed race-ethnicity issues will become available for examination. The anticipated and unexpected discoveries emerging from this session can lead to new ways of being multiracial and thinking about multiracial issues for individual participants.

Meg Chang, Ed.D., American Dance Therapy Association (ADTR), Faculty, The New School—New York, New York

For an overview of sessions comprising the Institute on the “N” Word and Beyond: Unpacking Social Oppression—Dismantling Hierarchical Language—Challenging the Popularity of Dysfunctional Pop Culture Communication, see page 3

INSTITUTE ON the “N” Word and Beyond: Unpacking Social Oppression—Dismantling Hierarchical Language—Challenging the Popularity of Dysfunctional Pop Culture Communication

This day and half-long Institute will challenge participants to examine their personal and professional histories with the “N” word, and other problematic and/or dehumanizing terms or dysfunctional aspects of language. The Institute will examine when and/or how participants were first introduced to these words and explore the pictures and different feelings associated with these various forms of profanity. We will examine the popular culture overtones associated with dehumanizing language, will explore the influence language has over identity development, and will engage the communicative feasibility of defusing language by popularizing it.

8:30–11:30 a.m.
CONTINENTAL BALLROOM
Parlor 7
“B” Ballroom Level

PART I—This session will focus on the historical reality of the “N” word and other contemptuous words and their current day implications. The session will take a look at the history of the “N” word and how the word reflects DuBois’ existential question concerning black folk’s “problem” status? The session will also examine the “N” word’s relationship to DuBois’ notions of “double consciousness” and the “inevitability of the black criminal?” Conversely, an examination of the history of other problematic words and consideration of its weight as oppressive tools to dehumanize others will be undertaken. Does the “N” word still generate the same reaction, incite the same feelings, and raise the same issues and concerns it did throughout the 20th century? How might the “N” word, “B” word, “F” word, etc. exacerbate internalized oppression while further stoking a dysfunctional perspective on underrepresented people from marginalized communities? How has the “N” word been misused and appropriated in a global sense? Is the “N” word’s popularization a precursor for the misuse of other dehumanizing language? Will it ever end?

1:30–5:30 p.m.
CONTINENTAL BALLROOM
Parlor 7
“B” Ballroom Level

PART II—This session will focus on how the “N” word and other oppressive words are used in music, media and movies? We will look at how current events, media, popular music and movies have used the “N” word and words that frame or accentuate hate over the years and if these words have had any impact or influence on the millennial generation (21st century). Presenters will attempt to answer some tough questions, including why/how are these words are used in popular music, media and movies? The session will take a look at the history of the “N” word utilizing Randall Kennedy’s popular controversial book along with TV shows (Boston Public and Dave Chappelle); film clips (Bamboozled, Any Given Sunday, Chris Rock’s Bring the Pain, Pulp Fiction, School Daze and more). The session will also explore Michael Eric Dyson’s theory on the “B”-“H” nexus and its subsequent gendered implications from his popular book *Holler If You Hear Me, In Search Of Tupac Shakur*.

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, Pluralism and Inclusion, and Lecturer, Philosophy and Interdisciplinary Studies, State University of New York; and Consultant, Xamining Diversity Consulting (www.xaminingdiversity.com)—Plattsburgh, New York

For an overview of sessions comprising the Institute on Opening Pandora's Box: Including Socio-Economic Class in Teaching and Learning About Diversity and Social Justice, see page 3

8:30–11:30 a.m.
**CONTINENTAL BALLROOM
Parlor 9**
"B" Ballroom Level

Institute session continues
1:30–5:30 p.m.

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

8:30–11:30 a.m.
FRANCISCAN ROOMS D
"B" Ballroom Level

INSTITUTE ON Opening Pandora's Box: Including Socio-Economic Class in Teaching and Learning About Diversity and Social Justice

In the U.S., class is confusing and is rarely talked about. Discussions involving issues of class and money are often more taboo than discussing sexuality. Shame at being poorer or richer than others leads to secrecy and silence. This silence powerfully maintains the invisibility of class. Meanwhile, the gap between rich and poor in the United States is the greatest since 1929. However, the harm from classism extends far beyond economic hardships. Popular culture and the media are full of classist stereotypes; as well as classist policies and practices flourish in every major societal institution, including higher education. Education is the class sorting mechanism or access channel, setting up future vocational opportunities and thus income. Ostensibly the sorting is by merit, but in fact it is heavily influenced by class background. Students arrive at college with beliefs about why they and their fellow students were admitted that are tinged with classism. Deconstructing test scores, the educational tracking system, the "halo" effect, the impact of role models and access to information, legacy, and other class-based admission policies, not to mention the cost of college and financial aid policies, could be an Institute in itself. Issues of class clearly intersect with every other form of oppression, but in the U.S. issues of race and class are particularly intertwined. There is little clarity or agreement about what we mean by class—economists, sociologists, political scientists, anthropologists, and activists define "social class," differently. Discussions of classism can often be challenging. For one, it is hard to name class identity. There is often confusion over, and may be differences between class origins and current class standing. If we can't even agree on what it is, how can we talk about it?

This day and half-long Institute is designed to explore the issues of socioeconomic class and classism, (the final frontier), on campus. In this engaging and participatory institute we will explore what we mean by class, how class overlaps and intertwines with other aspects of identity, and how class impacts on us and on our students. We will explore the various myths that perpetuate classism and the larger economic context in which higher education operates. Participants will engage in some variety exercises and dialogues designed to explore these issues and will discuss how to use them back on their own campuses. We will also make use of some audio/visual resources focused on class that participants might utilize on campus. Participants will receive copies of exercise designs, handouts, as well as a bibliography of resources.

Dottie R. Morris, core Faculty, Applied Psychology Department, Antioch University New England—Keene, New Hampshire

Felice Yeskel, Ed.D., Executive Director, Class Action (a national non-profit focusing on issues of social class and money, and their impact on our individual lives, our relationships, organizations, institutions, and culture)—Northampton, Massachusetts

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.

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 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.
FRANCISCAN ROOMS D
“B” Ballroom Level

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 to move beyond simplistic program description to 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 for Sparking Systemic Change: Meeting the Needs of a Diversifying Student Body, see page 3

INSTITUTE FOR Sparking Systemic Change: Meeting the Needs of a Diversifying Student Body

This day and half-long highly interactive Institute will help lay the groundwork for teams of campus leaders to engage in a participatory cycle of dialogue, assessment and planning. Unprecedented demographic and economic changes raise the urgency for institutional change and leadership on issues of equity, diversity, and inclusion. California Tomorrow will introduce participants to a model, framework and skills building tools that have been used and refined by leadership teams from 16 California Community Colleges working to strengthen and develop campus-wide reforms around issues of access, equity and inclusion through a partnership with California Tomorrow. This institute should particularly benefit small teams from the same college and/or university who want to (1) deepen and hone their understanding of access and equity issues as it relates to their campus’ capacity to serve an ever-growing diverse student body, (2) conduct a preliminary assessment of the strengths and gaps at their college/university regarding access and equity issues, (3) explore different leadership styles and multiple perspectives and how to harness the assets they represent, (4) reflect and share ideas, opportunities and challenges around issues of access, diversity and equity with peers and colleagues, (5) hear from committed campus leaders working to create institutional change around access and equity on their campuses, and (6) take away additional skill building tools for self as well as organizational learning.

8:30–11:30 a.m.
UNION SQUARE 25
Fourth Floor

PART I—Setting the Context

1:30–5:30 p.m.
UNION SQUARE 25
Fourth Floor

PART II—Equity Mapping

Ileri Valenzuela-Vergara, Senior Program Associate/Director, Campus Change Network, California Tomorrow—Oakland, California

Brian Stanley, Ed.D., Senior Program Associate, California Tomorrow—Oakland, California
Guest Panelist from California Community Colleges involved in the Campus Change Network a partnership with California Tomorrow

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 half-long Institute guides small group(s) of participants through a “Dialogue on Race Relations” and conclude with a preview of specialized facilitator training based upon an innovative model developed by Hope in the Cities and adopted by the Dayton, Ohio Dialogue on Race Relations and Wright State University. In the actual dialogue sessions, 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 that they begin 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. The institute should benefit community or institutional leaders who address issues of racial conflict within their constituencies, the faculty who manages multiracial student bodies, as well as individuals who are interested in racial reconciliation.

8:30–11:30 a.m.
UNION SQUARE 19 and 20
Fourth Floor

Institute continues
1:30–5:30 p.m.

Kim Goldenberg, M.D., President Emeritus, Wright State University—Dayton, Ohio
Patricia Hicks-Smith, Facilitator and Trainer, Dayton Dialogues on Race Relations—Dayton, Ohio
Jacqueline McMillan, Associate Provost, Wright State University—Dayton, Ohio
Jeffrey Vernooy, Director, Office of Disability Services, Wright State University—Dayton, Ohio

For an overview of sessions comprising the Institute on University-School-Community Partnerships: Engaging With Schools and Communities to Increase Participation in Higher Education, see page 3

8:30–11:30 a.m.
UNION SQUARE
5 and 6
Fourth Floor

1:30–5:30 p.m.
UNION SQUARE
5 and 6
Fourth Floor

For an overview of sessions comprising the Institute for Use of Faculty Unions as Instruments of Economic and Social Justice, see page 3

8:30–11:30 a.m.
UNION SQUARE
15 and 16
Fourth Floor

1:30–5:30 p.m.
UNION SQUARE
15 and 16
Fourth Floor

INSTITUTE ON University-School-Community Partnerships: Engaging With Schools and Communities to Increase Participation in Higher Education

A three-part Institute is designed for participants who want to initiate or expand their pre-college outreach through university-school-community partnerships to support the college-readiness and college-participation of historically underrepresented and other educationally under-served students. The institute is framed around a nineteen-year program that provides academic enrichment and college-readiness support for minority, low-income, and first-generation-in-college youth in the states of Oregon and Rhode Island. The Science & Math Investigative Learning Experiences (SMILE) Program is a pipeline program for students in grades four through twelve, and it represents one of numerous examples of successful university-school-community partnerships that help to bring greater diversity to higher education.

PART I—Making the Case for University-School-Community Partnerships

This session will focus on the making the case for university-school-community partnerships and the broad strategies that frame the work within these partnerships. Participants will engage in an interactive experience that will help them set the stage for conversations about the partnerships. Another activity will allow participants to reflect on the importance of university-school-community partnerships to various stakeholders.

PART II—Framing the Work of University-School-Community Partnerships

This session will help participants to frame the work of their envisioned university-school-community partnerships. Interactive experiences include examining model programs, discussing case studies, and reviewing relevant research that support engagement strategies.

Eda Davis-Butts, Ph.D., Director, The Science & Math Investigative Learning Experiences (SMILE) Program, Oregon State University—Corvallis, Oregon

SueAnn Bottoms, Ph.D., Associate Director, The Science & Math Investigative Learning Experiences (SMILE) Program, Oregon State University—Corvallis, Oregon

Ryan Collay, Programming and Evaluation Coordinator, The Science & Math Investigative Learning Experiences (SMILE) Program, Oregon State University—Corvallis, Oregon

INSTITUTE FOR Use of Faculty Unions as Instruments of Economic and Social Justice

A five-part Institute will provide information on the California Faculty Association's efforts for improving working conditions in Higher Education. The application of collective bargaining in Higher Education came relatively late to the university and college labor environment. The unionization of the faculty and other staff in the academy had profound consequences for faculty working conditions and student learning. In addition to its impact on faculty wages, unions have also worked as levers in opening up the academy to under-represented and under-served groups, in both the faculty and student ranks. Utilizing unions as agents of social change in higher education has not gone unnoticed, either by friends or foes. The California Faculty Association (CFA) is a union committed to fair labor, compensation, and social justice. In many respects, CFA is ahead of most other unions in terms of its commitment to racial, ethnic and gender justice. It has built alliances between faculty, staff and students that have advanced the causes of social and economic justice and improving access for those who historically have been unwelcome or uninvited to participate in the academy.

PART I—Student Internship Program

In this segment, the student intern/activists will provide information on the initiation, implementation, and role of the CFA student internship program. The students will include material on the relationship between faculty working conditions and student learning, student organizing, and race relationships on campuses.

PART II—Alliances

This segment will cover alliances formed between faculty, staff, and students, under the umbrella of union support and collaboration and the resulting social actions. Concrete examples will be provided illuminating the nexus between ideas, action, and activism.

PART III—CFA Equity Conference and the Council for Affirmative Action

In 2003, the California Faculty Association hosted its third Equity Conference. The conference was a success overall, but even more so because a number of specific caucuses were formed and continue to remain active in the organization. The activism of the new and diverse faculty within the faculty union has had a resounding positive affect on the union, faculty, students and staff in the California State University System. We will share examples of how the activism of a diverse faculty brought political victories, increased membership, created new allies and birthed a fast learning organization. This section will also discuss the development of the Council for Affirmative Action (CAA) from a historical perspective, as well as how the faculty union has gained experience in strategic planning, coalition building, and political action.

Cecil E. Canton, Ed.D., Associate Vice President for Affirmative Action, California Faculty Association, and Professor, Division of Criminal Justice, California State University—Sacramento, California

For an overview of sessions comprising the Institute on Leadership and Empowering the Activist in Students, see page 3

INSTITUTE ON Leadership and Empowering the Activist 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.

9:00–11:30 a.m.
FRANCISCAN ROOM A
“B” Ballroom Level

Ways to Teach Engagement, Get Students More Involved, and Give Them the Hope to Keep On

This interactive session will combine the themes of Paul Loeb’s last three books: *The Impossible Will Take a Little While*, *Soul of a Citizen*, and *Generation at the Crossroads*. Drawing on these books and 35 years of exploring citizen involvement, including seven years interviewing students on their responses to the larger issues of our time, the presenter will focus on how ordinary citizens and students in particular can make their voices heard and actions count in a time when we’re told neither matter. The session will discuss how people get involved in larger community issues and what stops them from getting involved; how they burn out in exhaustion or maintain their commitment for the long haul; how involvement can give them a sense of connection and purpose rare in purely personal life. The particular focus at this session will be on the themes of hope and persistence from *The Impossible Will Take a Little While: Hope in a Time of Fear* which was named the number three political book of 2004 by the History Channel and the American Book Association, and the winner of the Nautilus Award for best social change book.

Paul Rogat Loeb, Author of *Soul of a Citizen*, *The Impossible Will Take a Little While*, and *Generation at the Crossroads*, www.paulloeb.org—Seattle, Washington

1:30–5:30 p.m.
FRANCISCAN ROOM A
“B” Ballroom Level

Moving Your Diversity Dialogue From Talk To Action!

“Diversity Education As You Have Never Seen It!” This powerful, thought-provoking, humorous, interactive 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!

Steven T. Birdine, President/CEO, Affirmation in Action—Laurel, Maryland

PRE-CONFERENCE SYMPOSIUM

For an overview of sessions comprising the Presidents Symposium: Roundtable Discussion, see page 2

PRESIDENTS SYMPOSIUM: Round-table Discussions by College/University Presidents

Symposium consist of three session. These three sessions, each with a panel of college and university presidents from different types of institutions, have been specially organized to commemorate the 20th Anniversary of NCORE conference. They are being highlighted at this year’s conference because as experience at so many institutions has taught us, presidential leadership is especially important to the success of diversity initiatives. These sessions have been designed to be of particular benefit to presidents, senior officers, trustees, emerging leaders, and others in higher education, who are interested in hearing these institutional leaders share their experience, knowledge and perspectives.

9:00–11:30 a.m.
CONTINENTAL BALLROOM
Parlor 3 and 2
“B” Ballroom Level

Session I—Corporate and Academic Diversity

Despite court rulings and legislation against affirmative action, the corporate world has continued to support diversity programs; whereas, the academic world generally seems more cautious and hesitant in continuing to promote such programs. Although many organizations, both academic and corporate, have supported diversity programs to achieve equity in ethnic representation, they appear to have many other good reasons for pursuing diversity. This select panel of corporate and academic leaders will compare perspectives on these and other issues, among which are:

- Why have so many corporate leaders and their companies continued to support diversity programs and remain committed to them? Are their reasons different from those of university leaders?
- What is the relation between diversity and excellence? Can you have excellence without diversity? Can diversity programs help meet the workforce needs of the nation?
- What leadership strategies do corporate executives employ in promoting diversity and how do they compare with those employed by college and university presidents? What are some of the lessons learned in such efforts?
- What has been the impact of court rulings and legislation against affirmative action? Are there legally-permissible, but still effective approaches for promoting diversity in both the corporate and academic worlds?

1:30–3:30 p.m.
CONTINENTAL BALLROOM
Parlor 3 and 2
“B” Ballroom Level

Fredia Brooks, Director, Diversity and Inclusion, Microsoft Corporation (Invited)
Diana S. Natalicio, Ph.D., President, University of Texas—El Paso, Texas
Esther Silver-Parker, Vice President, Diversity Relations, Wal-Mart Stores, Inc. (Invited)
Bob H. Suzuki, Ph.D., Past President, California State Polytechnic University-Pomona—Los Angeles, California (**Coordinator/Moderator**)
Andrés Tapia, Global Chief Diversity Officer/Emerging Workforce Solutions Leader, Hewitt—Making the World a Better Place to Work—Lincolnshire, Illinois
Ronald A. Williams, Ph.D., President, Prince George’s Community College—Largo, Maryland

Session II—Diversity and Globalization in the 21st Century: Issues and Challenges

As current immigration patterns and demographic trends indicate, this nation will become increasingly diverse in the decades ahead. Moreover, people of color now constitute over 80 percent of the total world population and globalization is impacting all Americans. As a consequence of these developments, more and more Americans are coming into contact with people of different ethnicities, religions, cultures, and points of view; and Americans themselves are reflecting this growing diversity. Thus, the issues of diversity are likely to become even more important in the future for institutions of higher education. This panel of academic leaders has been asked to identify and discuss some of the issues of diversity likely to face institutions of higher education in the 21st century, including:

- What are the most important issues of diversity likely to be faced by our institutions in the coming decades? For example, issues around religion, sexual orientation, class, ethnicities, language, and ability.
- How do you reconcile intolerance toward diversity in points of view with maintaining academic freedom?
- How important is it to incorporate the international dimensions of diversity into higher education and what should these dimensions be?

Tomas Arcieniega, Ph.D., President Emeritus, California State University—Bakersfield, California
Linda Basch, Executive Director, National Council for Research on Women—New York, New York
Yolanda T. Moses, Ph.D., Former President of the City College of New York, New York; President, American Association for Higher Education, and Alumni, San Bernardino Valley College—San Bernardino, California (**Coordinator/Moderator**)
Roy H. Saigo, Ph.D., President, St. Cloud State University—St. Cloud, Minnesota
John Brooks Slaughter, Ph.D., Former President, Occidental College and the University of Maryland; President and CEO, NACME, Inc.—New York, New York

Session III—Informal Dialogue With Presidential Panelists

This will be an informal question-and-answer session with some of the presidents who participated in the panels from the previous two sessions. It will provide the opportunity to pursue issues raised in the previous sessions in greater depth and in a more informal give-and-take setting.

Yolanda T. Moses, Ph.D., Former President of the City College of New York, New York; President, American Association for Higher Education, and Alumni, San Bernardino Valley College—San Bernardino, California (**Coordinator/Moderator**)
Bob H. Suzuki, Ph.D., Past President, California State Polytechnic University-Pomona—Los Angeles, California (**Coordinator/Moderator**)

PRE-CONFERENCE INSTITUTE LUNCHEON

Luncheon for Registered Pre-conference Institutes’ Participants.

APINCORE (ASIAN/PACIFIC ISLANDER AMERICAN) CAUCUS

During NCORE 2007, there are three meetings hosted by the APINCORE (Asian/Pacific Islander American) Caucus Group.

APINCORE Business Meeting for Executive Board

For other meetings for APINCORE Caucus group, see pages 32, 70, and 97

11:45 a.m.–1:15 p.m.
GRAND BALLROOM
Salon B
Grand Ballroom “GB” Level

6:00–7:00 p.m.
UNION SQUARE
23 and 24
Fourth Floor

6:00–7:30 p.m.
IMPERIAL BALLROOM A
“B” Ballroom Level

LATINO/A CAUCUS

Pre-Conference Orientation and No-Host Social
(Open to all)

For other meetings for Latino/a Caucus group, see pages 32, 70, and 97

6:00–8:00 p.m.
LOMBARD ROOM
Sixth Floor

JDOTT BOARD MEETING



Two meetings are hosted by the John D. O'Bryant National Think Tank for Black Professionals in Higher Education on Predominantly White Campuses (JDOTT), a national association that has developed through the efforts of NCORE's African American Networking Group.

For JDOTT Summit Meeting, see page 70

6:00–8:00 p.m.

INFORMAL NETWORKING MEETINGS

While you participate in the excellent and the diverse programming of NCORE, and witness the commitment of the NCORE to be inclusive, we invite you to visit the caucus group meetings. The NCORE have eight active caucuses: American Indian, Asian/Pacific Islander American (APINCORE), Black/African American, Caucasian/White, Latino/a, Multicultural LGBT, Multiracial, 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.

6:00–8:00 p.m.

COLLEGE BOARD/NCORE 2007 STUDENTS AND STUDENT SCHOLARS' RECEPTION

University of San Francisco



Only for NCORE 2007 Student Scholars and Students (Special admission required.)

Round-Trip Transportation will be provided. Please check with the NCORE Registration Desk



NCORE would like to acknowledge the contribution made by the College Board in support of the Scholarship.

NCORE would like to acknowledge the contribution made by the University of San Francisco in support of this event.

NCORE 2007 Student Scholars, Student Participants, and National Advisory Committee members are invited to join us for this reception to honor our Student Scholars and to discuss a series of issues affecting students in higher education.

8:30–10:30 p.m.

SPECIAL EVENT

GRAND BALLROOM
Salon B
Grand Ballroom “GB” Level



PERFORMANCE—Brave New Voices: A Spoken Word Review From the Next Generation

Youth Speaks' Brave New Voices College Tour features the brightest college-aged performance poets and Spoken Word artists from across the United States. Reflecting the changing demographics of the country as reflected on the tongues of diverse youth, this performance will feature works that blend the performers' expertise in Spoken Word, and desire to create theater that impels social change. Each performer brandishes Hip Hop sensibility and an innate capacity for critical race theory. Those elements blended with technically and conceptually advanced writing, as well as culturally relevant performance styles, create the opuses of the Brave New Voices College Tour. These poets don't just write. They push a burgeoning future aesthetic of performance as pedagogy. They will break the fourth wall with intent and verve, interrogating the audience, and ultimately themselves. Featuring the youth voices of

HBO's Def Poetry. www.youthspeaks.org

8:30-11:30 a.m.

- **INSTITUTE ON BRINGING THE NOISE FROM THE MARGINS TO THE CORE**
PART IV—Housing and Culture—Recruitment and Retention Of Students Of Color Through Urban Arts 24
- **INSTITUTE ON COMMUNITIES OF PRACTICE: MOVING TOWARD EQUITY IN STUDENT OUTCOMES**
PART III—Implementing the Equity Scorecard. 24-25
- **INSTITUTE ON CRISIS OF YOUNG BLACK MALES**
DISAPPEARING ACTS: The Diminishing Numbers of African Americans at Top Tier Universities—A UCLA Case Study 25
- **INSTITUTE ON EDUCATING BEYOND OUR BORDERS: RACE, ETHNICITY, IDENTITY AND PRIVILEGE IN A NOT-SO-FLAT WORLD**
PART III 26
- **INSTITUTE ON EMPLOYING DIALOGUE: RACISM PROCESS TO “SLAY THE DRAGONS” OF RACIAL CONDITIONING AND END THE RACISM THAT BELEAGUERS OUR EVERY EFFORT TO ELIMINATE OPPRESSION**
PART III 26
- **INSTITUTE ON ESTABLISHING A COMPREHENSIVE FRAMEWORK FOR CONCRETE DIVERSITY OUTCOMES AND INSTITUTIONAL CHANGE**
PART III 27
- **INSTITUTE ON FOCUSING ON WHITENESS AND WHITE PRIVILEGE: RE-CENTERING WHITE PEOPLE OR DISMANTLING WHITE SUPREMACY?**
PART II 27
- **INSTITUTE ON A MODEL FOR CHANGING THE CULTURE OF THE ACADEMY: THE UNIVERSITY OF CALIFORNIA SYSTEM**
PART III—Action Items for Changing the Culture of the Academy. 28
- **INSTITUTE ON MULTIRACIAL IDENTITY AND MULTIRACIAL ISSUES FOR COLLEGE CAMPUSES**
PART III—A Panel of Multiracial Students to Assist With the Assessment of Multiracial Programs and the Development of Campus Action Plans for Addressing Ongoing Multiracial Issues 28-29
- **INSTITUTE ON THE “N” WORD AND BEYOND: UNPACKING SOCIAL OPPRESSION—DISMANTLING HIERARCHICAL LANGUAGE—CHALLENGING THE POPULARITY OF DYSFUNCTIONAL POP CULTURE COMMUNICATION**
PART III 29
- **INSTITUTE ON OPENING PANDORA’S BOX: INCLUDING SOCIO-ECONOMIC CLASS IN TEACHING AND LEARNING ABOUT DIVERSITY AND SOCIAL JUSTICE**
PART III 29-30
- **INSTITUTE ON PROGRAM ASSESSMENT/EVALUATION**
PART III—Assessment Works!: Moving From Insight to Action for Social Justice 30
- **INSTITUTE FOR SPARKING SYSTEMIC CHANGE: MEETING THE NEEDS OF A DIVERSIFYING STUDENT BODY**
PART III—Hearing From Campus Leaders/Generating Next Steps 30
- **INSTITUTE ON A TOOL TO TRANSFORM YOUR CAMPUS CLIMATE (WHEN DIALOGUE IS NOT ENOUGH...)**
PART III 31
- **INSTITUTE ON UNIVERSITY-SCHOOL-COMMUNITY PARTNERSHIPS: ENGAGING WITH SCHOOLS AND COMMUNITIES TO INCREASE PARTICIPATION IN HIGHER EDUCATION**
PART III—Planning Strategically for University-School-Community Partnerships 31
- **INSTITUTE FOR USE OF FACULTY UNIONS AS INSTRUMENTS OF ECONOMIC AND SOCIAL JUSTICE**
PART IV—Building Alliances Committed to Social Change and the Quest for Social Justice 31-32
PART V—Media and Organizing 31-32

9:00-11:30 a.m.

- **INSTITUTE ON LEADERSHIP AND EMPOWERING THE ACTIVIST IN STUDENTS**
Discovering Voice: How to Encourage, Nurture, and Challenge Students to Tell Their Own Stories. . 32

9:00 a.m.-6:00 p.m.

- EXHIBITOR SHOWCASE AND RESOURCE CENTER Opens 32

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- APINCORE (ASIAN/PACIFIC ISLANDER AMERICAN) CAUCUS: Welcome and Conference Overview 32
- NETWORKING MEETING FOR ALL NCORE CAUCUS GROUPS—Organized by Latino/a Caucus Group 32

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	CONFERENCE OPENING PLENARY SESSION—Keynote Address: María Herrera-Sobek.	33
2:00-3:30 p.m.	INFORMAL DIALOGUE WITH María Herrera-Sobek.	33
	<ul style="list-style-type: none"> ■ Linking Quality, Excellence and Institutional Change: How the Pennsylvania State System of Higher Education’s Strategic Plans, ‘Model’ Accountability Program and Measurable Performance Data Enhanced Diversity ■ Teaching White Privilege at a Predominantly White Institution: Challenges and Opportunities. ■ Making Diversity and Inclusion a Common Sense Notion: 30 Years Done, 30 to Go ■ Third Conference on Race Relations on New England Campuses <i>Focus on the Future: Strategies, Actions and Alliances</i>. ■ Measuring Hate Crimes and Diversity: Working Toward a Diversity Index ■ The Community Scholars Program: The Soul of Georgetown—The Evolution of a Bridge Program ■ Incorporating Diversity Education in the Classroom Using Fun Activities ■ Assessing the Impact of the Office of Multicultural Affairs at an Elite PWCU With One of the Highest African American Male Graduation Rates in the Nation ■ If We’re So Successful...Where Are We?—The Asian Pacific Islander American Leadership Void ■ Dynamism Delivered: Holistic Development of Communities, Students, and Institutions ■ North Carolina State University Freshman Advancement Seminar. ■ An Endangered Species: The African-American Fraternity and SororitySM ■ (Black) Facebook: Assessing Campus Climate Through Virtual Communities ■ Developing Middle-East Dialogues on Campus: Creating Inclusion Through Practical Understanding 	34 34 34-35 35 35 35 36 36 36 37 37 38 38 38
2:00-4:00 p.m.	<i>A Conversation With Paul Rogat Loeb:</i> Teaching for Engagement Helps Faculty, Administrators, and Staff Explore How They Can Teach Social Commitment to America’s Future Citizens	39
	SPECIAL FEATURE Embracing Diversity in a Flat World: A Mandate for Presidents and Boards of Trustees	39
	<ul style="list-style-type: none"> ■ MAJOR WORKSHOP 1: Undocumented College Students, an Uncertain Future: The Great Debate? ■ MAJOR WORKSHOP 2 Creating The UNSTOPPABLE Leader That Is You! ■ MAJOR WORKSHOP 3 Dynamic Demographics, Decadent Politics: The Disconnect in Public Policy Making ■ MAJOR WORKSHOP 4 Improving Job Searches and Tenure or Job-Performance Reviews of Staff and Faculty 	40 40 40 40
	DIALOGUE SESSION: ROUNDTABLE DISCUSSION—STUDENT TO STUDENT.	41
	<ul style="list-style-type: none"> ■ Creating a Global Community of Passionate Scholar Practitioners: How Doctoral Students are Tailoring Academic Programs to Promote Social Justice in Local Communities ■ It Takes More Than a Village to Get Them There: An Approach to Increasing Student Diversity in Two- and Four-year Colleges and Universities, and Strategies for Keeping Them There ■ Teaching Health and Social Justice: Documentary Film and Innovative Pedagogies ■ Preparing for a Career as a Diversity Officer ■ Behind the Scenes: The Impact of Diversity Education on Faculty and Students 	41 41 42 42 42
4:15-5:15 p.m.	SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE—Robert J. Birgeneau.	43
7:00-9:30 p.m.	WELCOMING RECEPTION AND BAY CRUISE	43

PRE-CONFERENCE INSTITUTE SESSIONS

A series of 20 Institutes is scheduled all day Tuesday, May 29 and the first half day of Wednesday, May 30. 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 Bringing the Noise From the Margins to the Core, see page 2

8:30–11:30 a.m.
UNION SQUARE
17 and 18
Fourth Floor

INSTITUTE ON Bringing the Noise From the Margins to the Core

This four-part, highly interactive Institute will focus on the Spoken Word Movement among students of color, and effective partnership opportunities between college campuses and local communities by utilizing Spoken Word and Hip Hop Culture. Through this institute, we will explore how through a unique partnership between Youth Speaks and the University of Wisconsin-Madison, we aim to de-construct dominant narratives in hopes of achieving a more inclusive, and active, learning, retention, and recruitment experience. Discussions will include conversation about the first Urban Arts and Spoken Word Learning Center in the country on the University of Wisconsin campus.

PART IV—Housing and Culture—Recruitment and Retention Of Students Of Color Through Urban Arts

Jeff Chang, Author of the seminal text on the hip hop generation *Can't Stop Won't Stop*—San Francisco, California

Shawn Ginwright, Ph.D., Associate Professor, African Studies Department, San Francisco State University—San Francisco, California

Marc Bamuthi Joseph, Spoken Word and Hip-Hop Theater Artist, Lecturer, University of Wisconsin-Madison, and Stanford University—Stanford, California

James Kass, Founder and Executive Director, Youth Speaks (a national nonprofit that works with 250,000 youth throughout the country)—San Francisco, California

William Ney, Senior Administration Program Specialist, Office of Multicultural Arts Initiatives (OMAI), School of Education, University of Wisconsin—Madison, Wisconsin

For an overview of sessions comprising the Institute on Communities of Practice: Moving Toward Equity in Student Outcomes, see page 2

INSTITUTE ON Communities of Practice: Moving Toward Equity in Student Outcomes

A three-part Institute will present how the Equity Scorecard brings together campus-based teams of the faculty and administrators using evidence-based inquiry to achieve equitable levels of student success. The Equity Scorecard is a nationally-recognized initiative designed to foster institutional change in higher education using available institutional data. Its fundamental goal is to close the achievement gap for historically underrepresented students by assessing the current state of equity in student outcomes. The core principle is that institutional change occurs as a result of changes in the attitudes, beliefs, and practices of individuals when they engage in data-driven inquiry into student outcomes. New or intensified awareness of race- and ethnic-based inequalities motivates higher education practitioners to assume individual and collective responsibility for producing equal educational outcomes for minority students. Presenters will lead participants through an interactive exercise examining institutional data disaggregated by race and ethnicity to identify inequities in student outcomes, and discuss lessons learned in implementing the Scorecard on several campuses.

8:30–11:30 a.m.
**CONTINENTAL BALLROOM
Ballroom 4**
“B” Ballroom Level

PART III—Implementing the Equity Scorecard

This part will cover the practical and policy implications that institutional administrators must consider to successfully implement the Equity Scorecard. Examples will be drawn from the pilot Equity Scorecard project at the University of Wisconsin system, and UW-Parkside specifically. Presenters will also discuss: the importance of support from campus leadership; the decisions involved in forming an Evidence Team; some potential obstacles/barriers encountered during the process and strategies for overcoming them; approaches to use to build buy-in among faculty and administrators who are not part of the Evidence Team; and working with the CUE facilitators to support your work. Key findings about equity in student outcomes in the UW institutions and next steps will also be presented.

Hannah Alford, Research Analyst, Institutional Research and Academic Services, Long Beach City College—Long Beach, California

Estela Mara Bensimon, Ed.D., Professor, Rossier School of Education, and Director, Center for Urban Education, University of Southern California—Los Angeles, California

Frank Harris III, Ed.D., Associate Director, Center for Urban Education, University of Southern California—Los Angeles, California

Elsa Macias, Ph.D., Associate Research Professor, and Director, Research and Development Center for Urban Education, Rossier School of Education, University of Southern California—Los Angeles, California

Rebecca Martin, D.P.A., Provost and Vice Chancellor, University of Wisconsin-Parkside—Kenosha, Wisconsin

Vicki Washington, Interim Assistant Vice President, University of Wisconsin System Administration—Madison, Wisconsin

For an overview of sessions comprising the Institute on Crisis of Young Black Males, see page 2

INSTITUTE ON Crisis of Young Black Males

This Institute focuses on the most pressing issue facing Black men in the post-civil right era. Each part of the institute will present and discuss national trends and issues. 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.
**CONTINENTAL BALLROOM
Ballroom 6**
“B” Ballroom Level

DISAPPEARING ACTS: The Diminishing Numbers of African Americans at Top Tier Universities—A UCLA Case Study

The admission of African American undergraduates to UCLA has plummeted 65 percent over the last decade—the sharpest decline within the entire UC System. This session will fully engage participants in a lively discussion around the current plight facing the African American community and the issues of access and equity to higher education. Participants can expect to gain knowledge and first hand information on multiple approaches that enabled students, staff, community organizations, school districts and researchers to join together in this fight. The results of this collaborative effort are bringing about systemic change in policy and culture—more specifically how UCLA is undergoing sweeping changes in its admissions process for the Class of 2007.

Terry Flennaugh, Doctoral Student, School of Education, Division of Urban Schooling, University of California—Los Angeles, California

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

Tyrone Howard, Assistant Professor, School of Education, Urban Schooling, University of California—Los Angeles, California

Doug Johnson, Chair, African Student Union, University of California—Los Angeles, California

Mandla Kayise, Black Alumni Association, University of California—Los Angeles, California

Jonli Tunstall, Coordinator of VIP Scholars, University of California—Los Angeles, California

Tara Watford, Doctoral Student, Division of Social Sciences and Comparative Education, Graduate School of Education and Information Studies; and CAPAA Researcher, University of California—Los Angeles, California

For an overview of sessions comprising the Institute on Educating Beyond Our Borders: Race, Ethnicity, Identity and Privilege in a Not-so-Flat World, see page 2

INSTITUTE ON Educating Beyond Our Borders: Race, Ethnicity, Identity and Privilege in a Not-so-Flat World

This day and half-long Institute is designed to help participants explore how issues of race, ethnicity, identity and privilege are developed inside of one's home cultures. Participants will have the opportunity to engage in exercises and experiences designed to build cognitive understanding of how these issues may fail to translate across both psychological and geographic boundaries. As colleges and universities encourage students to "study abroad," and invite students from other homelands to study in the United States, it is crucial that faculty, administrators and staff understand how "problems in translation" can interfere with the goals of these efforts. As we seek to prepare all of our students to be able to live and work successfully anywhere in the world, we must also prepare them to understand how to learn in the world "beyond their borders." Participants will receive relevant handouts and exercise designs for use with faculty, administrators, staff and students on their own campuses. The goals of this institute are: (1) explore identity issues, such as ethnicity, gender, race, socio-economic status, national origin and sexual orientation, and how they are developed and reinforced in one's home country; (2) identify how dominant culture issues, as they are expressed in one's home country based on perceived race and ethnicity, skin color, immigrant status, class status, gender identity, religion, language accents and dialects, and other factors, can facilitate and/or impede the ability to work across cultural and national boundaries; (3) increase awareness and knowledge in how our own programming and experiences involving these issues can impair our effectiveness in both preparing students to travel and study in other countries, and assisting students from other countries in their pursuit of education in our own; and (4) develop skills by participating in exercises and discussion of other tools for increasing our own awareness and effectiveness, and that of all our students, to study, work and live anywhere in the 21st century.

8:30–11:30 a.m.
CONTINENTAL BALLROOM
Ballroom 5
"B" Ballroom Level

PART III

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

Carl E. James, Ph.D., Professor of Education, York University—Toronto, Canada

Janice D. M. Mitchell, Ed.D., Professor and Chair, Foreign Languages and Literatures, Gallaudet University—Washington, D.C.

Magid Shirzadegan, Ph.D., Director, International Student and Scholar Services, University of Oregon—Eugene, Oregon

For an overview of sessions comprising the Institute on Employing Dialogue: Racism Process to "Slay the Dragons" of Racial Conditioning and End the Racism That Beleaguers Our Every Effort to Eliminate Oppression, see page 2

INSTITUTE ON Employing Dialogue: Racism Process to "Slay the Dragons" of Racial Conditioning and End the Racism That Beleaguers Our Every Effort to Eliminate Oppression

This day and half-long Institute provides training for facilitators at all levels of anti-racism work. The training is based on the Dialogue process that has been tested for 17 years in hundreds of programs presented by the Center for the Healing of Racism. Through Dialogue: Racism the Center for Healing Racism serves as a catalyst for the healing of racism through the education and empowerment of individuals. Racism, surprisingly, continues to be a challenge at every level of our educational systems, as well as other institutions in which we operate. Racism also complicates our efforts to dismantle other forms of oppression—sexism, homophobia, anti-Semitism. As we struggle to make change with our highly intellectual programs, we fail to mend hearts, and our efforts fall short of our expectations. Venturing into the emotional quagmire engendered by even the mention of the dreaded "R" word is, however, fraught with danger for the individual who has not faced and conquered the racial conditioning that is the ubiquitous legacy of our too-long history of slavery, reconstruction, Jim Crow Laws, and racism in many forms: unaware, internalized, cultural, institutional and environmental. We have all been hurt by the persistence of racism and we all continue to be hobbled in our efforts whether we have overtly practiced, experienced, or simply observed racism in our lives, and even if we managed to live a life separated from people unlike us in some way.

8:30–11:30 a.m.
IMPERIAL BALLROOM A
"B" Ballroom Level

PART III—Participants will grapple with the monsters of cultural, institutional and environmental racism. In the process they will share their efforts to date and develop allies in the struggle.

Sandra Boyd, Ph.D., Co-Director, Center for Healing Racism; Faculty, Cross-Cultural Psychology, Houston Community College System—Houston, Texas

Lucie P. Fultz, Ph.D., Toni Morrison Scholar, African American Literature, and Associate Professor, English Department, Rice University—Houston, Texas

Patricia McFarlin, Ph.D., Facilitator, Safe Teacher Program; English Faculty, St. Agnes Academy—Houston, Texas

Cherry Steinwender, Executive Director and Founder, Center for Healing Racism; Psychology Faculty, Houston Community College System—Houston, Texas

For an overview of sessions comprising the Institute on Establishing a Comprehensive Framework for Concrete Diversity Outcomes and Institutional Change, see page 2

INSTITUTE ON Establishing a Comprehensive Framework for Concrete Diversity Outcomes and Institutional Change

This day and half-long Institute sponsored by NASPA—Student Affairs Administration in Higher Education—will offer participants an intense and comprehensive exploration of diversity across several dimensions: (1) reexamining the concepts of diversity and oppression within a new framework by playing an innovative new board game—the Game of Oppression; (2) framing leadership and diversity as forces that initiate and sustain institutional change; (3) gauging the concrete impact of diversity and globalism on academic excellence and student development by utilizing planning grids and outcomes-based assessment; (4) repositioning the campus Multicultural Center as a cornerstone of mainstream campus culture; (5) integrating a new tool for reflective analysis—The Centers of Responsibility for Diversity model; and (6) understanding the expectations for campus diversity efforts as a result of the findings of the Commission on the Future of Higher Education. Participants will be provided with a working manual that can be utilized during the session and then taken back to campus as an exploratory document. Moreover, they will not only preview the Game of Oppression but will also have the opportunity to purchase it. The session will also incorporate the activities of a new book titled *Diversity and the Mandate of Institutional Transformation: Inclusiveness and the Global Challenge of Academic Excellence* by Dr. James A. Anderson. Finally, participants will receive a copy of *Now is the Time: Meeting the Challenge for a Diverse Academy* (AASCU & NASULGC) that contains the questions and facilitators' guide for the Centers of Responsibility for Diversity.

8:30–11:30 a.m.
UNION SQUARE 21
Fourth Floor

PART III

James Anderson, Ph.D., Vice President for Student Success, State University of New York, University at Albany—Albany, New York

Gwendolyn Jordan Dungy, Ph.D., Executive Director, National Association of Student Personnel Administrators (NASPA)—Washington, D.C.

Mildred Garcia, Ph.D., President, Berkeley College—New York and New Jersey

Anna K. Gonzalez, Associate Dean of Students, and Director, Cross-Cultural Center, University of California—Irvine, California

Lamara Warren, Doctoral Candidate, Higher Education Student Affairs, Indiana University—Bloomington, Indiana

For an overview of sessions comprising the Institute on Focusing on Whiteness and White Privilege: Re-centering White People or Dismantling White Supremacy?, see page 2

INSTITUTE ON Focusing on Whiteness and White Privilege: Re-centering White People or Dismantling White Supremacy?

This day and half-long Institute is designed to give participants a set of tools—strategies, clues, and skills—to use in examining the rapidly growing scholarship and discussion of white privilege and whiteness to determine how the material is most likely to impact the actions of the reader. There is legitimate concern that discussions of whiteness and white privilege primarily serve to maintain power in the hands of white people rather than working to dismantle the supremacy of whiteness. The institute will be useful both to those who are familiar with the current literature as well as to those who aren't.

8:30–11:30 a.m.
UNION SQUARE 22
Fourth Floor

PART II—In this session, a roundtable of individuals who write about race and white privilege will discuss (1) the necessity of identifying the historical context of whiteness and white privilege, (2) the connections and intersections with other systems of privilege, (3) the importance of white writers identifying their own white perspectives in their writings, and (4) the actions suggested by the content of the writing.

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

David S. Owen, Ph.D., Assistant Professor, Department of Philosophy, and Coordinator, Diversity Programs, College of Arts and Sciences, University of Louisville—Louisville, Kentucky

For an overview of sessions comprising the Institute on a Model for Changing the Culture of the Academy: The University of California System, see page 3

8:30–11:30 a.m.
UNION SQUARE
1 and 2
Fourth Floor

INSTITUTE ON a Model for Changing the Culture of the Academy: The University of California System

A three-part Institute presents how graduate students at the University of California, Berkeley formed a focus group exploring ways the academy might incorporate more rigorously, beyond issues of access and recruitment, and the challenge of diversity as it relates to its core mission. The project culminated in a University of California system-wide (Spring 2007 conference). In collaboration with graduate students from other UC campuses, faculty, and administrators, the conference examined current practices, as well as tacit cultures within departments that inhibit equity and inclusion and moved to recommend concrete changes to be implemented system-wide and on individual campuses. The institute will highlight the key themes and concrete action items resulting from this UC system-wide diversity initiative.

PART III—Action Items for Changing the Culture of the Academy

A panel of graduate students and faculty speak about the story behind this movement and discuss concrete action items that emerged from their study of practices within the academy that delimit possibilities for inclusion of all students and faculty from diverse socio-economic backgrounds.

Gibor Basri, Ph.D., Professor and Department Chair, Astronomy, University of California, Berkeley; Chair, University of California Academic Senate Committee on Affirmative Action and Diversity—Oakland, California

James Battle, Graduate Student, Medical Anthropology, University of California—Berkeley, California

Gloria Chun, Ph.D., Graduate Diversity Director for the Social Sciences, and Director, UC-DIGSSS/NSF, University of California—Berkeley, California

Amy Lee, Graduate Student, Sociology, University of California—Berkeley, California

Angelica M. Stacy, Ph.D., Professor, Department of Chemistry, University of California—Berkeley, California

Tamera Lee Stover, Graduate Student, Sociology, University of California—Berkeley, California

For an overview of sessions comprising the Institute on Multiracial Identity and Multiracial Issues for College Campuses, see page 3

8:30–11:30 a.m.
UNION SQUARE
3 and 4
Fourth Floor

INSTITUTE ON Multiracial Identity and Multiracial Issues for College Campuses

A three-part, highly interactive Institute designed to provide a greater understanding of racial identity development in multiracial people. The institute also explores the dynamics surrounding multiracial people as they interact with different racial groups in their respective sociocultural environments. Using an assortment of educational approaches, appealing to a variety of sensory learning styles, the institute (1) reviews prominent models of racial identity development, (2) provides in-depth reflection on personal perspectives and assumptions about multiracial identity, (3) discusses the implications of defining one's self as multiracial—both in campus and contemporary social settings, and (4) outlines some ways to promote intergroup dialogue and coalition building between different racial groups and multiracial people in campus and community settings. The institute includes dialogue with a panel of multiracial students, who offer a wide range of perspectives about what it means to be multiracial on campus. In addition, the institute provides opportunities for participants to assess the multiracial programs established in their institutional environments and to develop action plans to further address the multiracial issues in their respective institutions. Presentations, experiential activities, case studies, and small-and large-group discussions allow participants to actively engage throughout the institute.

PART III—A Panel of Multiracial Students to Assist With the Assessment of Multiracial Programs and the Development of Campus Action Plans for Addressing Ongoing Multiracial Issues

This interactive session is designed to give NCORE participants a greater understanding of racial identity development in multiracial people through the lived experiences of multiracial students. This segment begins with a panel of at least four students sharing their perspectives and experiences. The students representing a range of multiracial backgrounds (e.g., Black/Asian, Asian/Latino, Hispanic/Native American) will provide information about their experiences as multiracial students which follows by guiding questions, as well as panel facilitation. The session will examine the similarities and differences between multiracial people of similar ages attending or residing in a college/university setting. While the dynamics within and between different racial groups around the issue of multiracial identity may differ, there may also be some similarities in the personal and institutional responses to those with multiracial identities. Presentations and discussion during this session will focus on applying the theories of identity development and searching for ways to promote dialogue and coalition building around multiracial issues on college campuses. Participants will have an opportunity to evaluate the multiracial programs at their respective institutions through small- and large-group work. Using measurement tools, comparison opportunities, and direct feedback, participants will identify the most significant issues facing their own institutions. In addition, all participants will have time to create detailed action plans for creating more inclusive environments at their institutions for multiracial students. During this session participants will find that many multiracially-identified students, staff, and faculty are eager to form coalitions to confront racism. Limited time will be provided for beginning

discussions of larger issues raised over the course of the institute including a discussion of conflicting personal and political agendas within multiracial communities. Participants will be encouraged to share resources related to multiracial students, identity, and organizational development.

Dennis Leoutsakas, Ph.D., Assistant Professor, Communication and Theatre Arts Department, Salisbury University—Salisbury, Maryland

For an overview of sessions comprising the Institute on the “N” Word and Beyond: Unpacking Social Oppression—Dismantling Hierarchical Language—Challenging the Popularity of Dysfunctional Pop Culture Communication, see page 3

8:30–11:30 a.m.
**CONTINENTAL BALLROOM
Parlor 7**
“B” Ballroom Level

INSTITUTE ON The “N” Word and Beyond: Unpacking Social Oppression—Dismantling Hierarchical Language—Challenging the Popularity of Dysfunctional Pop Culture Communication

This day and half-long Institute will challenge participants to examine their personal and professional histories with the “N” word, and other problematic and/or dehumanizing terms or dysfunctional aspects of language. The Institute will examine when and/or how participants were first introduced to these words and explore the pictures and different feelings associated with these various forms of profanity. We will examine the popular culture overtones associated with dehumanizing language, will explore the influence language has over identity development, and will engage the communicative feasibility of defusing language by popularizing it.

PART III—This session will focus on whether anyone could ever be completely comfortable with the “N” word and other problematic language being used relatively indiscriminately by everyone? We will ascertain whether participants identify with the eradicationists position (believing, at the very least, that hateful words should be obliterated from the American lexicon), or the regulationists position (who allow for their usage within certain regimented contexts). Lastly, presenters will consistently offer suggestions about the need and importance of understanding various realities associated with terms like the “N” word and recommend how to challenge and encourage all people, but specifically young people, about the ramifications of casual or uninformed usage of extremely troublesome language. Presenters will provide some action steps/plan to help participants challenge themselves and others to think (if not totally eliminate) the harmful language from their vocabulary and psychological state of mind.

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, Pluralism and Inclusion, and Lecturer, Philosophy and Interdisciplinary Studies, State University of New York; and Consultant, Xamining Diversity Consulting (www.xaminingdiversity.com)—Plattsburgh, New York

For an overview of sessions comprising the Institute on Opening Pandora’s Box: Including Socio-Economic Class in Teaching and Learning About Diversity and Social Justice, see page 3

INSTITUTE ON Opening Pandora’s Box: Including Socio-Economic Class in Teaching and Learning About Diversity and Social Justice

In the U.S., class is confusing and is rarely talked about. Discussions involving issues of class and money are often more taboo than discussing sexuality. Shame at being poorer or richer than others leads to secrecy and silence. This silence powerfully maintains the invisibility of class. Meanwhile, the gap between rich and poor in the United States is the greatest since 1929. However, the harm from classism extends far beyond economic hardships. Popular culture and the media are full of classist stereotypes; as well as classist policies and practices flourish in every major societal institution, including higher education. Education is the class sorting mechanism or access channel, setting up future vocational opportunities and thus income. Ostensibly the sorting is by merit, but in fact it is heavily influenced by class background. Students arrive at college with beliefs about why they and their fellow students were admitted that are tinged with classism. Deconstructing test scores, the educational tracking system, the “halo” effect, the impact of role models and access to information, legacy, and other class-based admission policies, not to mention the cost of college and financial aid policies, could be an Institute in itself. Issues of class clearly intersect with every other form of oppression, but in the U.S. issues of race and class are particularly intertwined. There is little clarity or agreement about what we mean by class—economists, sociologists, political scientists, anthropologists, and activists define “social class,” differently. Discussions of classism can often be challenging. For one, it is hard to name class identity. There is often confusion over, and may be differences between class origins and current class standing. If we can’t even agree on what it is, how can we talk about it?

This day and half-long Institute is designed to explore the issues of socioeconomic class and classism, (the final frontier), on campus. In this engaging and participatory institute we will explore what we mean by class, how class overlaps and intertwines with other aspects of identity, and how class impacts on us and on our students. We will explore the various myths that perpetuate classism and the larger economic context in which higher education operates. Participants will engage in some variety exercises and dialogues designed to explore these issues and will discuss how to use them back on their own campuses. We will also make use of some audio/visual resources focused on class that participants might utilize on campus. Participants will receive copies of exercise designs, handouts, as well as a bibliography of resources.

8:30–11:30 a.m.
**CONTINENTAL BALLROOM
Parlor 9**
“B” Ballroom Level

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

8:30–11:30 a.m.
FRANCISCAN ROOMS D
“B” Ballroom Level

For an overview of sessions comprising the Institute for Sparking Systemic Change: Meeting the Needs of a Diversifying Student Body, see page 3

8:30–11:30 a.m.
UNION SQUARE 25
Fourth Floor

PART III

Dottie R. Morris, core Faculty, Applied Psychology Department, Antioch University New England—Keene, New Hampshire
Felice Yeskel, Ed.D., Executive Director, Class Action (a national non-profit focusing on issues of social class and money, and their impact on our individual lives, our relationships, organizations, institutions, and culture)—Northampton, Massachusetts

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.

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

INSTITUTE FOR Sparking Systemic Change: Meeting the Needs of a Diversifying Student Body

This day and half-long highly interactive Institute will help lay the groundwork for teams of campus leaders to engage in a participatory cycle of dialogue, assessment and planning. Unprecedented demographic and economic changes raise the urgency for institutional change and leadership on issues of equity, diversity, and inclusion. California Tomorrow will introduce participants to a model, framework and skills building tools that have been used and refined by leadership teams from 16 California Community Colleges working to strengthen and develop campus-wide reforms around issues of access, equity and inclusion through a partnership with California Tomorrow. This institute should particularly benefit small teams from the same college and/or university who want to (1) deepen and hone their understanding of access and equity issues as it relates to their campus’ capacity to serve an ever-growing diverse student body, (2) conduct a preliminary assessment of the strengths and gaps at their college/university regarding access and equity issues, (3) explore different leadership styles and multiple perspectives and how to harness the assets they represent, (4) reflect and share ideas, opportunities and challenges around issues of access, diversity and equity with peers and colleagues, (5) hear from committed campus leaders working to create institutional change around access and equity on their campuses, and (6) take away additional skill building tools for self as well as organizational learning.

PART III—Hearing From Campus Leaders/Generating Next Steps

Ireri Valenzuela-Vergara, Senior Program Associate/Director, Campus Change Network, California Tomorrow—Oakland, California
Brian Stanley, Ed.D., Senior Program Associate, California Tomorrow—Oakland, California
Guest Panelist from California Community Colleges involved in the Campus Change Network a partnership with California Tomorrow

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.
UNION SQUARE
19 and 20
Fourth Floor

For an overview of sessions comprising the Institute on University-School-Community Partnerships: Engaging With Schools and Communities to Increase Participation in Higher Education, see page 3

8:30–11:30 a.m.
UNION SQUARE
5 and 6
Fourth Floor

For an overview of sessions comprising the Institute for Use of Faculty Unions as Instruments of Economic and Social Justice, see page 3

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

This day and half-long Institute guides small group(s) of participants through a “Dialogue on Race Relations” and conclude with a preview of specialized facilitator training based upon an innovative model developed by Hope in the Cities and adopted by the Dayton, Ohio Dialogue on Race Relations and Wright State University. In the actual dialogue sessions, 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 that they begin 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. The institute should benefit community or institutional leaders who address issues of racial conflict within their constituencies, the faculty who manages multiracial student bodies, as well as individuals who are interested in racial reconciliation.

PART III

Kim Goldenberg, M.D., President *Emeritus*, Wright State University—Dayton, Ohio
Patricia Hicks-Smith, Facilitator and Trainer, Dayton Dialogues on Race Relations—Dayton, Ohio
Jacqueline McMillan, Associate Provost, Wright State University—Dayton, Ohio
Jeffrey Vernooy, Director, Office of Disability Services, Wright State University—Dayton, Ohio

INSTITUTE ON University-School-Community Partnerships: Engaging With Schools and Communities to Increase Participation in Higher Education

A three-part Institute is designed for participants who want to initiate or expand their pre-college outreach through university-school-community partnerships to support the college-readiness and college-participation of historically underrepresented and other educationally underserved students. The institute is framed around a nineteen-year program that provides academic enrichment and college-readiness support for minority, low-income, and first-generation-in-college youth in the states of Oregon and Rhode Island. The Science & Math Investigative Learning Experiences (SMILE) Program is a pipeline program for students in grades four through twelve, and it represents one of numerous examples of successful university-school-community partnerships that help to bring greater diversity to higher education.

PART III—Planning Strategically for University-School-Community Partnerships

This session will allow participants to draft a strategic and implementation plan for their envisioned university-school-community partnerships. Using the missions of their individual institutions, participants will consider the strategic connections for the partnerships.

SueAnn Bottoms, Ph.D., Associate Director, The Science & Math Investigative Learning Experiences (SMILE) Program, Oregon State University—Corvallis, Oregon
Eda Davis-Butts, Ph.D., Director, The Science & Math Investigative Learning Experiences (SMILE) Program, Oregon State University—Corvallis, Oregon
Ryan Collay, Programming and Evaluation Coordinator, The Science & Math Investigative Learning Experiences (SMILE) Program, Oregon State University—Corvallis, Oregon

INSTITUTE FOR Use of Faculty Unions as Instruments of Economic and Social Justice

A five-part Institute will provide information on the California Faculty Association’s efforts for improving working conditions in Higher Education. The application of collective bargaining in Higher Education came relatively late to the university and college labor environment. The unionization of the faculty and other staff in the academy had profound consequences for faculty working conditions and student learning. In addition to its impact on faculty wages, unions have also worked as levers in opening up the academy to under-represented and underserved groups, in both the faculty and student ranks. Utilizing unions as agents of social change in higher education has not gone unnoticed, either by friends or foes. The California Faculty Association (CFA) is a union committed to fair labor, compensation, and social justice. In many respects, CFA is ahead of most other unions in terms of its commitment to racial, ethnic and gender justice. It has built alliances between faculty, staff and students that have advanced the causes of social and economic justice and improving access for those who historically have been unwelcome or uninvited to participate in the academy.

8:30–11:30 a.m.
UNION SQUARE
15 and 16
Fourth Floor

PART IV—Building Alliances Committed to Social Change and the Quest for Social Justice

Many unions are finding it necessary to develop partnerships within their communities and/or across borders in order to effectively address the needs and concerns of a diverse membership and the communities in which they work and live. This segment illustrates the usefulness of applying an Asset Based Community Development (ABCD) approach—a partnership model that increases social capital by using the assets found within the community—to university and community settings committed to resisting institutional racism, sexism, and other forms of discrimination and prejudice. This session will examine ways in which faculty of color confront and overcome racism, sexism, and structural obstacles to social mobility on college campuses. The goal of this session is threefold: (1) to demonstrate the continuing significance of racism and other forms of institutional discrimination for people of color regardless of class status, (2) to illuminate how associations are cultivated and developed to provide valuable support systems within communities of color that are historically under-resourced, and (3) to demonstrate the ways in which effective leadership strategically builds alliances with non-traditional and traditional organizations within and outside of higher education. This segment will also highlight the response to the racial profiling of Dr. Antwi Akom and the biased decision making affects the tenure process of Dr. Pat Washington.

PART V—Media and Organizing

This section includes films from the California Newsreel on the role of unions in the struggle for racial, gender and ethnic justice in the academy.

Cecil E. Canton, Ed.D., Associate Vice President for Affirmative Action, California Faculty Association, and Professor, Division of Criminal Justice, California State University—Sacramento, California

For an overview of sessions comprising the Institute on Leadership and Empowering the Activist in Students, see page 3

INSTITUTE ON Leadership and Empowering the Activist 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.

9:00–11:30 a.m.
FRANCISCAN ROOMS A
“B” Ballroom Level

Discovering Voice: How to Encourage, Nurture, and Challenge Students to Tell Their Own Stories

In this interactive session, Professor Fulbeck gives exercises, activities, and examples designed to get students to break out of their comfort zones and challenge the established parameters of traditional roles. Based on the premise that under-represented groups must create their own stories and images to combat the inaccurate portrayals of mass media, this fun and non-traditional session values originality, community, and an open mind. No previous experience is needed, but group activity and participation is required.

Kip Fulbeck, Author, and Professor of Arts, and an affiliate in the Asian American Studies and Film Studies Department, University of California—Santa Barbara, California

9:00 a.m.–6:00 p.m.

YOSEMITE A, B, and C
“B” Ballroom Level

EXHIBITOR SHOWCASE AND RESOURCE CENTER

Open daily Wednesday, May 30 (9:00 a.m.–6:00 p.m.); Thursday, May 31 and Friday, June 1 (7:30 a.m.–6:00 p.m.); Saturday, June 2 (10:00 a.m.–4:00 p.m.)
(For a comprehensive listing of Exhibitors and their product and services, see page 121)

11:45 a.m.–12:45 p.m.
CONTINENTAL BALLROOM
Ballroom 6
“B” Ballroom Level

APINCORE (ASIAN/PACIFIC ISLANDER AMERICAN) CAUCUS

Welcome and Conference Overview
(Open to all)

For other meetings for APINCORE Caucus group, see pages 70, and 97

11:45 a.m.–12:45 p.m.
IMPERIAL BALLROOM
A and B
“B” Ballroom 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. Lunch on your own. Please bring your lunch to the meeting.

11:45 a.m.–12:40 p.m.
FRANCISCAN ROOMS B
“B” Ballroom Level

NAC Members will receive a
Box Lunch at the meeting

NATIONAL ADVISORY COMMITTEE (NAC) SUB-COMMITTEE MEETING

(For more information about the National Advisory Committee (NAC), see page 5)

For other meeting dates and times, see pages 46 and 74

12:50–1:10 p.m.
GRAND BALLROOM
Salon B and A
Grand Ballroom “GB” Level

OPENING AND WELCOMING REMARKS



Christopher B. Howard, Ph.D., Associate Vice President, Strategic & Leadership Initiatives; Deputy Executive Director, International Programs Center, The University of Oklahoma—Norman, Oklahoma

1:10–1:50 p.m.
GRAND BALLROOM
Salon B and A
Grand Ballroom “GB” Level

CONFERENCE OPENING PLENARY SESSION

Keynote Address:

Racial Mestizaje in a Global Society: Brothers and Sisters Under the Skin



María Herrera-Sobek, Ph.D., Associate Vice Chancellor for Diversity, Equity and Academic Policy; Luis Leal Endowed Chair; Professor, Chicana and Chicano Studies, University of California-Santa Barbara; and Fellow of the American Folklore Society

Dr. María Herrera-Sobek, published over 175 articles, book chapters, reviews, poetry, and books including *The Bracero Experience: Eliteloire Versus Folklore*; *The Mexican Corrido: A Feminist Analysis*; *Northward Bound: The Mexican Immigrant Experience in Ballad and Song*; *Beyond Stereotypes: A Critical Analysis of Chicana Literature*; *Chicana Creativity and Criticism: Charting New Frontiers in Chicana Literature* (with Helena María Viramontes); *Gender and Print Culture: New Perspectives on International Ballad Studies*; *Reconstructing a Chicano/a Literary Heritage: Hispanic Colonial Literature of the Southwest*; *Chicana (Writes on Word and Film)* (with Helena María Viramontes); *Saga de México* (with Seymour Menton); *Culture Across Borders: The Popular Culture of Mexican Immigration* (with David Maciel); *Cultura: Al otro lado de la frontera: Inmigración y cultura popular* (with David Maciel); *Recovering the U.S. Hispanic Literary Heritage: Vol. III* (with Virginia Sánchez-Korrol); *Power, Race and Gender in Academe: Strangers in the Tower?* (with Shirley Geok-lin Lim); *Santa Barraza: Artist of the Borderlands*; *Chicano Renaissance: Contemporary Cultural Trends* (with David Maciel and Isidro D. Ortiz); and *Chicano Folklore: A Handbook* (2006). Presently, Dr. Herrera-Sobek working on a book *Constructing Nationhood and Ethnicity: La Malinche, the Virgin of Guadalupe, and La Llorona*. She is a Guest Editor for Special Issue on Chicano Literature *Nerter* (University of La Laguna, Canary Islands) and also she was Guest Editor for two Special Issues on Chicano Literature for the *Journal of American Studies*, *Turkey* (No. 12, 2000 and No 23, Spring, 2006). Dr. Herrera-Sobek received her Ph.D. Latin American Literature (minor in Latin American Folklore), UCLA; M.A. Latin American Studies, UCLA; B.A. Chemistry, Arizona State University. Past appointments: Professor, University of California, Irvine (21 years); Visiting Professor, Folklore and Mythology Program, Harvard University (fall 1992 and fall 1996); Stanford University 1991-92.

2:00–3:30 p.m.
GRAND BALLROOM
Salon A
Grand Ballroom “GB” Level

INFORMAL DIALOGUE WITH MARÍA HERRERA-SOBEK

2:00–3:30 p.m.

90-MINUTE CONCURRENT SESSIONS

2:00–3:30 p.m.
**CONTINENTAL BALLROOM
Parlor 7**
“B” Ballroom Level

Levels of Experience:
Advanced

Linking Quality, Excellence and Institutional Change: How the Pennsylvania State System of Higher Education’s Strategic Plans, ‘Model’ Accountability Program and Measurable Performance Data Enhanced Diversity

◆◆Long- and Short-Range Planning◆◆

The Pennsylvania State System of Higher Education (PASSHE) has instituted an innovative, nationally recognized ‘model’ Diversity Accountability Program which includes quantifiable diversity performance measures and metrics. These accountability metrics have dramatically enhanced student and faculty diversity at 14 PASSHE universities. For example, our 14 PASSHE universities presently include five African-American Presidents, one Latino President, and four female Presidents. This session will discuss strategies and best practices utilized to develop this diversity accountability program and to successfully market this program to constituents. This session should particularly benefit those who are senior-level administrators and executives tasked with implementing diversity policies and who desire to enhance student and faculty diversity, as well as those who seek to quantify and enhance university diversity efforts by leveraging accountability data and metrics.

Charmaine P. Clowney, J.D., Assistant Vice Chancellor for Diversity and Multicultural Affairs, Pennsylvania State System of Higher Education—Harrisburg, Pennsylvania

Peter H. Garland, Ph.D., Executive Vice Chancellor, Pennsylvania State System of Higher Education—Harrisburg, Pennsylvania

James D. Moran, Ph.D., Chief Academic Officer, Pennsylvania State System of Higher Education—Harrisburg, Pennsylvania

2:00–3:30 p.m.
**UNION SQUARE
5 and 6**
Fourth Floor

Levels of Experience:
Intermediate

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

◆◆Curricular/Pedagogical Models◆◆

This session will provide an overview of a curricular model for teaching about White Privilege at predominantly white institutions. The session will begin by describing the size and demographics of the St. Bonaventure University and its religious affiliation. Then focus will shift to the methodology and course content and discussion of the kinds of problems that have arisen and attempts to address them. The presenter also discuss the crucial role of videos and group discussions as part of the students’ learning experience. Links made between understanding and actions will be explained and samples of the assessment tools will be provided to participants along with a list of videos used in the course. This session should particularly benefit those who are teaching at predominantly white institutions, those currently engaged in teaching white privilege and those interested in networking with others who are teaching about white privilege.

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

2:00–3:30 p.m.
SUTTER ROOM
Sixth Floor

Levels of Experience:
Intermediate

Making Diversity and Inclusion a Common Sense Notion: 30 Years Done, 30 to Go

◆◆Case Studies/Model Programs◆◆

The Ethnic Studies movement, particularly in the California Bay Area gave rise to the notion of diversity and inclusion first through an academic lens with the creation of the Ethnic Studies Department at UC Berkeley, which inspired the formation of the Multicultural Student Development (MSD) Offices. This session will look at the evolution of diversity at UC Berkeley from ethnic studies to multiculturalism to inclusion and equity. Presenters will provide information on the unique history of each of the ethnic and culturally specific student offices, and share the rewards and roadblocks experienced while moving from theory to practice and ultimately to a cultural shift. The session will engage participants in the struggle to define multiculturalism. After sharing a layered definition of multiculturalism and how it informs our work, presenters will discuss the challenges in creating the Multicultural Student Development offices. Participants will engage in a meaningful dialogue about the connections between diversity, inclusion, leadership and the projects, research, and programs that students produce through the MSD. This session should particularly benefit those diversity officials and leaders who are interested in (1) UC Berkeley’s unique history regarding multicultural and inclusive programming, (2) merging academic and theoretical constructs with practical applications and, (3) authentic partnerships and shared governance under a diversity mission or mandate.

Alex Alday, Coordinator, Native American Advisory Council, Native American Student Development, Multicultural Student Development Unit, University of California—Berkeley, California

Lupe Gallegos-Diaz, Director, Chicano/Latino Student Development, Multicultural Student Development Unit, University of California—Berkeley, California

S. Nzingha Dugas, Director, African American Student Development, Multicultural Student Development Unit, University of California—Berkeley, California

Jere Takahashi, Ph.D., Director, Multicultural Student Development Unit, Asian Pacific American Student Development, University of California—Berkeley, California
Lisa D. Walker, Director, Cross Cultural Student Development, Multicultural Student Development Unit, University of California—Berkeley, California

2:00–3:30 p.m.
UNION SQUARE
17 and 18
Fourth Floor

Levels of Experience:
Intermediate

Third Conference on Race Relations on New England Campuses *Focus on the Future: Strategies, Actions and Alliances*

◆◆Case Studies/Model Programs◆◆

Founded in 2001, the conference on Race Relations on New England Campuses is designed to share and exchange 'best practices' to improve race relations and campus diversity, and to maintain an environment free of harassment and discrimination. Conference participants learn effective strategies to enhance the recruitment and retention of diverse students, faculty and staff, and are provided with opportunities to develop a network of peers who are committed to diversity and intergroup relations. This session will discuss strategies used to plan, fund and implement the conference, in addition to reviewing conference events and workshop topics, conference outcomes and plans for the future. Cross-institutional collaboration will be examined as a model for addressing issues such as race relations, diversity and more, which impact colleges and universities across the country. This session should particularly benefit those administrators, faculty and students seeking collaborative strategies to promote diversity, organizational change and positive race relations.

Malaika Edwards, Diversity Coordinator, Office of Affirmative Action and Diversity, Northeastern University—Boston, Massachusetts

Donnie Perkins, Dean and Director, Office of Affirmative Action and Diversity, Northeastern University—Boston, Massachusetts

2:00–3:30 p.m.
UNION SQUARE
15 and 16
Fourth Floor

Levels of Experience:
Advanced

Measuring Hate Crimes and Diversity: Working Toward a Diversity Index

◆◆Theoretical Models◆◆

This session will present an ongoing research which exposes diversity practitioners to alternative explorations of the diversity measurability conundrum. In the racial politics of the United States, methodologically incongruent measurement instruments and haphazardly implemented and unduly rewarded diversity initiatives have provided litigiously fertile ground. Are societal and institutional diversity initiatives and their achievement hampered because of a lack of a meaningful baseline quantitative data? A key research question of how diversity may or should be measured therefore, remains partially unsettled. The theory argues that official statistics support and replicate class relations, distorts diversity achievement in favor of institutional diversity pronouncements and, in fact, helps maintain the status quo's perceived comfort. This session entertains our expansion of Ortal's metrics driven Diversity Index (Ortal 2006), and reviews the history of how hate crime data reporting became a U.S. Department of Justice priority, data collection methodological considerations and reported populations' statistics from the last two decennial and midterm U.S. Census cycles. Then, presenters employ Montoya's (Montoya 2003) synthetic population estimation for measuring institutional diversity achievement and apply them to official data reports from five national regions. Lastly, participants will have an opportunity for an insightful discussion.

Dale Montoya, Ph.D., Assistant Professor, Sociology and Criminal Justice Department, University of North Carolina—Pembroke, North Carolina

Jose Ortal, President, McKenzie River Insights—Blue River, Oregon

2:00–3:30 p.m.
POWELL ROOM
Sixth Floor

Levels of Experience:
Intermediate

The Community Scholars Program: The Soul of Georgetown—The Evolution of a Bridge Program

◆◆Case Studies/Model Programs◆◆

This session examines the history, recent changes, current structure, and outcomes of a nearly 40-year-old program originally designed to integrate a selective, historically white university. The presenter will discuss how the program seeks to address 21st century challenges of multiculturalism, socioeconomic diversity and student achievement gaps. This session should particularly benefit those who are interested in the enrollment, retention and success of first-generation, low-income students and students of color in higher education institutions where they are a decided minority. This would include the faculty, admissions' officers, multicultural affairs staff, academic advisers, secondary-school counselors, and students.

Dennis A. Williams, Associate Dean of Students and Director, Center for Multicultural Equity and Access, Georgetown University—Washington, D.C.

2:00–3:30 p.m.
UNION SQUARE
3 and 4
Fourth Floor

Levels of Experience: Novice

Incorporating Diversity Education in the Classroom Using Fun Activities

◆◆Interactive Training◆◆

This session involving significant interaction between the presenter and session attendees and designed to result in growth and enhanced awareness, introspection, interaction, and experiential learning. The session will introduce a variety of activity-filled diversity-focused publications. Some of the publications focus on specific cultures, others on general concepts of diversity. Some of the activities can be used as discussion starters or icebreakers. Others may be the basis for an entire lesson. Each activity includes a set of discussion/reflection questions that challenge participants to reflect on their own culture and the similarities and differences among/between cultures. Activities are age appropriate for elementary, secondary, college, and adult participants. This fun session will actively engage participants in a variety of selected activities. Participants will be given information for obtaining the publications, most of which are free. This session should particularly benefit those who teach at the secondary or higher education level or those who work with teachers, and want to incorporate discussions about race, ethnicity and other dimensions of diversity in the classroom through the use of fun hands-on activities.

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

2:00–3:30 p.m.
UNION SQUARE
19 and 20
Fourth Floor

Levels of Experience:
Intermediate

Assessing the Impact of the Office of Multicultural Affairs at an Elite PWCU With One of the Highest African American Male Graduation Rates in the Nation

◆◆Case Studies/Model Programs◆◆

Wake Forest University (WFU) was ranked 30th among 248 national universities by *U.S. News & World Report* in 2007 and 22nd on the 2006 Black Enterprise List of “The 50 Top Colleges for African Americans.” In 2006 The Education Trust reported WFU as having the highest 2004 six-year African American male graduation rate (89.7%) in the ACC. WFU also ranks first in African American male graduates compared to 28 national universities identified by The Education Trust as having academic and demographic profiles comparable to WFU. Analyses suggest that SAT, URM, size, sector, or Pell Grant awards do not consistently predict graduation rates among both groups of universities. The ways in which OMA’s retention initiatives contribute to graduation rates will be fully explored in addition to challenges threatening OMA’s student retention rate. The impact of increased student loan debt will be addressed. Building the business case for the creation of Offices of Retention Services (ORS) designed to assume these responsibilities will be discussed. This session should particularly benefit those who are interested in the success of African American men, practitioners who provide direct services to African American students or those who are interested in creating retention programs for students of color.

Barbee Myers Oakes, Ph.D., Director of Multicultural Affairs, Wake Forest University—Winston-Salem, North Carolina

2:00–3:30 p.m.
UNION SQUARE
23 and 24
Fourth Floor

Levels of Experience:
Intermediate

If We’re So Successful...Where Are We?—The Asian Pacific Islander American Leadership Void

◆◆Case Studies/Model Programs◆◆

This session provides an in-depth look at the “wheres” and “whys” of Asian/Pacific Islander Americans in leadership roles in U.S. higher education. Where is our representation and why is it so minuscule? Often seen as “The Model Minority,” Asian/Pacifics are clearly underrepresented in key positions of influence in leadership on college campuses. As numbers of Asian/Pacific college students continue to rise on college campuses, the number of Asian/Pacific college presidents, vice presidents, and deans continue to diminish. Participants will have an opportunity to dialog and share experiences to assist in the fuller understanding of this dynamic juxtaposition. A model program effort, the Leadership Development Program in Higher Education will address this leadership void. Asian/Pacific Islander Americans are often misunderstood due to cultural and linguistic differences. This session should particularly benefit those who are in a position to mentor, support, and develop the leadership potential of Asian/Pacific Islander American faculty, staff, and students through their work in counseling, teaching and directing student development and leadership programs.

Frank Chong, Ph.D., President, Laney College—Oakland, California

Audrey Yamagata-Noji, Ph.D., Vice President, Student Services, Mt. San Antonio College—Walnut, California

2:00–3:30 p.m.
UNION SQUARE 21
Fourth Floor

Levels of Experience: Novice

Dynamism Delivered: Holistic Development of Communities, Students, and Institutions

◆◆Case Studies/Model Programs◆◆

The Office of Academic Multicultural Initiatives (OAMI) at the University of Michigan is a unit in academic affairs exposes individuals, organizations, and the community to programming which incorporates multiculturalism with academic success. Presenters will discuss the development of holistic programs which focus on academic achievement and personal development. This session will focus on outreach to pre-college students (Summer Institute), students at the University of Michigan through the Leaders And Best (LAB) workshop series, and at an institutional level through the Reverend Dr. Martin Luther King Jr. Symposium. At the end of the presentation, the audience will leave with (1) best practices for pre-college programs, (2) examples of programs with a holistic curriculum, (3) ideas of how to effectively use separate campus units in a holistic approach to student development, (4) information on how to increase students' buy-in for the programs, and (5) strategies for development of a commemoration program that reaches across an institution. This session should particularly benefit faculty, staff or administrators who seek to involve their entire community in a mission-based, holistic approach to education and engagement.

Gena P. Flynn, Program Manager, Leaders And Best (LAB) Mentorship Program, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

Theda D. Gibbs, Program Manager, Pre-College Programs, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

Lumas J. Helaire, Ph.D., Program Manager, Curricula Development for Pre-College and College Programs, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

Je'Nai Talley, Program Manager, Outreach and Coordinator, GEAR UP Pre-College Summer Institute, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

2:00–3:30 p.m.
LOMBARD ROOM
Sixth Floor

Levels of Experience:
Intermediate

North Carolina State University Freshman Advancement Seminar

◆◆Case Studies/Model Programs◆◆

This session will share the success of the Freshman Advancement Seminar at NC State University. This two-semester seminar course was developed more than twenty years ago to provide academic support service while enhancing a positive Africentric perspective among African American students. Designed to enhance graduation of African American students at NC State University, this course is tailored to each academic major. Course instruction covers developmental and academic topics that assist students in making rational decisions. Issues covered include high school-to-college transition, learning styles, time management, career decision making, and assessing motivation and values. Research collected from academic programs over the last seven years at NC State indicates that students who enroll in one or both parts of this course have consistently higher grade point averages and are more involved in their overall college experience. In addition to improved academics, students who participate in these courses develop a peer network that sustains them thorough graduation. This session should particularly benefit those are who engaged in support programs for minority students at predominantly white institutions.

Janet Howard, Special Assistant, Office of Equal Opportunity and Equity, North Carolina State University—Raleigh, North Carolina

Marva C. Motley, Assistant Dean, College of Design, North Carolina State University—Raleigh, North Carolina

Tracey E. Ray, Ph.D., Department Head, Multicultural Student Affairs, North Carolina State University—Raleigh, North Carolina

2:00–3:30 p.m.
TAYLOR ROOM
Sixth Floor

Levels of Experience: Novice

An Endangered Species: The African-American Fraternity and SororitySM

◆◆Curricular/Pedagogical Models◆◆

Hazing is a complex problem that continually plagues African-American fraternities and sororities. Redesigned intake processes, anti-hazing legislation, and university policies have all been implemented to assist in solving this specific issue. This model differs from other solutions because its primary focus is on identifying, evaluating, and applying proactive, as opposed to reactive, solutions that students and administrators can implement on their campuses. Combining this innovative approach, with existing solutions, is instrumental in reducing the number of hazing incidents and violent climates that exists in the African-American community. *Endangered Species*® is in no way a final “quick-fix” to the complex web of issues and concerns that hazing breeds among individuals, organizations, colleges and universities, and alumni. Rather, *Endangered Species*® offers a broader perspective on how hazing incidents systematically spawns and perpetuates other issues such as: undergraduate/graduate tensions, organization and administration disunity, and poor member retention. This session details how all of these entities, individually and collectively, can work together to not only curb hazing incidents, but ultimately reverse these detrimental occurrences. This session should particularly benefit those who are students interested in joining NPHC organizations, current NPHC members and student service professionals that advise NPHC.

Rasheed-Ali Cromwell, Esquire, Founder/CEO, The Harbor Institute—Washington, D.C.

2:00–3:30 p.m.
UNION SQUARE
1 and 2
Fourth Floor

Levels of Experience: All

(Black) Facebook: Assessing Campus Climate Through Virtual Communities

◆◆Research/Assessment/Evaluation◆◆

In our increasingly technology-driven society, online communities have become a way for people to connect with one another and build social networks. One such community, Facebook.com has become a tool for university students to build social networks/communities on campus. In this session we will discuss how racism/oppression is operationalized in virtual spaces such as Facebook.com, institutional accountability in addressing racism in online spaces for students that are not university-regulated, and what exactly is revealed about the consciousness of race and racism of today’s college student in forums such as Facebook.com. This session should particularly benefit Student Affairs practitioners who impact policy development for student life, professionals who work with multicultural student programming, and chief diversity officers.

Mamta Motwani Accapadi, Ph.D., Assistant Director, Multicultural Information Center, University of Texas—Austin, Texas

2:00–3:30 p.m.
VAN NESS ROOM
Sixth Floor

Levels of Experience: Novice and Intermediate

Developing Middle-East Dialogues on Campus: Creating Inclusion Through Practical Understanding

◆◆Interactive Training◆◆

This session demonstrates how to implement a dialogue about the Middle East issues and how those issues impact life and learning on a college or university campus. Participants will spend most of the session in facilitated dialogue, and will discuss how to use this process as a model on their own campus. The goals of this session include to: (1) building experience in a dialogue process as a method for dealing with campus conflicts, (2) identifying ways this process can be used on campus to reduce tension between people involved on all sides of the Middle East conflict, (3) identifying personal bias and obstacles in order to break through stereotypes of different Middle East cultures, and (4) gaining a deeper understanding about the complexity of the conflicts in the Middle East. This session should particularly benefit faculty, Student Affairs professionals, administrators charged with implementing campus programs to improve campus climate, and student leaders who are interested in using dialogue as a tool to build understanding about Middle East issues and to increase respectful communication on issues of difference.

Simma Lieberman, President, Simma Lieberman Associates—Albany, California

2:00–4:00 p.m.

**CONTINENTAL BALLROOM
Ballroom 5**
“B” Ballroom Level

For Book Signing of *Soul of a Citizen*, *The Impossible Will Take a Little While: A Citizen’s Guide to Hope in a Time of Fear*, and *Generation at the Crossroads*, visit the Teaching For Change Exhibit booth

A CONVERSATION WITH PAUL ROGAT LOEB



Teaching for Engagement Helps Faculty, Administrators, and Staff Explore How They Can Teach Social Commitment to America’s Future Citizens

Paul Rogat Loeb, Author of *Soul of a Citizen*, *The Impossible Will Take a Little While: A Citizen’s Guide to Hope in a Time of Fear*, and *Generation at the Crossroads*, www.paulloeb.org —Seattle, Washington

Paul Loeb has spent thirty-five years researching and writing about citizen responsibility and empowerment—asking what makes some people choose lives of social commitment, while others abstain. His newest book is *The Impossible Will Take a Little While: A Citizen’s Guide to Hope in a Time of Fear* (Basic Books, 2004), named the #3 political book of fall 2004 by the History Channel

and American Book Association, and winner of the Nautilus Award for best social change book. Paul is also the author of *Soul of a Citizen: Living With Conviction in a Cynical Time* (now with 100,000 copies in print), *Generation at the Crossroads: Apathy & Action on the American Campus*, *Nuclear Culture*, and *Hope in Hard Times*. An Affiliate Scholar at Seattle’s Center for Ethical Leadership, he’s written for the *New York Times*, *Washington Post*, *USA Today*, *Los Angeles Times*, *Boston Globe*, *Psychology Today*, *Mother Jones*, *The Nation*, *Redbook*, the *International Herald Tribune*, and the *Christian Science Monitor*. Paul Loeb has been interviewed on CNN, NPR, C-SPAN, NBC news, CBC, the BBC, and NPR shows from “All Things Considered” and Morning Edition to “The Tavis Smiley Show,” and lectured at 400 colleges throughout the country and numerous national and international conferences. His 2002 talk to the American Association of State Colleges & Universities inspired that association’s 200-campus American Democracy Project. Alice Walker writes, “The voices Loeb finds demonstrate that courage can be another name for love.” “*Soul of a Citizen* helps us find the faith we need to act on our deepest beliefs—and keep on,” says Marian Wright Edelman. Habitat for Humanity founder Millard Fuller concludes “Paul Loeb brings hope for a better world in a time when we so urgently need it.” The late Susan Sontag called Loeb “A national treasure.” And Bill Moyers writes, of *The Impossible Will Take a Little While*, “This book can even make one hopeful about the future despite so many signs to the contrary.” Loeb’s books are being used at hundreds of campuses to inspire student engagement. For information on Loeb’s books, including free academic exam copies, examples of the powerful classroom responses, and how to get his monthly articles, see www.paulloeb.org. To receive his monthly articles, email sympa@lists.onenw.org with the subject line: subscribe paulloeb-articlesedu

2:00–4:00 p.m.

**CONTINENTAL BALLROOM
Ballroom 4**
“B” Ballroom Level

SPECIAL FEATURE

Embracing Diversity in a Flat World: A Mandate for Presidents and Boards of Trustees

This session will feature a unique panel of the only three African Americans currently serving as president of a predominantly white public university. Appearing together for the first time ever, these exceptional leaders will explore diversity issues impacting higher education in general, their institutions in particular, and the global implications of technology and curricular reform for U.S. colleges and universities. The backdrop for the panel will be a report of findings from data collected in the past year regarding awareness among college/university personnel of the diversity of the Boards of Trustees governing the institutions where they are employed. The cruciality of trustees’ primary role in selecting and supporting presidents committed to leading with vision in a diverse “flat” world will provide a context for this session.

Patricia A. Ackerman, Ph.D., Trustee Emerita, Ohio University; Trustee, Lake Erie College; President, Chalkdust Inc.—Bedford, Ohio (**Moderator**)

Portia L. Hunt, Ph.D., Professor, Counseling Psychology, Psychological Studies in Education, Temple University; and President, Eclipse Consultant Group—Philadelphia, Pennsylvania

Roderick J. McDavis, Ph.D., President, Ohio University—Athens, Ohio

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

Sidney A. Ribeau, Ph.D., President, Bowling Green State University—Bowling Green, Ohio

2:00–4:00 p.m.
**CONTINENTAL BALLROOM
Ballroom 6**
“B” Ballroom Level

MAJOR WORKSHOP 1

Undocumented College Students, an Uncertain Future: The Great Debate?

While the constitutional right of undocumented students to receive public primary and secondary education has been recognized since the *U.S. Supreme Court’s 1982 Plyer v. Doe* decision, the right of these same students to continue their post-secondary education has not been explicitly recognized as a constitutional right. Federal law and the laws of various states have at times attempted to deny or restrict undocumented students from attending public post-secondary institutions. But there are federal and state laws that permit undocumented students to receive a public college education. This session will review the recent legal history of undocumented students and higher education, address some of the more significant legal barriers to higher education for the undocumented, and address the circumstances under which undocumented students now are able attend public colleges and universities.

Niels W. Frenzen, J.D., Clinical Professor of Law, Specializes in Immigration Law, and Director of USC Immigration Clinic, University of Southern California—Los Angeles, California

2:00–4:00 p.m.
**CONTINENTAL BALLROOM
Parlor 9**
“B” Ballroom Level

MAJOR WORKSHOP 2

Creating The UNSTOPPABLE Leader That Is You!

It asks the difficult questions that require a shifting of our thinking and actions! This open, honest, comedic, REAL, interactive and thought-provoking session seeks to develop the necessary skills needed to keep our organizations relevant and viable. It offers “hands on” leadership development skills on a number of topics: diversity, defining leadership, courage, unity, expectations, motivation, creativity, goal setting, and honesty.

Steven T. Birdine, President/CEO, Affirmation in Action—Laurel, Maryland

2:00–4:00 p.m.
**CONTINENTAL BALLROOM
Parlor 2**
“B” Ballroom Level

MAJOR WORKSHOP 3

Dynamic Demographics, Decadent Politics: The Disconnect in Public Policy Making

Since 1980 public policy choices have been diverging ever farther away from reality. Demographic and economic changes since 1980 require specific policy responses that address the challenges of a rapidly changing population and an increasingly human capital-based economy. But federal, state and institutional policy choices have largely ignored these realities. The first direct consequences is a significant and measurable deterioration in higher education opportunity for low income and minority populations. The second direct consequence is stagnation in college participation rates since the early 1990s. The third direct consequence is the U.S. now ranks seventh in the world in the proportion of its young adult with bachelor’s degrees. The cumulative effect of the regressive policy choices made since 1980 has been to diminish our nation’s future economic strength, social health and security.

Thomas G. Mortenson, Ph.D., Higher Education Policy Analyst, Postsecondary Education Opportunity-Oskaloosa, Iowa; Senior Scholar, The PELL Institute for the Study of Opportunity in Higher Education—Washington, D.C. www.postsecondary.org/pr/pr_01.asp

2:00–4:00 p.m.
IMPERIAL BALLROOM A
“B” Ballroom Level

MAJOR WORKSHOP 4

Improving Job Searches and Tenure or Job-Performance Reviews of Staff and Faculty

Frequently power-holders evaluating faculty and staff colleagues unwittingly make cognitive errors, errors that result in the disproportionate shortchanging of women and especially under-represented U.S. minorities. To reduce or eliminate these errors requires two steps: coach individual decision-makers so they can recognize and rise above cognitive errors and also incrementally slow down and improve committee and evaluation processes. This highly interactive session will focus on both steps.

Judy (“JJ”) Jackson, Ed.D., Dean of the College, Vassar College—Poughkeepsie, New York
JoAnn Moody, Ph.D., J.D., Faculty Developer, National Higher Education Consultant, and Director, Northeast Consortium for Faculty Diversity—San Diego, California

For an overview of Dialogue sessions, see page 4

DIALOGUE SESSIONS

Dialogue sessions are designed to provide conference attendees with genuine opportunities for dialogue and exchange. These sessions will be facilitated by persons with expertise and experience in each topic area. Facilitators will provide a suitable structure and ground rules for discussion and will encourage constructive dialogue, exchange, sharing, and learning around the session topic.

2:00–4:00 p.m.
IMPERIAL BALLROOM B
“B” Ballroom Level

ROUNDTABLE DISCUSSION—STUDENT TO STUDENT

ALL STUDENTS attending NCORE are invited to this Roundtable discussion regarding diversity on college campuses. Local student hosts will kick off the conversation by addressing how students experience diversity on institutional and individual levels on college and university campuses in 2007. This is a great opportunity to meet your fellow student conference goers, get advice from faculty and staff advisers available for informal questions, and to create networks that are critical for personal empowerment and campus change.

Pamela Huang Chao, Member, NCORE National Advisory Committee, Student Sub-Committee; Professor of Sociology, American River College—Sacramento, California (**Coordinator**)
Student Representatives from local Colleges and Universities

2:00–4:00 p.m.

2-HOUR CONCURRENT SESSIONS

2:00–4:00 p.m.
UNION SQUARE 22
Fourth Floor

Creating a Global Community of Passionate Scholar Practitioners: How Doctoral Students are Tailoring Academic Programs to Promote Social Justice in Local Communities

◆◆Interactive Training◆◆

This interactive session begins with an introduction to a unique program which enables students to tailor their academic doctoral program to take into consideration their unique wealth of experience, professional backgrounds, and future goals. Presenters will discuss case studies drawn from Fielding Graduate University’s doctoral program in Educational Leadership and Change. The major components of this presentation include (1) discussion of this model of learning founded with a mission for social justice, (2) how this model benefits the more mature learner and advanced professional desiring to become a stronger leader/community advocate, (3) the tremendous advantages of this model for active business professionals with a family, and (4) the opportunities for developing scholarship and practice around issues of social justice in local communities and abroad. This session will conclude with a five-member doctoral student panel sharing their experiences which have led them to greater meaning and purpose in their new roles as leaders and social justice advocates. This session should particularly benefit more experienced and/or mature prospective and current students who are interested in gaining a better understanding of how they can build an academic program to address pressing local, national or international concerns, both as academics and as leader-practitioners.

Levels of Experience:
Intermediate and Advanced

Sheila T. Gregory, Ph.D., Faculty Mentor, Fielding Graduate University—Alpharetta, Georgia
Michael P. Suarez, Ph.D., Associate Dean, Student Services-Recruitment and Retention, Fielding Graduate University—Santa Barbara, California

2:00–4:00 p.m.
MASON ROOM
Sixth Floor

It Takes More Than a Village to Get Them There: An Approach to Increasing Student Diversity in Two- and Four-year Colleges and Universities, and Strategies for Keeping Them There

◆◆Case Studies/Model Programs◆◆

This session examines an innovative model used to increase the diversity on the campus of James Madison University. Presenters will describe how academic and nonacademic units joined forces to create a more diverse student body using strategies that have paid off in immeasurable ways. This transformation has taken four years and it continues to take shape as the needs of students change. Finally, the session will share with participants why and how the initial efforts were identified, and how involvement and interests have spread to other areas of the university, across the state, into middle schools and high schools. This session should particularly benefit those who are interested in student success, recruitment and retention, issues related to inner-city youth, minority populations, as well as other issues related to student success on college and university campuses.

Levels of Experience: Novice and Intermediate

Oris T. Griffin, Ed.D., Associate Professor of Education, and Coordinator, Professor-In-Residence Program, James Madison University—Harrisonburg, Virginia

Monyette F. Martin, Richmond Regional Assistant Director, Admissions, James Madison University—Harrisonburg, Virginia

Diane L. Strawbridge, Director, Student Retention, Centennial Scholars Program, James Madison University—Harrisonburg, Virginia

Michael Walsh, Director, Admissions, James Madison University—Harrisonburg, Virginia

Daniel D. Wubah, Ph.D., Special Assistant to the President, James Madison University—Harrisonburg, Virginia

2:00–4:00 p.m.
UNION SQUARE 13
Fourth Floor

Levels of Experience: All

Teaching Health and Social Justice: Documentary Film and Innovative Pedagogies

◆◆Curricular/Pedagogical Models◆◆

The U.S. is in a health crisis. Students going into health careers—or those concerned with social justice—need to deeply understand social determinants of health. Although we spend twice as much on health care as any other industrialized country, our life expectancy is twenty ninth in the world and our infant mortality is twenty sixth. These dismal numbers are driven largely by health inequities—persistent, unequal disease burdens based on racism, as well as gender and class within the global world order. A large body of research shows that population health is not just a result of individual bad habits or unlucky genes; it is deeply affected by the conditions in which we are born, live, and work. This session will begin with clips from the opening episode of a major new film series that will air on PBS in fall 2007, called *Unnatural Causes*, produced by California Newsreel and others. Presenters will discuss how this content has been integrated into undergraduate coursework at San Francisco State and City College, and will be expanded into an emerging national network of undergraduate programs called the Metropolitan Health Academies. The session should particularly benefit those of any experience levels who are teaching undergraduate students with an interest in urban health.

Vicki Legion, Co-Director, Community Health Works, San Francisco State University/City College of San Francisco—San Francisco, California

Mary Beth Love, Ph.D., Department Chair, Department of Health Education, San Francisco State University/City College of San Francisco—San Francisco, California

Rachel Poulain, Director of Outreach, California Newsreel—San Francisco, California

Victoria Quijano, Project Director, Metropolitan Health Academies, San Francisco State University/City College of San Francisco—San Francisco, California

2:00–4:00 p.m.
UNION SQUARE 14
Fourth Floor

Levels of Experience: Novice and Intermediate

Preparing for a Career as a Diversity Officer

◆◆Interactive Training◆◆

The role of a diversity officer in higher education is evolving. Colleges and universities are increasingly hiring individuals into newly created positions to lead their institution's diversity efforts. These new diversity officers are trailblazers with no predecessor from which to learn. Moreover, there is no required degree or specific work experience for becoming a diversity officer. Thus, the interdisciplinary work of diversity officers necessitates a plan which addresses the education, experience, and interpersonal attributes needed to be effective in this position. This session should particularly benefit those who seek to promote diversity throughout the academic community tackle complex issues and effectuate institutional change.

Corey T. Holliday, Director, Admissions, Clark State Community College—Springfield, Ohio

Bruce A. King, Assistant Vice President, Academic Affairs, University of South Dakota—Vermillion, South Dakota

Hazel G. Rountree, J.D., Assistant Director, Affirmative Action Programs, Wright State University—Dayton, Ohio

2:00–4:00 p.m.
UNION SQUARE 25
Fourth Floor

Levels of Experience: Novice

Behind the Scenes: The Impact of Diversity Education on Faculty and Students

◆◆Research/Assessment/Evaluation◆◆

This session will seek to provide insight into how diversity courses are experienced and perceived by faculty of color as well as students. Two perspectives will be presented at this session, the first focusing on the instructors and the second on students. The common theme between the two being a social justice agenda in the instructor's teaching the course and hope to imparting this awareness and value to the students. The findings revealed an important difference between the instructor's intention and the student's reality. In response to increasing U.S. racial and ethnic diversity, various professional organizations (e.g., APA, ACA) have placed greater emphasis on content related to racial and cultural dynamics. Multicultural courses often addresses these issues. Faculties of color are typically responsible for a large portion of diversity training. Even so their voices are virtually absent from the literature. The same is true of undergraduate students taking a diversity course at a majority white institution. Typically when these courses are taught in traditionally white institutions the dynamics between student and faculty and coursework is noteworthy.

Rosemary E. Phelps, Ph.D., Department Head, Counseling and Human Development, College of Education, University of Georgia—Athens, Georgia

Noelle Savatta, Psychology Intern, Counseling Services, University of California—Santa Barbara, California

JaNae' Taylor, Doctoral Candidate, Philosophy, Counseling Psychology, University of Georgia—Athens; Psychology Intern, Salesmanship Club Youth and Family Centers—Dallas, Texas

4:15–5:15 p.m.
GRAND BALLROOM
Salon B and A
Grand Ballroom “GB” Level

SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE

Creating an Inclusive Academy



Robert J. Birgeneau, Ph.D., Chancellor, University of California—Berkeley, California

Robert J. Birgeneau became the ninth chancellor of the University of California, Berkeley, in September, 2004. An internationally distinguished physicist, he is a leader in higher education and is well known for his commitment to diversity and equity in the academic community. Before coming to Berkeley, Birgeneau served four years as President of the University of Toronto. He previously was dean of the School of Science at the Massachusetts Institute of Technology, where he spent 25 years on the faculty. He is a foreign associate of the National Academy of Sciences, has received many awards for teaching and research, and is one of the most cited physicists in the world for his work on the fundamental properties of materials. March 2006, Birgeneau received a special Founders Award from the American Academy of Arts and Sciences. President John Hennessy of Stanford University, and filmmaker George Lucas also received the Founders award the same date. Established in the 225th anniversary year of the Academy, this award honors men, women and institutions that have advanced the ideals and embody the spirit of the Academy founders—a commitment to intellectual inquiry, leadership and active engagement. A Toronto native, Birgeneau received his B.Sc. in mathematics from the University of Toronto in 1963 and his Ph.D. in physics from Yale University in 1966. He served on the faculty of Yale for one year, spent one year at Oxford University, and was a member of the technical staff at Bell Laboratories from 1968 to 1975. He joined the Physics Faculty at MIT in 1975 and was named Chair of the Physics Department in 1988 and Dean of Science in 1991. He became the 14th president of the University of Toronto in July 2000. At Berkeley, Birgeneau holds a faculty appointment in the Department of Physics in addition to serving as chancellor.

7:00–9:30 p.m.

For Reserved Transportation Tickets, please visit the NCORE Registration Area

Depending on Space Availability, Guest, Spouse, Children and other Family Member can purchase a ticket from NCORE Registration area.

WELCOMING RECEPTION AND BAY CRUISE



Join friends and colleagues and meet first-time NCORE attendees on San Francisco Belle for a bay cruise. Enjoy food and good company while celebrating **NCORE's 20th Anniversary**. The beautifully renovated Belle is the crown jewel of San Francisco Bay. Her presence on the bay will capture your imagination with its grandeur and style that is uniquely San Francisco. This event required Pre-Registration and Reservation (limited to the first **1700 NCORE** Participants).

DAY AT A GLANCE ■ THURSDAY, MAY 31

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THURSDAY, MAY 31, 2007

7:30–9:00 a.m.

CONTINENTAL BREAKFAST

Continental Breakfast will be served: Grand Ballroom (Salon A) Grand Ballroom “GB” Level; East, South, and West Lounge, as well as The Exhibitor area, “B” Ballroom Level.

7:30 a.m.–6:00 p.m.
YOSEMITE A, B, and C
“B” Ballroom 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 32)

7:45–8:45 a.m.
FRANCISCAN ROOMS,
A, B, C, D
“B” Ballroom Level

NATIONAL ADVISORY COMMITTEE (NAC) SUB-COMMITTEE 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 NACORE National Advisory Committee, see page 5.

9:00–9:45 a.m.
GRAND BALLROOM
Salon B and A
Grand Ballroom “GB” Level

CONFERENCE MORNING PLENARY SESSION

Opening Remarks:



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

Keynote Address:



Without Reservations: An Urban Indian’s Comic, Poetic and Highly Irreverent Look at the World

Sherman Alexie, A Spokane/Coeur d’Alene Indian, Author, Poet, Screenwriter—Seattle, Washington

Sherman Alexie ...teaches, entertains and inspires — interculturally, intergenerationally and with a flair for taking you to a creative playground that is both familiar and unfamiliar to all of us. A prolific novelist, poet and screenplay writer, Alexie has been hailed as one of the best young writers of his generation. *The New Yorker* named him one of the top 20 writers for the 21st Century.

His talent and voice shine brightly, far beyond the pages of his work. *Men’s Journal* called him “the world’s first fast-talking, wisecracking, mediagenic American Indian superstar.” A gifted orator, Sherman Alexie won the World Heavyweight Championship Poetry Bout four years in a row (1998 to 2001). Sherman tells tales of contemporary American Indian life laced with razor-sharp humor, unsettling candor and biting wit. He reshapes our myths and stereotypes by speaking his mind on a wide range of issues—from race relations, religion and politics to homophobia, war and morality. A Spokane/Coeur d’Alene Indian, Alexie grew up on the Spokane Indian Reservation in Washington. As a college student, he landed in a poetry-writing class and his professor quickly recognized his “intensity of language, passion and energy.” Upon the publication of *The Business of Fancydancing*, his first collection of poetry, *The New York Times Book Review* described him as “one of the major lyric voices of our time.” Since then, Alexie has authored eleven books of poetry, several collections of short stories, two novels and numerous works for magazines. He wrote the screenplay for and produced the feature film *Smoke Signals*, based on his book, *The Lone Ranger and Tonto Fistfight in Heaven*. The film premiered at the 1998 Sundance Film Festival, winning both the Audience Award and Filmmakers Trophy. His first novel, *Reservation Blues*, won Booklist’s Editors Choice Award for Fiction. *Indian Killer* was a *New York Times* Notable Book and *The Toughest Indian in the World* won the 2001 PEN/Malamud award, honoring excellence in the art of storytelling. In his latest book, *Ten Little Indians*, a national bestseller and *Publishers Weekly* Book of the Year, Alexie’s stories are driven by a haunting lyricism and naked candor that cut to the heart of the human experience. In 2002,

For Informal Dialogue with Sherman Alexie and book signing, see page 47

Alexie released his directorial film debut, *The Business of Fancydancing*, which the film won many awards, including the Outstanding Screenwriting Award at Outfest. He is currently working on a screenplay adaptation of *The Toughest Indian in the World*, which he will direct and co-produce. In 2003 Sherman Alexie received Washington State University's Highest Alumnus Award, recognizing the importance of his Native American voice to a broad audience. His next book (Fall 2007) is *The Absolutely True Diary of a Part-Time Indian*, a "coming-of-age, interracial comedy" for young adults based on his first year at an all-white high school. With his humorous, revealing and exuberant works of art, Alexie compels audiences to see the world for all of its pitfalls and possibilities.

INFORMAL DIALOGUE WITH SHERMAN ALEXIE AND BOOK SIGNING

10:00–11:30 a.m.
GRAND BALLROOM
Salon A
Grand Ballroom "GB" Level

90-MINUTE CONCURRENT SESSIONS

10:00–11:30 a.m.

10:00–11:30 a.m.
CONTINENTAL BALLROOM
Parlor 3
"B" Ballroom Level

Levels of Experience:
Intermediate and Advanced

Building a Diversity Infrastructure: Commissions, Advisory Boards, and Institutional Funding

◆◆Case Studies/Model Programs◆◆

The implementation of initiatives to foster diversity in institutions of higher education has often been sporadic. One department may promote diversity programs while another department virtually ignores diversity. A dean who was committed to diversity leaves the institution and the incoming dean's priorities tend to marginalize diversity. Many institutions have some sort of advisory body of volunteer advocates, yet these are often not effective because members may not know or understand the university "big picture." One vital element to sustaining and expanding on previous work is building institutional structures which support diversity. This session will focus on three important components of establishing an effective diversity infrastructure which has been developed at the Pennsylvania State University: commissions, advisory boards, and institutional funding. Penn State has had a 25-year history of working with these structures, and this session will focus on approaches to establishing and optimizing these structures along with lessons learned. This session should particularly benefit those who are or who aspire to be in leadership positions or those who seek to serve in advocacy roles at the institutional level.

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, Senior Diversity Planning Analyst, Office of the Vice Provost for Educational Equity, Pennsylvania State University—University Park, Pennsylvania

Barbara L. Welshofer, Senior Diversity Planning Analyst, Office of the Vice Provost for Educational Equity, Pennsylvania State University—University Park, Pennsylvania

10:00–11:30 a.m.
UNION SQUARE
15 and 16
Fourth Floor

Levels of Experience:
Intermediate

Shoring up the Faultline: Impact of Community Partnerships on Increasing Latino Student Access to Higher Education

◆◆Case Studies/Model Programs◆◆

It has been ten years since a Presidential Commission released *Our Nation on the Faultline* describing the shortcomings in the educational systems serving Hispanic Americans and calling for model programs to address the resulting achievement gap. Shortly after this report was released, the W.K. Kellogg Foundation funded 13 sites in seven states to address Latino student access to higher education through an initiative known as ENLACE (Engaging Latino Communities for Education). ENLACE, meaning to link or weave together, engaged local colleges, K-12 schools, and community groups as partners to create a more seamless path to college, provide student and family support services, and develop community-driven reforms to increase Latino student academic success. This session will highlight evidence-based practices implemented by one of the sites located in Tampa, Florida and will demonstrate how community partnerships can be used to shore up the *Faultline* in our educational systems. This session should particularly benefit those who are interested in utilizing university-community partnerships to develop and implement effective practices to increase the number of Latino students who successfully complete high school and transition to higher education.

Catherine J. Batsche, Ph.D., Associate Dean, Louis de la Parte Florida Mental Health Institute, University of South Florida—Tampa, Florida

10:00–11:30 a.m.
POWELL ROOM
Sixth Floor

Levels of Experience:
Intermediate

“Multicultural America” and the Core Curriculum: A Course Model for Interdisciplinary Change

◆◆Curricular/Pedagogical Models◆◆

This session will discuss the development, implementation, and initial outcomes of the “Multicultural America” curriculum initiative at the University of Wisconsin–Milwaukee. Under the sponsorship of UWM’s Cultures and Communities Program, departments create versions of “Multicultural America” core courses that meet the university’s general education and cultural diversity requirements for undergraduates. These courses introduce students to the study of America’s multicultural history and the diversity of ethnic and racial experience and expression. Each department designs sections that meet the program’s goals while using perspectives and materials from its own discipline. Students in “Multicultural America” also complete a service learning assignment linked to the learning goals of the course. “Multicultural America” serves as the core for the Cultures and Communities Certificate, an interdisciplinary minor which uses relevant classes drawn from the university’s required general education offerings. Presenters will share their syllabi and assignments and discuss the challenges they face when students struggle with or resist materials about social justice, inequality, racism, and systems of oppression. This session should particularly benefit those working to diversify college curriculums and/or develop more effective multicultural education strategies. Interactive dimensions of the session will include working with participants to identify obstacles and challenges and illustrate best practices.

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

Cheryl Ajirotutu, Ph.D., Associate Director, Cultures and Communities Program, and Associate Professor of Anthropology, University of Wisconsin—Milwaukee, Wisconsin

Jasmine Alinder, Ph.D., Assistant Professor, Department of History, University of Wisconsin—Milwaukee, Wisconsin

Iris Maria Christian, Student Advisor, Cultures and Communities Program, University of Wisconsin—Milwaukee, Wisconsin

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

Steven McKay, Ph.D., Associate Professor, Department of Sociology, University of Wisconsin—Milwaukee, Wisconsin

Scott M. Walter, Ph.D., Lecturer, Cultures and Communities Program, University of Wisconsin—Milwaukee, Wisconsin

10:00–11:30 a.m.
UNION SQUARE 14
Fourth Floor

Levels of Experience: Novice
and Intermediate

Standardization and Diversity: Tensions in Professional Health Sciences Training, Lessons From Professional Schools of Social Work

◆◆Theoretical Models◆◆

The training of health care professionals in medicine, nursing, and pharmacy often emphasizes standardization in ways of thinking and acting that contradict and undermine the efforts of health professions’ schools to become more diverse and inclusive. This session will explore which professional schools of pharmacy have only recently begun to emphasize inclusivity, and how these schools can learn from professional schools of Social Work which is one of the earliest and most successful academic professional programs in terms of attracting and graduating students from diverse backgrounds. This session should particularly benefit faculty, staff, and students in professional schools of medicine, nursing, pharmacy, veterinary medicine, and law because we will examine the tensions among empiricism, standardization, professionalism, and diversity, and offer strategies for overcoming the cultural barriers created by health care professions’ cultures of standardization for building more diverse professions.

Amber Ault, Ph.D., Director of Diversity, School of Pharmacy, University of Wisconsin—Madison, Wisconsin

Stephanie Brzuzy, Ph.D., Associate Professor, School of Social Work, Arizona State University—Phoenix, Arizona

10:00–11:30 a.m.
LOMBARD ROOM
Sixth Floor

Levels of Experience:
Advanced

The Model for American Indian School Administrators: A Replica for Success in Higher Education

◆◆Case Studies/Model Programs◆◆

The *Model for American Indian School Administrators* (MAISA) was a federally-funded project conducted at the New Mexico State University (NMSU) in Las Cruces, beginning in September 2004 and ending in December 2006. Project MAISA was designed to provide aspiring American Indian administrators in the state of New Mexico with a collaborative, comprehensive Master’s degree in Educational Administration leading to licensure. Through project MAISA, NMSU successfully graduated 12 American Indian teachers with Master’s Degree in Educational Administration enabling them to become K-12 school administrators. The project prepares educational leaders by addressing the needs of American Indian students, focusing on issues of Indigenous culture, linguistic diversity, and leadership development. Project MAISA addresses not only the need to increase the number of American Indian school administrators in the public school system, but

offers training that focuses on problems unique to American Indian communities. This session should particularly benefit administrators and faculty who are searching for a proven model to assist American Indian students earn a college degree.

Raphael Marceaux Guillory, Ph.D., Assistant Professor, Counseling, Educational, and Developmental Psychology, Eastern Washington University—Cheney, Washington

10:00–11:30 a.m.
UNION SQUARE 25
Fourth Floor

Levels of Experience:
Intermediate

Multicultural Student Retention Summit: Building a University-Wide Understanding and Commitment to Address Multicultural Student Persistence, Achievement, and Graduation

◆◆Long- and Short-Range Planning◆◆

This session will examine a well designed, effective, and easy to duplicate initiative developed and implemented at Washington State University (WSU) to create and foster a university-wide improvement of student persistence, achievement, and graduation. Presenters will provide a brief but comprehensive overviews of student data and an analysis of current research regarding critical issues impacting the student experience in higher education. The session will outline the Retention Summit objectives, methodology, planning, implementation, and follow up. Presenters will also facilitate a conversation about implementation of similar initiatives at other institutions. Samples of materials, references, and the “working document of proposed recommendations” will be made available. Administrators, Student Affairs personnel, faculty and staff concerned and/or charged with the responsibility of improving the experience, enrollment, persistence, achievement, and graduation of multicultural students will be stimulated by this presentation.

J. Manuel Acevedo, Director, Office of Multicultural Student Services, Washington State University—Pullman, Washington

Vicki McCracken, Ph.D., Professor, School of Economic Sciences, and Associate Director, Agricultural Research Center, College of Agricultural, Human and Natural Resource Sciences, Washington State University—Pullman, Washington

10:00 a.m.–noon
CONTINENTAL BALLROOM
Ballroom 5
“B” Ballroom Level

For Book Signing by
Jacqueline Elena Featherston,
and Elizabeth “Betita”
Martinez, See SPEAKOUT
Exhibit Booth

MAJOR WORKSHOP 5

The Politics of Solidarity: What is Our Collective Future?

Building unity and alliances across dynamics of difference is not simply a matter of black and white or red, yellow or brown and white. One of the most important dynamics is the relationship among communities of color. We must learn to care enough for each other to stand for each other. To effectively transform oppression, people of color must examine the internalized misinformation about our communities—our own and those of our allies—essential to that process is knowledge of each other's histories. Ongoing alienation by culture, ethnicity, race and nationality keeps us from coalescing effectively for political and social change. In this session, we will grapple with ways to identify and interrupt non-productive patterns of personal and institutional levels that threaten our collective future.

Jacqueline Elena Featherston, Educator, Author, Filmmaker, Cultural Critic, and Producer/Director of the award-winning “Alice Walker: Visions of the Spirit”; Co-founder, Featherston & Associates (a collective of consultants, educators and trainers specializing in diversity and cross-cultural equity)—San Francisco, California

Elizabeth “Betita” Martinez, Activist, Writer and Veteran of the Black Civil Rights and Chicano Movements; Co-founder and Chair, Institute for MultiRacial Justice (to build alliances between communities of Color)—San Francisco, California

10:00 a.m.–noon
CONTINENTAL BALLROOM
Ballroom 6
“B” Ballroom Level

MAJOR WORKSHOP 6

The John D. O’Bryant National Think Tank for Black Professionals on Predominantly White Campuses (JDOTT): Connecting the Past, Present and Future With a Revolutionary Spirit for Authentic Transformation

The John D. O’Bryant National Think Tank for Black Professionals on Predominantly White Campuses (JDOTT) grew out of the Black caucuses that were held at NCORE. Ten years ago, under the leadership of the late John D. O’Bryant, the need for such an organization was envisioned. During the formative years, it was clear that Blacks on predominantly White campuses experienced similar forms of racism and traditional structural arrangements were challenging, confusing, and frustrating. JDOTT was organized to provide not only networking opportunities, but also a unified base for collective action that would empower members with techniques they could use to implement systemic and systematic change in all levels of higher education. JDOTT has since evolved into a national organization with a membership of over 200 Black professionals from colleges and universities across the country; has published two books; and has a national scholarship program for Black students. JDOTT now serves as a model for organizational effectiveness with strategies for institutional transformation and outcomes based on initiatives that are supported by scholarly research and student involvement.

Beginning with the early developmental years, following the establishment of JDOTT as a non-profit group, this session will address the evolutionary process involved in moving an organizational concept to a living, active body. Participants interested in building their group or organization as a national body will learn: (1) critical early planning steps, (2) tactical methods essential for growth, and (3) the process for moving your organization towards long-range strategic planning. Similar organizations or groups will be able to use JDOTT’s process as a model for development, growth and progressive movement.

P. Eric Abercrombie, Ph.D., President Emeritus of JDOTT, and Director, African American Cultural Center and Ethnic Programs and Services, University of Cincinnati—Cincinnati, Ohio

Dwain Archer, Past JDOTT Parliamentarian, Fire Marshal, Department of Public Safety, University of Louisville—Louisville, Kentucky

Kenneth Durgans, Ed.D., President of JDOTT, and Associate Vice Provost for Institutional Diversity, Rensselaer Polytechnic Institute—Troy, New York

Paul James, JDOTT Regional Representative, and Director, Multicultural Affairs, Xavier University—Cincinnati, Ohio

LaTashia Reedus, Vice President for Finance and Secretary of JDOTT, and Director, Multicultural Student Affairs, Mount Union College—Alliance, Ohio

Mordean Taylor-Archer, Ph.D., Advisor to JDOTT Board, and Vice Provost, Diversity and Equal Opportunity, University of Louisville—Louisville, Kentucky

10:00 a.m.–noon
IMPERIAL BALLROOM A
“B” Ballroom Level

MAJOR WORKSHOP 7

A Strategic Approach to Equity, Diversity, and Access in Higher Education

Higher education officials of America have been struggling with the challenges of diversifying college and university campuses for decades. Some of these challenges include increasing the representation and presence of the people of color in all levels of the academy, issues of retention, curriculum integration, environmental fit, legal matters, and sorting out who should be included under the big tent of “diversity” efforts.

This session is designed to present a comprehensive view of institutional and system-wide initiatives implemented to improve campus diversity. The session will include a candid discussion of efforts that were successful and those that have failed. Participants will hear about lessons learned by presenters based on their individual and collective experiences. The session will also include an integrated perspective focusing on policy issues, institutional issues, academic and student support challenges, organizational structural focus and system-wide and institutional dynamics. This session will be presented with an emphasis on the strategic point of view in addressing the critical issues of equity, diversity, and access in the university environment.

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

Sharon Shaw McEwen, Director, Office of Cultural Diversity Initiatives, Middle Tennessee State University—Murfreesboro, Tennessee

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

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

Forrestine Williams, Special Assistant to the President, Institutional Equity and Compliance, Middle Tennessee State University—Murfreesboro, Tennessee

10:00 a.m.–noon
**CONTINENTAL BALLROOM
Parlor 9**
“B” Ballroom Level

For Book signing by Christine Sleeter, see Teaching for Change Exhibit Booth

MAJOR WORKSHOP 8

Disrupting Racism Through Testimonial and Family History Narratives

This session will explore the use of family history narratives as a tool for disrupting racism and deepening cultural understanding. Family histories delve into historical and cultural complexities in a way that texts about history generally not do, and can uncover lost stories of resistance to oppression, confronting racism, working for justice, or claiming non-Anglo identities. For whites, these lost narratives can be particularly surprising and awakening. For people of color, they can be historically empowering. In this session we will explore use of several tools, including oral histories, family documents, genealogical search tools, official documents, old newspapers, and so forth. We will then examine what can be learned by situating family history within a historical context of place and time, and cultural changes, in order to tease out a broader set of possible narratives, such as white anti-racist work, struggles to maintain culture and language, and cross-racial community-building. These explorations will be illustrated with our own family history narratives and those of a few students.

Rina Benmayer, Ph.D., Professor, Division of Humanities and Communication, California State University, Monterey Bay—Seaside, California

Christine Sleeter, Ph.D., Professor Emerita, Center for Collaborative Education and Professional Studies, Master of Arts in Education Program, California State University, Monterey Bay—Seaside, California

10:00 a.m.–noon
IMPERIAL BALLROOM B
“B” Ballroom Level

MAJOR WORKSHOP 9

Political Realities and Social Change

We often assume that if we obtain favorable judicial legislative, or policy decisions in support of minority social rights, we have achieved a victory. In reality, laws may reflect rather than lead public morality. Social change agents must be more sophisticated in planning and implementing programs. This session will examine social change strategies and the role political forces play in the process.

William R. Carmack, Ph.D., Regents’ Professor Emeritus of Communications and former Chair of Communications, The University of Oklahoma—Norman, Oklahoma

10:00 a.m.–noon
**CONTINENTAL BALLROOM
Parlor 8**
“B” Ballroom Level

For Book Signing by Felice Yeskel, see Teaching for Change Exhibit Booth

MAJOR WORKSHOP 10

Lessons From Katrina: The Growing Divide in America

It’s been over a year since Hurricane Katrina shattered the Gulf Coast, but what have we really learned? In the wake of the natural and un-natural disaster that was Katrina, the media briefly focused attention on the deep race and class divisions in the U.S. But the divisions that were revealed were not created by the storm, nor have they healed with the receding water. A shocking level of economic inequality was revealed, which might be termed, “Economic Apartheid.” During this interactive session we will have the opportunity to discuss the effects of this gross inequality on our lives and our communities; review the massive income and wealth shifts of the last 25 years, the power shifts and rule changes that have fueled this inequality; a range of strategic initiatives, as well as specific and immediate steps we can take to reverse the growing gap between the rich and everyone else. Participants will have an opportunity to discuss how this widening gap impacts on our campuses and the educational enterprise.

Felice Yeskel, Ed.D., Executive Director, Class Action (a national non-profit focusing on issues of social class and money, and their impact on our individual lives, our relationships, organizations, institutions, and culture)—Northampton, Massachusetts

10:00 a.m.–noon
**CONTINENTAL BALLROOM
Parlor 7**
“B” Ballroom Level

For Book Signing visit Teaching for Change Exhibit Booth

MAJOR WORKSHOP 11

Recruitment and Retention of Faculty in the STEM Disciplines

Presentation and discussion will focus on multiple strategies for increasing and sustaining the presence and success of female faculty and faculty of color in Science and Engineering fields. Analyses will consider societal, organizational and (inter)personal barriers to achieving a more diverse faculty, as well as tactics designed to overcome these impediments to a more egalitarian and socially just academic environment.

Mark Chesler, Ph.D., Professor Emeritus, Department of Sociology, University of Michigan—Ann Arbor, Michigan

Samuel Mukasa, Ph.D., Professor, Geological Sciences, University of Michigan—Ann Arbor, Michigan

10:00 a.m.–noon
**CONTINENTAL BALLROOM
Parlor 1**
“B” Ballroom Level

SPECIAL PRESENTATION—The College Board

Keeping the DREAM Alive

Through the combination of a multi-media presentation, a student panel, and a panel of concerned educators and public officials, this session will focus on the human side of the immigrant student experience; it compliments other important sessions that focus on the legal issues faced by unprotected students. The proposed DREAM Act is appropriately named—it speaks to all of us who understand that access to higher education remains the surest route to permanent empowerment in this country. Each year approximately 65,000 students who have been raised in the United States but who are here without legal status graduate from our nation’s high schools. Yet, state and federal laws deny these unprotected students access to higher education by prohibiting access to financial assistance from state and federal programs, as well as public funding to colleges and universities. This session will highlight the many challenges that unprotected immigrant students face in pursuing their college dreams and, as important, the ways in which we can best support the unprotected immigrant students who ultimately enroll at our institutions. There will be ample time for discussion and interaction. This session will particularly benefit those institutions in states with increasing immigrant populations and to institutions seeking to develop policies responsive to immigrant student needs.

Irma Archuleta, Instructor, Political Science and Chicano/Latino Studies, California State University-Long Beach and El Camino College—Long Beach, California

Josh Bernstein, Director, Federal Policy, National Immigration Law Center—Washington, D.C.

Alfred Herrera, Ph.D., Assistant Vice Provost, Academic Partnerships, Division of Undergraduate Education, Center for Community College Partnerships, University of California—Los Angeles, California

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

Zoe Lofgren, Congresswoman, 16th District-California—Santa Clara, California

James Montoya, Vice President for Higher Education Assessments and Services, and Regions, The College Board—New York, New York (**Moderator**)

Invited Student Leaders



The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,500 schools, colleges, universities, and other educational organizations.

Each year, the College Board serves over three million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

10:00 a.m.–noon

2-HOUR CONCURRENT SESSIONS

10:00 a.m.–noon
**UNION SQUARE
19 and 20**
Fourth Floor

INTERCULTURAL SESSIONS:

Part I—How To Build An Intercultural Campus

With intercultural approaches to diversity now appearing at colleges and universities from coast to coast, this session presents the original model used in building the first intercultural university campus in the U.S. Through assessment training, intercultural storytelling, and organizational change exercises, participants will learn how to construct an intercultural campus at their own institution. In addition, participants will learn the method of “participatory action research” and grant writing as preferred mechanisms by which to facilitate and fund a campus change project of this magnitude. With intercultural projects already underway at institutions in Michigan, Florida, Illinois, and California, participants will have ample opportunity to learn from and share ideas with others about what works and doesn’t work in this newest diversity movement.

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

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

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

Part II continues
1:15–4:15 p.m., see page 61

10:00 a.m.–noon
UNION SQUARE
1 and 2
Fourth Floor

Levels of Experience:
Advanced

Facilitating Curricular Change: Negotiating Institutional Structures and Teaching Faculty to Transform Courses

◆◆Training of Trainers◆◆

This session explores how to bring about institutional change in order to integrate diversity and social justice education into the curriculum and offers helpful guidelines and models to teach the faculty across the disciplines to transform existing courses or create new ones that focus on issues of social inequality and justice within their disciplinary content. The session examines ways to teach instructors the content of social justice education, effective pedagogies for teaching about social justice, and how to engage students in action toward social justice. This session should particularly benefit those who are interested in institutionalizing social justice education, enhancing diversity-related curricular offerings, and assisting faculty members with curriculum transformation.

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

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

Susan M. Shaw, Ph.D., Director, Difference, Power, and Discrimination Program, Oregon State University—Corvallis, Oregon

Roni Sue, Program Assistant, Difference, Power, and Discrimination Program, Oregon State University—Corvallis, Oregon

10:00 a.m.–noon
UNION SQUARE
17 and 18
Fourth Floor

Levels of Experience:
Intermediate

Recruiting and Retaining a Culturally Diverse Faculty: The CUNY Experience

◆◆Case Studies/Model Programs◆◆

This interactive session examines the comprehensive affirmative action program at the City University of New York (CUNY) which works 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 a culturally diverse faculty. Information will be provided 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, as well as 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 responsibility in implementing and monitoring comprehensive affirmative action programs.

Candita C. Gual, Officer, University Compliance and Diversity, the City University of New York—New York, New York

Charlotte Y. Phoenix, Ph.D., Senior Vice President and Provost (Acting), O. Medgar Evers College, and Professor, Education Department, the City University of New York—White Plains, New York

10:00 a.m.–noon
FRANCISCAN ROOMS D
"B" Ballroom Level

Levels of Experience:
Intermediate

Developing Critical Humility: A Dialogic Practice for White People

◆◆Interactive Training◆◆

This interactive session is intended for white people who are interested in sharpening their conscious awareness about the ways in which white ways of thinking and acting can interfere with their ability to communicate effectively when white privilege, race or racism are salient to the situation. Participants will examine the rationale for a reflective communicative practice called Critical Humility and engage in several exercises designed to give them experience with this practice. This session should particularly benefit white people who want to become more skillful participants in multiracial dialogue or task groups and/or more skillful in their communication with other white people when race, racism, or white privilege are relevant. The content grows out of the facilitators' experiences as white people trying to become more aware of how hegemony and privilege impair their habits of thinking, listening, talking, acting, and being. Although people of color are welcome at this session, session activities are designed to assist white people in reflecting critically about their communication practices. The faculty and administrators should find the practice of Critical Humility effective in their work on task or governance groups, as well as their day-to-day interaction with colleagues and students.

European-American Collaborative Challenging Whiteness, California Institute of Integral Studies—San Francisco, California

10:00 a.m.–noon
UNION SQUARE 22
Fourth Floor

The film *Mirrors of Privilege: Making Whiteness Visible* will be shown on Saturday, June 2, see pages 109, 115

AUTHENTIC DIALOGUE

Using Videos for Meaningful Conversations and Learning About Race and Culture

This experiential session invites critical thinking, while, at the same time, enriching people's ability to connect to one another. The presenter's warmth and compassion, along with her intuitive listening capability, support self-directed learning in others. This session will provide a structure for effectively using film—in various settings and time frames—related to issues of race and culture.



Dr. Shakti Butler is a popular and inspirational facilitator who generates new questions and transformative learning within her speaking engagements, workshops and trainings, which are held across the U.S. Shakti Butler is the producer/director of *Mirrors of Privilege: Making Whiteness Visible*, *The Way Home* and *Light in the Shadows*, all groundbreaking documentaries. As Executive Director of World Trust Educational Services, Inc., Dr. Butler has created a national program of dialogue called *Heart to Heart Conversations™*, which uses film as a launching pad for authentic dialogue, critical thinking, deep learning and change.

10:00 a.m.–noon
UNION SQUARE
23 and 24
Fourth Floor

FILM PREVIEW AND DISCUSSION



What's Race Got To Do With It?

Follow the journey of a diverse group of college students over the course of a semester as they confront their own assumptions about race, social disparities, and their own responsibilities for making a difference. This film sparks a dialog about the impact of social disparities on student suc-

cess and the achievement gap, and provides an opportunity to consider campus equity initiatives for a more democratic educational community. Join Dave Stark, founder of Stiles Hall and the facilitator featured in the film, for a review of best practices in Intergroup Dialog a discussion of institutional remedies to race-based disparities, and practicum for using the film at your institution.

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.

This program will help education professionals deepen students' 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/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. California Newsreel www.newsreel.org

Muhammed Bin-Mahfauz, Undergraduate Student, Biology Major, University of California—Berkeley, California

David Cruz, Undergraduate Student, Ethnic Studies Major, University of California—Berkeley, California

Jerlena Griffin-Desta, Doctoral Student, School of Education; Executive Director, Office of Student Development, University of California—Berkeley California

Carmisha Moore, Undergraduate Student, Rhetoric Major, University of California—Berkeley California

Dave Stark, Leader, the "Diversity Dialogue," Executive Director, Stiles Hall, University of California—Berkeley, California

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSION

10:30–11:45 a.m.
SUTTER ROOM
Sixth Floor

Developing an Institutional Commitment and Appreciation for Diversity Awareness

◆◆Case Studies/Model Programs◆◆

While many educational institutions express that they value diversity, some lack a Diversity Affairs office to incorporate diversity principles into policy and practice. Recognizing a need for more proactive commitment, the chancellor along with a core group of the faculty and administrators at Oakland Community College (Michigan) revived the efforts of an earlier initiative to redefine and expand the college's definition of diversity. This led to the formation of a Diversity Committee which implemented strategic initiative, conscious raising events, revised recruitment and employment practices, and implemented staff development. The committee was appointed by the

Levels of Experience: Novice and Intermediate

chancellor and members committed to serving a two or three years term. The OCC College Wide Diversity Committee now has its own budget and oversees six satellite committees. In this session, participants will learn how to formulate a framework for a diversity committee and hear examples of adaptable programs and initiatives. This session should particularly benefit individuals who are interested in creating a diversity committee but lack the formal infrastructure to support it.

Lloyd C. Crews, Ph.D., Interim Executive Director, Student Services, Oakland Community College—Bloomfield Hills, Michigan
Darlene Johnson-Bignotti, Librarian, Library Faculty, Oakland Community College—Royal Oak, Michigan
Jacqueline A. Shadko, Ph.D., Campus President, Oakland Community College—Farmington Hills, Michigan
Kelli A. Van Buren, Director of Student Services, Oakland Community College—Waterford, Michigan

10:30–11:45 a.m.
UNION SQUARE 21
Fourth Floor

Levels of Experience: Novice and Intermediate

Creating a “Diversity” Center: Lessons Learned

◆◆Case Studies/Model Programs◆◆

Though students of color and LGBTQ students are both considered minorities, their needs and concerns can be very different. Creating a shared student-centered space to support these students at the University of Chicago did not always proceed smoothly. The objectives for this session are to engage participants in an open conversation on the development of a student-centered space created for students of color and LGBTQ students. Participants will have an opportunity to hear from students about how a coalition has been built among two communities who were quite divided when the process started. Presenters will highlight the strategies that brought the two groups together and how we envision future programming for the new center. This session should particularly benefit those who are interested in learning about the creation of a shared vision between divergent groups and how that vision emerged for students, administrators, and their institution.

Sarah Bouchat, Undergraduate Student, International Studies and Human Rights Major, University of Chicago—Chicago, Illinois
Kathleen A. Forde, Adviser in the College, Office of the Dean of Students in the College, University of Chicago—Chicago, Illinois
Sharon Green, Doctoral Student, Pre-1900 U.S., Department of History, University of Chicago—Chicago, Illinois
Angel Ochoa Jr., Undergraduate Student, Comperative Human Development, Latin America Caribbean Studies Major, University of Chicago—Chicago, Illinois
Ana M. Vazquez, Ph.D., Deputy Dean of Students in the University, and Director, Minority Student Affairs, University of Chicago—Chicago, Illinois

10:30–11:45 a.m.
TAYLOR ROOM
Sixth Floor

Levels of Experience: Novice and Intermediate

Minority Student College Choice Process in a New Era of Affirmative Action: A Conceptual Framework

◆◆Theoretical Models◆◆

The session will present the results of a comprehensive literature review on college choice among African American and Latino students in the context of affirmative action. A thorough analysis of affirmative action policy at the federal and state level is used to add a unique dimension to college choice among minorities. A particular focus is on the dramatic change in affirmative action policies of California, Texas, and Washington through ballot initiatives and judicial rulings. Preliminary analyses show that affirmative action affects the college choice by minority students. Research contributed used to construct a theoretical framework which shows how minorities choose colleges in a sociopolitical climate where affirmative action policy is rapidly changing. This session should particularly benefit those who are interested in the college choice process, recruiting and retaining African America and Latino college students or those who want to learn more about how affirmative action policies impact students.

Phillip J. Bowman, Ph.D., Executive Director, National Center for Institutional Diversity, and Professor, Center for the Study of Higher and Postsecondary Education, University of Michigan—Ann Arbor, Michigan
Angela M. Locks, Doctoral Candidate, Center for the Study of Higher and Postsecondary Education; Graduate Research Assistant, National Center for Institutional Diversity, University of Michigan—Ann Arbor, Michigan
Rhana Natour, Undergraduate Research Assistant, National Center for Institutional Diversity, University of Michigan—Ann Arbor, Michigan

10:30–11:45 a.m.
VAN NESS ROOM
Sixth Floor

Levels of Experience: Novice
and Intermediate

Using the Online Diversity Portfolio to Assess Multicultural Online Learning

◆◆Curricular/Pedagogical Models◆◆

Today's colleges and universities must embrace online instruction and distance education if they are to remain competitive in a virtual marketplace. Research over the last two decades, have shown colleges have made noticeable progress in assessing multicultural competencies, but now they struggle to assess such competencies within online learning environments. The *Diversity Portfolio* is an electronic document that describes and chronicles a student's multicultural skills along a continuum of experiences. Three theoretical elements comprise the foundational elements of this portfolio. They include James Banks' work on *Multicultural Literacy* (2005), D.W. and David Sue's concept of *Multicultural Counseling* (2003), and Ribble, Bailey, & Ross's concepts of *Digital Citizenship* (2004). The session will discuss the key elements of the diversity portfolio and illustrate its practical value for assessing online instruction. This session should particularly benefit those individuals who teach online, administer distance education programs, and distance learning students.

Doris Wright Carroll, Ph.D., Associate Professor, Special Education, Counseling, and Student Affairs, Kansas State University—Manhattan, Kansas

10:30–11:45 a.m.
FRANCISCAN ROOMS B
"B" Ballroom Level

Levels of Experience: Novice

Regional Diversity and Inclusion Initiatives With the Construction Industry in Dayton, Ohio: Further Strengthen Campus Community Initiatives at the University of Dayton

◆◆Long- and Short-Range Planning◆◆

This session examines an innovative program at the University of Dayton. Information on the background and rationale for the program will be provided, as well as insights and lessons learned from its implementation. Finally, this session will address current challenges for success and future plans for improvement. This session should particularly benefit those who are interested in how making diversity and inclusion a regional strength in the work force of small- and medium-sized businesses, particularly in the construction industry, can indirectly and directly strengthen and impact diversity on a campus of higher education.

Beth Keyes, Executive Director, Facilities Management, University of Dayton—Dayton, Ohio
John E. Moore Sr., Chair, Diversity Task Force, The Dayton Foundation—Dayton, Ohio

10:30–11:45 a.m.
UNION SQUARE
3 and 4
Fourth Floor

Levels of Experience:
Intermediate

The Burden of Acting White: Experiences of Six Black Students Identified as At-risk for School Failure

◆◆Research/Assessment/Evaluation◆◆

Concerns have long existed about Black students' education and many have added their voice to this discourse. Voices have indicted intellectual inferiority, limited numbers of Black educators, and institutionalized racism for the many educational shortcomings experienced by Black students. Freire (1970) believed to exclude an oppressed people from solutions to their oppression treats them as objects to be saved and further adds to their disenfranchisement, disempowerment, and victimization. This session will report about research which included Black students having discussions about the burden of acting White and its impact on in-school and postschool outcomes. Study results yielded the following: (a) the burden of acting White does exist; (b) student definitions of acting Black and White; (c) the importance of Black role models; (d) the importance of postschool visions, goal setting and attainment skills; (e) the burden of acting White decreased some participant's academic success and lead to academic sabotage; (f) teacher reaction to the burden of acting White; and (g) a focus group that revealed the burden of acting White's survival conflict. This session should particularly benefit all individuals interested in empowering students.

Chauncey Demond Goff, Doctoral Student, College of Education, Graduate Research Assistant, Department of Educational Psychology, The University of Oklahoma—Norman, Oklahoma

10:30–11:45 a.m.
FRANCISCAN ROOMS A
"B" Ballroom Level

Levels of Experience:
Intermediate

Changing the Face of Aggie Teachers: A Case Study for Increasing Diversity at Texas A&M University

◆◆Case Studies/Model Programs◆◆

This session demonstrates the strategies employed by the College of Education and Human Development at Texas A&M University to attract and retain a more diverse student population. From 1999 to 2006, the college has experienced a 330 percent increase in African-American admits and a 59 percent increase in Hispanic admits for its freshman class. The session will take an in-depth look into innovative tactics and programs used to enhance the diversity of undergraduate programs. The college has developed a program which provides cultural learning opportunities. On average the program participants complete their freshman year with a full grade point higher GPA compared to a control group. The presenter will demonstrate how similar recruitment and retention programs can be implemented on any campus. This session should particularly benefit those who are seeking an innovative way to attract a more diverse population with an increased graduation rates.

David A. Byrd, Director of Recruitment, College of Education and Human Development, Texas A&M University—College Station, Texas

10:30–11:45 a.m.

For meeting times and rooms, please check with NCORE Registration Desk, located at **Plaza A and B** Lobby Level

SPECIAL FEATURE

One-on-One Meeting With Experts Experienced on Teaching, Training, and Social Justice Issues
At NCORE 2006 these meetings were considered a success. Given their popularity, NCORE 2007 will provide four time slots (Thursday, May 31—10:30–11:45 a.m. and 1:30–4:15 p.m.; Friday, June 1—10:30–1:45 a.m. and 1:30–4:15 p.m.) These one-on-one sessions will be scheduled for four types of meetings: (1) Students, (2) Faculty/Instructors, (3) Staff, and (4) Administrators. Each meeting is only for 30 Minutes. For more information about these meetings, the Experts, and for selection, interested participants should sign up and schedule for the meeting time at Registration Desk on-site. **For more information on each of these experts, you will have a short bio to review at NCORE Registration Area.**

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

Mark Chesler, Ph.D., Professor Emeritus, Department of Sociology, University of Michigan—Ann Arbor, Michigan

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

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

JoAnn Moody, Ph.D., J.D., Faculty Developer, National Higher Education Consultant, and Director, Northeast Consortium for Faculty Diversity—San Diego, California

Sheila O'Rourke, J.D., Acting Assistant Vice President for Academic Advancement, University of California Office of the President—Oakland, California

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 Offices of Dean of Students—Wisconsin, Madison

Sharon J. Washington, Ph.D., Interim Director, Faculty Equity Programs, University of California Office of the President—Oakland, California

10:30 a.m.–noon
CONTINENTAL BALLROOM
Ballroom 4
"B" Ballroom Level

A CONVERSATION WITH BILL ONG HING



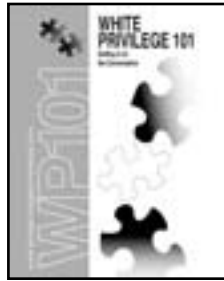
Defining America Through Immigration Policy

Bill Ong Hing, Ph.D., Professor of Law and Asian American Studies, and Director, Law School Clinical Program, University of California-Davis; General Counsel, Immigrant Legal Resource Center; Member, Board of Directors, Asian Law Caucus and Migration Policy Institute; Member, National Advisory Council of the Asian American Justice Center—San Francisco, California

Bill Ong Hing, a Professor of Law, teaches Judicial Process, Negotiations, Public Service Strategies, Asian American History, and directs the Law School Clinical Program. Throughout his career, he has pursued social justice by combining community work, litigation, and scholarship. He is the author of numerous academic and practice-oriented books and articles on immigration policy and race relations. His books include *Deporting Our Souls—Values, Morality, and Immigration Policy* (Cambridge Press 2006), *Defining America Through Immigration Policy* (Temple University Press 2004), *Making and Remaking Asian America Through Immigration Policy* (Stanford University Press 1993), *Handling Immigration Cases* (Aspen Publishers 1995), and *Immigration and the Law—a Dictionary* (ABC-CLIO 1999). His book *To Be An American, Cultural Pluralism and the Rhetoric of Assimilation* (New York University Press 1997) received the award for Outstanding Academic Book in 1997 by the librarians' journal *Choice*. He serves on the National Advisory Council of the Asian American Justice Center. Professor Hing also served as co-counsel in the precedent-setting Supreme Court asylum case, *INS v. Cardoza-Fonseca* (1987). Professor Hing is the founder of, and continues to volunteer as General Counsel for, the Immigrant Legal Resource Center in San Francisco. He also is on the Board of Directors of the Asian Law Caucus and the Migration Policy Institute.

10:30 a.m.–noon
MASON ROOM
Sixth Floor

FILM PREVIEW AND DISCUSSION



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.

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

noon–1:00 p.m.

INFORMAL NETWORKING MEETINGS

(For more information, see page 21)

1:15–2:30 p.m.

75-MINUTE CONCURRENT SESSION

1:15–2:30 p.m.
UNION SQUARE
1 and 2
Fourth Floor

Levels of Experience:
Intermediate

Creating Model Multicultural Affairs/Minority Affairs Departments

◆◆Case Studies/Model Programs◆◆

This session will examine model and innovative programs of the office of Multicultural Affairs at Louisiana State University. Information on program components, background, rationale, and outreach efforts will be provided. Additionally, this session will examine successes, challenges, and ways to implement successful programming for underrepresented student populations and campus communities. Participants will have an opportunity to create action plans, mission statements, program outlines, and crisis management plans. Finally the session will provide ample time for Minority/Multicultural Affairs professionals to share experiences with others in the same field. This session should particularly benefit Multicultural/Minority Affairs professionals and practitioners who (1) have been charged with implementing diversity programs in a higher education setting, (2) those interested in developing a mission/strategic plan related to diversity/social justice efforts, and (3) those seeking direction for creating a student driven diversity offices of the highest caliber.

Katrice A. Albert, Ph.D., Vice Provost, Equity, Diversity and Community Outreach, Louisiana State University—Baton Rouge, Louisiana

Chaunda Allen, Director, Office of Multicultural Affairs, Louisiana State University—Baton Rouge, Louisiana

1:15–2:30 p.m.
UNION SQUARE
3 and 4
Fourth Floor

Levels of Experience: Novice

Finding U at ONU and at Other Institutions: A Synopsis of an Innovative Mentoring Program for Students of Color at a Small Private Comprehensive Liberal Arts University

◆◆Case Studies/Model Programs◆◆

This session will examine an innovative mentoring program designed to assist with the retention of first and second year African American and Latino students at Ohio Northern University. Information about the rationale for the Finding U at ONU program will be provided, as well as insights and lessons learned from its implementation and structure. The session will also address efforts to measure the effectiveness of the program, as well as efforts to expand the program. This session should particularly benefit those who are interested in establishing an innovative mentoring program at a small college or university for minority students, students interested in taking an active role in retention, and those who are concerned with retention issues related to African American, Latino and other minority populations.

Aaron Campbell, Undergraduate Student, Biology Major, Ohio Northern University—Ada, Ohio
Reginald Ifeanyi Onyido, Undergraduate Student, Athletic Training Major, Ohio Northern University—Ada, Ohio

Clyde Wilson Pickett, Director, Multicultural Development, Ohio Northern University—Ada, Ohio

1:15–2:30 p.m.
UNION SQUARE 25
Fourth Floor

Levels of Experience:
Intermediate

Sustainable University-School Partnerships: A Tool for Effective Community Engagement

◆◆Long- and Short-Range Planning◆◆

There is a clear need to develop effective strategies that align K-12 systems with postsecondary education to ensure students are able to meet entry requirements, and address the needs of the workforce. This session will focus on the long- and short-range planning necessary to launch and sustain an education partnership between a major metropolitan university, the pre-K-12 education sector, and the community. Such planning incorporates efforts to improve the academic performance of pre-K-12 students, ensure high school completion and readiness for postsecondary training, as well as successful completion of four years of post-secondary education in order to meet the demands of the labor market. Measurement and evaluation are required as an integral part of the process, which facilitates monitoring and evaluation of the university's pre-K-12 engagements. This session should particularly benefit those who are interested in development and maintenance of strategic education partnerships.

Maryann Santos de Barona, Ph.D., Professor and Director, High School Completion and College-Going Initiative, College of Education, Arizona State University—Tempe, Arizona

Robert I. Donofrio, Ed.D., Executive Director, Leadership and Partnership Enhancement, Arizona State University—Tempe, Arizona

Eugene E. García, Ph.D., Vice President for University-School Partnerships, Arizona State University—Tempe, Arizona

Mehmet Dali Öztürk, Ph.D., Executive Director, Research and Evaluation, Arizona State University—Tempe, Arizona

1:15–2:30 p.m.
SUTTER ROOM
Sixth Floor

Levels of Experience: All

HAWK Link, a Comprehensive Retention Program for Students of Color

◆◆Long- and Short-Range Planning◆◆

This session will describe HAWK Link a collaborative retention program for students of color which uses programs and services already existing on most campuses. HAWK Link is designed to help freshmen of color navigate their first year on a predominantly white campus. Efforts include collaboration among admissions, orientation, advising, student involvement, financial aid, housing and multicultural affairs. Hawk Link involves a holistic approach to retention, incorporating services, programs and perspectives that are already successful on your campus. This session should particularly benefit those faculty and administrators that work with retention issues but impacts all faculty and staff as it truly "Takes a Campus to Graduate a Student."

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

1:15–2:30 p.m.
LOMBARD ROOM
Sixth Floor

Levels of Experience: Novice and Intermediate

Building Coalitions Across Tennessee Universities to Increase Minorities in Science, Technology, Engineering, and Mathematics

◆◆Case Studies/Model Programs◆◆

This session explores the impending crisis in the science, technology, engineering, and mathematics (STEM) fields in the United States. This session will address the variation of persistence ratios among racial/ethnic groups in relation to a variety of economic and educational factors many of which the Louis Stokes Alliance for Minority Participation (LSAMP) programs were created to address. This session will provide insight on what works in the collaborative effort of the Tennessee LSAMP (TLSAMP) program. This session should particularly benefit those who are interested in the types of programming offered for retention of minority students in the sciences and engineering fields.

Barbara H. Knox, Ed.D., Administrative Manager, Educational Programs, Vanderbilt University—Nashville, Tennessee

Lonnie Sharpe Sr., Ph.D., Executive Director and Co-Principal Investigator, Tennessee Louis Stokes Alliance for Minority Participation Program—Nashville, Tennessee

FILM PREVIEW AND DISCUSSION



NO! Confronting Sexual Assault in our Community

As incidents of gender based violence continue on campuses across the country, this film can be used by program administrators to support both women and men, regardless of race, as they learn to navigate the challenging terrain of sexuality—without violence. Violence prevention experts, sociologists, and artists shed new light on an old problem. This new film is a must have for all campuses with prevention programs. Closed Captioned. California Newsreel www.newsreel.org

1:15–2:50 p.m.
UNION SQUARE 23 and 24
Fourth Floor

1:15–4:15 p.m.
CONTINENTAL BALLROOM
Parlor 2
“B” Ballroom Level

MAJOR WORKSHOP 12

Increasing Access to College for Under-represented Groups

This session will discuss ways to increase access to college for under-represented groups. The presenter will focus on three particular challenges that under-represented groups face and ways to overcome them. The session (1) will discuss successful strategies for developing school–university partnerships; (2) will focus on collaborative relationships such as mentoring projects in the 12th grade that can increase applications and admissions to postsecondary institutions; and (3) the presenter will suggest that summer bridge programs aimed at increasing ‘college knowledge’ and ‘college readiness’ are essential throughout the high school years in general, and after high school graduation, in particular. The goal of this session is to consider ways to improve access to college for those students who are most under-represented.

William G. Tierney, Ph.D., University Professor and Wilbur-Kieffer Professor of Higher Education, Rossier School of Education, and Director, Center for Higher Education Policy Analysis, University of Southern California—Los Angeles, California

1:15–4:15 p.m.
CONTINENTAL BALLROOM
Ballroom 6
“B” Ballroom Level

MAJOR WORKSHOP 13

Have You Got CLASS?

It is common for public policy to suggest that “race problems” would go away if everyone just had enough... money, access to education, housing, etc. This approach minimizes the ways in which class has been used to create and justify inequities based on color, ethnicity and race; and how these inequities, in turn, have perpetuated an often color-coded class divide. This session will demonstrate a variety of exercises that can be used in classrooms and other settings to illuminate these connections, and encourage more complex thinking about the reasons behind the shape of our society.

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

1:15–4:15 p.m.
CONTINENTAL BALLROOM
Parlor 3
“B” Ballroom Level

MAJOR WORKSHOP 14

Improving the Search Process for Staff and Faculty

Too often, search committees are given vague charges that they should work harder to diversify their staff and faculty hires. Exactly how and why to identify, cultivate, and hire under-represented minorities and other diverse faculty—these specific tasks are left to chance. But key administrators can take a pro-active role in helping committees effectively perform these tasks. In this highly interactive session, two seasoned administrators will discuss a number of proven strategies.

Karan Watson, Ph.D., Dean of Faculties and Associate Provost, Professor, Electrical Engineering, Texas A&M University—College Station, Texas
Sylvia Welch, Director, Affirmative Action, Portland Community College—Portland, Oregon

1:15–4:15 p.m.
CONTINENTAL BALLROOM
Parlor 9
“B” Ballroom Level

MAJOR WORKSHOP 15

The Storytelling Project: Teaching About Race and Racism Through Storytelling and the Arts

We recognized that professional development often suffers from one of two extremes: process focused educator training that is not product-driven can leave participants feeling unsatisfied, while product-driven professional development can be static and draining for educators. The Storytelling Project’s model for curriculum and professional development allows for alignment between the process and product of participating educators. Participants who attend this session will leave with a working knowledge of the model, experience with the curriculum, and the ability to create their own plans for professional and curriculum development.

This session will present and introduce “The Storytelling Project: Teaching About Race and Racism Through Storytelling and the Arts,” an innovative, interdisciplinary curriculum model developed by a racially diverse team of artists, teachers, and university faculty and students. Presenters will demonstrate interactive model as a framework for both curriculum and for professional development for educators interested in teaching/learning about race and racism. The arts provide an opening for critical dialogue that requires emotional and intellectual engagement. This powerful approach is carefully grounded in a critical theory of racism and a pedagogy of social justice that have been tested by the creative team and high school students who acted as consultants. The session will include a theoretical foundation for the research methodology, opportunities to experience the arts-based content of the curriculum, and to investigate and critique the model as a tool for professional development. We will discuss our team process, issues that emerged over the course of our collaboration, what we have learned about using the arts to teach challenging social content such as racism, invite critiques from and discussion with the audience.

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

1:15-4:15 p.m.

3-HOUR CONCURRENT SESSIONS

1:15-4:15 p.m.
**CONTINENTAL BALLROOM
Parlor 1**
“B” Ballroom Level

Levels of Experience: All

SOUTH ASIAN (DESI) AMERICAN IDENTITY

◆◆Theoretical Models◆◆

Part I—You Don’t “Look” Asian!: South Asian (Desi) Identity on a College Campus

This session critiques the assumed identity of “Asian America.” By pointing out how South Asian Americans (Desi Americans) experience marginalization within the Asian American community. The session will explore ways in which to better support South Asian American students and develop an understanding of ways in which South Asian Americans have been marginalized in academic literature, campus programs, and Asian American community events.

Part II—Who “Gets to be” Asian American? Reframing Asian American Identity Development Through a South Asian (Desi) Lens

This session examines Asian American identity development models with a specific focus on South Asian American identity development. Contextualized through an overview of the history of South Asian Americans, participants will gain insight into the factors which shape South Asian American identity development. This two-part 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

Part II
1:15-4:15 p.m.
**UNION SQUARE
19 and 20**
Fourth Floor

For Part I, see page 52

INTERCULTURAL SESSIONS:

Part II—Citizenship and Social Change

In this more advanced session, participants will learn through two ongoing nationwide change projects how intercultural education has become an important component in efforts to evoke wider “systemic” change in a diverse U.S. Following the work of Alain Touraine, this session nests intercultural education within a larger project of reclaiming the U.S. democracy and building a more egalitarian global society. The session will provide information about agency and subjectivity and then scheme out their own systemic change projects to push back—or wholly replace—such Neoliberal priorities as No Child Left Behind, the current attack on affirmative action, and recent campaigns against immigrants, lesbians and gays, and unions. In linking intercultural education to macro social change projects, this session is one of the first to address reconstruction to the level at which the harm now operates—at the systemic level of Neoliberalism and its free market capitalism.

Martina Ayala, Ph.D., Professor, Department of Human Development, Pacific Oaks College—Pasadena, California

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

Olga Winbush, Ph.D., Professor, Department of Human Development, Pacific Oaks College—Pasadena, California

1:15-4:15 p.m.
**UNION SQUARE
15 and 16**
Fourth Floor

Levels of Experience:
Intermediate

One Better World: Race, Skin Color, Privilege and Identity in the U.S.—For Student Participants Only

◆◆Interactive Training◆◆

Think, for a moment, of all of the identity groups that make up who you are as a person. Which of those identity groups receive privileges? Which become targets for oppression? This interactive and engaging session will provide student participants an opportunity to see themselves as racial beings and to discover how all of your identities impact how you are seen and heard in the world. Together, we can build communities of hope. “Injustice anywhere is a threat to justice everywhere.” This session should particularly benefit students who are interested in doing some “self work” an in using this opportunity to understand others by knowing more about themselves.

Vernon A. Wall, Senior Consultant, Washington Consulting Group—Washington, D.C.

1:15–4:15 p.m.
UNION SQUARE
17 and 18
Fourth Floor

Levels 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 diversity training session will model and highlight A CAMPUS OF DIFFERENCE™ anti-bias and diversity training program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute. The Institute is a leader in the development and delivery of anti-bias education and diversity training resources. Human relations and education professionals design training modules and produce curricula that teach the necessary skills, knowledge and awareness to promote and sustain inclusive and respectful school, college, work, and home environments. 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 for all faculty, staff, administrators and students on campus.

L. Reuben Mitchell, ADL Training Specialist and Facilitator, Anti-Defamation League, A WORLD OF DIFFERENCE® Institute—Los Angeles, California

1:15–4:15 p.m.
UNION SQUARE 21
Fourth Floor

Levels of Experience:
Intermediate

Lessons From a Multi-Campus Diversity Initiative on Monitoring Progress Toward Excellence and Diversity

◆◆Research/Assessment/Evaluation◆◆

This interactive session will inform participants about the organizational learning process used by 28 California colleges and universities to monitor progress on institutional efforts to advance diversity goals. Presenters will share findings from an impact study conducted by the Campus Diversity Initiative (CDI) Evaluation Resource Project which was funded by The James Irvine Foundation. Promising practices helped campuses make strategic changes informed by institutional data. Participants will take away a comprehensive diversity framework and organizational learning process that could be adapted to a variety of campus contexts. Also, participants will learn to use data to evaluate institutional progress and inform strategically decision-making. This session should particularly benefit those who are interested in diversity and organizational learning, such as chief diversity officers, members of campus diversity councils (or their equivalent), senior administrators with responsibilities for diversity, and faculty members who may be engaged in conducting research on institutional progress toward diversity. Campus members who are familiar with their institutional diversity efforts over time will be best equipped to gain from, as well as contribute to, this session.

Mari Luna De La Rosa, Ph.D., Research Director, The Institute for College Access and Success—Berkeley, California

Sharon Parker, Assistant Chancellor, Equity and Diversity, University of Washington—Tacoma, Washington

Daryl G. Smith, Ph.D., Professor, School of Educational Studies, Claremont Graduate University—Claremont, California

Daniel Hiroyuki Teraguchi, Ed.D., Dean, Diversity and Academic Advancement, Wesleyan University—Middletown, Connecticut

1:15–4:15 p.m.
VAN NESS ROOM
Sixth Floor

Levels of Experience:
Intermediate



Examining Diversity Through Film: An Innovative Approach to Implementing the University's Commitment to Diversity and Social Justice

◆◆Curricular/Pedagogical Models◆◆

This session examines how one general education academic course, within the core curriculum, is contributing to the professional development of the faculty and administrators while simultaneously developing socially conscious student leadership. Information on the background and rationale for the *Examining Diversity Through Film* course will include an overview of the Curriculum Inclusion Initiative at the State University of New York, Plattsburgh. Presenters will show how this core course flows from, and operates within, the context of the Curriculum Inclusion Initiative while also serving to advance that initiative. Central to this session will be a review of course pedagogy drawn from current models in experiential learning and social justice education. Presenters will demonstrate methods for effectively connecting learners to the course curriculum through active engagement of both intellect and emotion. Finally, course evaluation feedback from students and insights gained from teaching *Examining Diversity* will be discussed. This session should particularly benefit those who are interested in exploring curriculum development and pedagogies for teaching diversity and social justice; professional development in curriculum inclusion for teaching faculty and administrators; student leadership development, and the overall advancement of a university-wide diversity initiative.

Angel Acosta, Undergraduate Student, Anthropology and Foreign Language Major, Center for Diversity, Pluralism and Inclusion, State University of New York—Plattsburgh, New York
Deborah Light, Staff Assistant, Center for Diversity, Pluralism and Inclusion; Lecturer in Interdisciplinary Studies, State University of New York—Plattsburgh, New York
Kevin Pearson, Graduate Student, Administrative Leadership, Center for Diversity, Pluralism and Inclusion, State University of New York—Plattsburgh, New York
J. W. Wiley, Director, Center for Diversity, Pluralism and Inclusion; and Lecturer in Philosophy and Interdisciplinary Studies, State University of New York; and Founder, Xamining Diversity Consulting (www.xaminingdiversity.com)—Plattsburgh, New York

1:15–4:15 p.m.
POWELL ROOM
 Sixth Floor

Levels of Experience: All

A Winning Balance: Understanding and Valuing Attitudes Towards Differences

◆◆Interactive Training◆◆

This video-driven and highly interactive discussion of attitudes toward differences offers participants the opportunity to identify personal hidden biases, assumptions and prejudices that often go unnoticed, and provides necessary strategies to leverage the power of difference on their campus and in their communities. Whether you are 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, President, The Learner's Group Consulting Company—Stockton, California

1:30–3:00 p.m.
UNION SQUARE 13
 Fourth Floor

FILM PREVIEW AND DISCUSSION



From a Silk Cocoon

Producer and Co-Director - Satsuki Ina

Director - Stephen Holsapple

Associate Producer - Kim Ina

Director of Photography - Emery Clay III

Awarded Northern California Emmy Award for outstanding achievement 2006 Silver Telly Award for outstanding documentary program and Bronze Telly Award for outstanding cultural program. Woven through censored letters, diary entries and haiku poetry, is the true story of Shizuko and Itaru, a young Japanese American couple whose shattered dreams and forsaken loyalties lead them to renounce their American citizenship while held in separate prison camps during World War II. They struggle to prove their innocence and fight deportation during a time of wartime hysteria and racial profiling. For more information, please visit the website at www.fromasilkcocoon.com

Satsuki Ina, Ph.D., Producer and Co-Director, *From a Silk Cocoon* Documentary Project—Sacramento, California

Mark Mitsui, Vice President, Student Affairs, South Seattle Community College—Seattle, Washington

1:30–3:00 p.m.
UNION SQUARE
 5 and 6
 Fourth Floor

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

1:30–3:00 p.m.
CONTINENTAL BALLROOM
Ballroom 4
“B” Ballroom Level

A CONVERSATION WITH FRANCIE KENDALL



Personal Memoir: A White Person Talking About Her Journey

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

Frances Kendall is a nationally known consultant who has focused for more than thirty years on organizational change and communication, specializing in issues of diversity and social justice. Because she believes that personal and organizational change is possible, she is committed to facilitating the core changes necessary to create work and learning environments that are hospitable to all people. She doesn't skirt the deeper challenges inherent in helping organizations accomplish that mission. In the last ten years, she has worked with various colleges and universities, as well as numerous corporations, not-for-profits, government agencies and educational institutions. Recently she has been involved in: Facilitating an 8-year project on dialogue, women, race and privilege at Michigan State University; Providing ongoing consultation to the Office of Institutional Diversity at The University of Texas M.D. Anderson Cancer Center; Leading institutes for faculty and the entire library staff at Miami University, Oxford, Ohio; Speaking to the U.S. Marines at the Marine Corps Recruit Depot in honor of Martin Luther King, Jr.; Presenting major, day-long workshops and institutes on organizational change and white privilege at the National Conference on Race & Ethnicity in American Higher Education (NCORE); Guiding a strategic planning process for the East Bay Asian Local Development Corporation, Oakland, California; and Serving for two years as consultant to the provost and Diversity Fellows at Gallaudet University, the national university for the deaf, in building a strategic plan for diversity. Kendall is the author of *Diversity in the Classroom*. She has received her M.S. from Bank Street College of Education and her Ph.D. from the University of North Carolina at Chapel Hill.



Dr. Kendall's newest book, *Understanding White Privilege: Creating Pathways to Authentic Relationships* (Routledge, April 2006) will be available for book signing. Please visit the Teaching for Change Exhibit Booth

1:30–3:30 p.m.
CONTINENTAL BALLROOM
Parlor 7
“B” Ballroom Level

MAJOR WORKSHOP 16

Beyond Belief: The Importance of Religious Diversity in Today's World

Race, Gender, Sexual Orientation, all are aspects of humanity's grand and wild diversity, and all are important to learn about and consider in today's increasingly diverse, and globally connected, world. Yet in today's climate, perhaps no other aspect is more crucial to our future than our understanding of religious diversity. In fact, it might be said that the fate of our world depends upon our ability to understand and even embrace religious differences. As evidenced by 9/11 and the ongoing strife in the Middle East, Northern Ireland, and other spots on the globe, most of the conflict and war in our world can be attributed to religious differences. If there is to be any chance for peace on Earth, it is crucial now—for the sake of all humanity—that we deepen our understanding about, and develop a sense of respect for, each others' religious beliefs. Otherwise we risk global annihilation all in the name of God. The main challenge we face is spiritual arrogance and self-righteousness – the belief that there is only one way to speak to or worship the Divine, and that “our way” is “the only true way” to do so. For better or for worse, such one-sided beliefs are no longer sustainable in a multicultural, multi-faith world filled with weapons of mass destruction, bio terrorism, and other horrors. If we are to survive as a species, we must now learn to respect religious diversity. “I have spent the better part of my adult life questioning the beliefs I was raised with, and seeking answers to spiritual questions that have plagued humanity,” said de la Huerta. “I truly believe there is no greater challenge than learning how to accept, and find congruence with, the religious beliefs of others.” In this informative and challenging session, best-selling author Christian de la Huerta combines his studies of and personal experience with various religious traditions to present a message both timely and important. “Religious tolerance is the bare minimum of what is called for, and certainly beats intolerance,” de la Huerta says. “Yet what is truly needed is deep acceptance and mutual respect for different belief systems. That only comes about as a result of self-inquiry, an open mind and heart, and the willingness to question our beliefs. Whatever is true will still be there on the other side of the questioning process.” The presenter will offer ways to open our own minds to religious diversity, as well as teaching interactive strategies that can be used to begin to open the minds of others, and slowly turn the world away from religious intolerance and towards mutual acceptance and understanding.

Christian de la Huerta, Author, *Beyond Belief: The Importance of Religious Diversity*, CAMPUSPEAK, Inc.—Aurora, Colorado

1:30–3:30 p.m.

2-HOUR CONCURRENT SESSIONS

1:30–3:30 p.m.
UNION SQUARE 14
Fourth Floor

Level of Experience: All

Paranoids can be Prosecuted: Reparative Transitional Justice

This session argues that there are certain revolutions in which there is no going back. Transitional Justice is an obvious example. The primary goal of this emerging, post-conflict theory is to promote the culture of peace, diversity and the spirit of an inclusive society. But in today's world, new conflicts and injustices have combined to create a climate of fear, exclusion, lawlessness, terror and violence. There is an interconnectedness as these elements feed into each other. The old theories of militarism, and selective trials must make way for new thinking: new teaching skills and methodology, since paradoxically the old approaches seem to exacerbate divisions within the post-conflict society. In the maze of the growing literature in this new discipline, a paradigm shift toward "reparative justice" becomes imperative as a possible alternative post-conflict mechanism. It is a shift from selective justice toward the more substantive issues of community vitality, truth-telling, reconciliation and reconstruction. Within an African social justice framework of "kamenu," even paranoid leaders can be prosecuted in the cause of rebuilding a just society which promotes catharsis or healing. This session will examine the paradoxes of the African conflicts and wars from African doctrinal and theoretical viewpoints.

Ewa Unoke, Ph.D., Assistant Professor, Political Science Transitional Justice and Peace Advocate, Kansas City Kansas Community College—Kansas City, Kansas

1:30–4:00 p.m.
IMPERIAL BALLROOM B
"B" Ballroom Level

MAJOR WORKSHOP 17

From Where I Stand: Reflecting on Our Social Justice Journey

This session provides individuals who have been doing social justice work an opportunity to reflect on how their work has been affected by their social identities, personal struggles, and transformations. It encourages in-depth exploration of our personal paths to social justice work, why we have chosen to focus in some areas (e.g., against racism, sexism, heterosexism), and why we may have avoided others. We also examine our various social identities, and how these influence what and how we approach social justice work, and how we are received and perceived by people with whom we work. Our assumption is that our own education is a life long journey. This session will explore ways to continue our own social justice path; expand our support systems; set new personal goals; and tap into work that we consider important, but have avoided for whatever reasons. This session should particularly benefit faculty, staff, administrators and educators who have worked on social justice issues for a number of years and are interested in furthering their understanding of the journey.

Sharon J. Washington, Ph.D., Interim Director, Faculty Equity Programs, University of California Office of the President—Oakland, California

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

1:30–4:00 p.m.
CONTINENTAL BALLROOM
Ballroom 5
"B" Ballroom Level

MAJOR WORKSHOP 18

Multiple Paths to the Ph.D.

This session will focus upon the following three indicators of success: (1) rate of progress, (2) time of degree, and (3) degree completion. Drawing on the largest survey of doctoral students ever conducted on *Three Magic Letters* provides a compelling portrait of the graduate school experience and identifies key issues affecting the success and failure of doctoral students. Presenters surveyed more than nine thousand students from the top twenty-one doctorate-granting institutions in the United States, and drawn from a vast amount of descriptive data, as well as rational analysis of the data. The session will share the presenter's findings and will shed light on multiple factors critical to the progression of the doctoral degree, especially adequate institutional funding and engaged and accessible faculty mentors. This comprehensive volume will provide faculty chairs, administrators, and students with information and evidence for assessing their policies, practices, and programs to improve the graduate school experience and the future of the Ph.D.

Catherine M. Millett, Ph.D., Research Scientist, Policy Evaluation and Research Center, Educational Testing Service—Princeton, New Jersey

Michael T. Nettles, Ph.D., Sr. Vice President and Edmund W. Gordon Chair, Policy Evaluation and Research Center, Educational Testing Service—Princeton, New Jersey

For Book Signing of *Three Magic Letters: Getting to Ph.D.* (John Hopkins University Press), visit Teaching for Change Exhibit Booth

1:30–4:00 p.m.
IMPERIAL BALLROOM A
“B” Ballroom Level

MAJOR WORKSHOP 19

Creating a Professional Organization of Diversity Officers (NADOHE): Enhancing Positive Change in the Academy

The push for diversity and equity in the academic community continues to be a difficult struggle. A new group of administrative professionals, chief diversity officers, are emerging at colleges and universities across the nation and they are expected to provide coordination and oversight of diversity-related matters at the institutions. This session will provide information about the development of a national professional association (NADOHE) that has been organized to provide a coherent framework in which to consider the range of duties that these individuals should reasonably assume; to provide a platform for discussion of matters such as professional standards, ethical conducts, as well as metrics for establishing and measuring progress; and to identify methods of generating research and scholarship that can help move the diversity agenda forward in institutions of higher education.

William B. Harvey, Ed.D., Vice President and Chief Officer for Diversity and Equity, University of Virginia, and President, National Association of Diversity Officers in Higher Education (NADOHE)—Charlottesville, Virginia

Rosemary Kilkenny, J.D., Vice President for Institutional Diversity and Equity, Georgetown University, and Secretary, National Association of Diversity Officers in Higher Education—Washington, D.C.

Roger Worthington, Ph.D., Interim Chief Diversity Officer, University of Missouri-Columbia, and Board Member, National Association of Diversity Officers in Higher Education—Columbia, Missouri.

1:30–4:00 p.m.
CONTINENTAL BALLROOM
Parlor 8
“B” Ballroom Level

MAJOR WORKSHOP 20

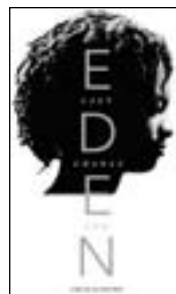
Building Citizenship: New Democracy Outcome Measures

What new skills are needed in a pluralistic democracy? In this session, examples of students’ cognitive, social, and democratic skills will be discussed in relation to diversity experiences on campus. Findings from 10 institutions that attempted to assess these skills during the first two years of college will be presented for discussion.

Sylvia Hurtado, Ph.D., Professor and Director, Higher Education Research Institute, Graduate School of Education and Information Sciences, University of California—Los Angeles, California

1:30–4:00 p.m.
MASON ROOM
Sixth Floor

FILM PREVIEW AND DISCUSSION



Last Chance for Eden

From the award winning director of *The Color of Fear*, comes Lee Mun Wah’s long awaited documentary about nine women and men who begin an electrifying conversation about the pain and anguish that racism and sexism has had on their lives and families. A must see film for anyone who has ever wondered what it will take to end the violence and hatred overwhelming our country and the world. After viewing the film, there will be time for group processing with an emphasis on authentic communication. This is a truly unique opportunity to have an honest, intimate conversation about racism. Participants often find StirFry Seminars to be a challenging, yet ultimately rewarding learning experience. www.stirfryseminars.com

Lee Mun Wah is an internationally acclaimed diversity lecturer and trainer, filmmaker, community therapist, poet and educator. His films have won national awards for their social and emotional impact. *The Color of Fear* has become a classic diversity film. Now ten years after its release, it continues to be used in classrooms and corporations around the world. In 1995, Oprah Winfrey televised a one hour special on his life which was seen by over 15 million viewers.



1:30–4:15 p.m.

SPECIAL FEATURE

One-on-One Meeting With Experts Experienced on Teaching, Training, and Social Justice Issues
(For more information, see page 57)

2:00–3:30 p.m.

90-MINUTE CONCURRENT SESSIONS

2:00–3:30 p.m.
UNION SQUARE 22
Fourth Floor

Who’s Interacting With Whom? And What is the Nature of This Interaction?: Assessing Intercultural Interaction Among Racially/Ethnically Different University Students

◆◆Research/Assessment/Evaluation◆◆

This session will cover campus climate assessment study which analyzes intercultural interaction across two different multicultural universities (San Jose State University and University of North Carolina at

Greensboro) among four major racial/ethnic groups. Different from past intercultural contact research and diversity assessments, presenters will share how they push beyond ascertaining if intercultural contact is being made to examining the specific interactional details and topics. Survey responses from four major racial/ethnic groups—Latino/as, Blacks/African Americans, Whites/European Americans, and Asian Americans—shows the frequency and nature of intercultural interactions. In addition, 80 focus groups were conducted with student organizations. Three hundred in-depth interviews with individual students revealed their perceptions of diversity and intercultural contact on campus. The results indicate that each group engages in narrow interaction patterns with one to two other major racial/ethnic groups and that most intercultural interaction occurs on campus in class or off campus at the workplace. In addition, the student interviews revealed that racially/ethnically different students define and make sense of intercultural interaction in culturally specific ways. Moreover, the results of this study indicate possible disconnects between highly touted multiculturalism in a university setting and limited intercultural interaction among students. Presenters will discuss the assessment findings as well as policy and program implications for multicultural universities. This session should particularly benefit university staff, faculty, and administrators who work with diverse campus student bodies and seek ways to facilitate diversity. All knowledge levels are welcome, program developers and administrators with regard to campus climate assessment will directly benefit.

Anu Chitgopekar Khanna, Ph.D., Instructor and Tenured Faculty Member, Intercultural/International Studies Division, De Anza College—Cupertino, California

Rona Tamiko Halualani, Ph.D., Associate Professor, Intercultural Communication, and Interim Department Chair, Department of Communication Studies, San Jose State University—San Jose, California

Etsuko Kinefuchi, Ph.D., Assistant Professor, Department of Communication Studies, University of North Carolina—Greensboro, North Carolina

2:00–3:30 p.m.

FRANCISCAN ROOMS D
“B” Ballroom Level

Levels of Experience: All

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 postsecondary 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 recommendations. 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, Instructor, Political Science and Chicano/Latino Studies, California State University—Long Beach, California

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

Alfred Herrera, Assistant Vice Provost, Academic Partnerships, Division of Undergraduate Education, Center for Community College Partnerships, University of California—Los Angeles, California

2:00–3:30 p.m.

TAYLOR ROOM
Sixth Floor

Levels of Experience: Novice

Revisiting Activism in the Age of Conformity

◆◆Theoretical Models◆◆

This interactive session addresses the growing decline in student engagement on issues of diversity and social justice. The presenter will focus on practical methods to increase student engagement, and stimulate change on campus by utilizing different initiatives. Educators today need to be purposeful about the way they foster civic responsibility, assist students in interpreting experiences in relation to new knowledge, as well as offer an opportunity for peer-to-peer education. This session will touch on trends underlying lack of cohesiveness among ethnic organizations on campus, and provide strategies to facilitate collaboration between majority and minority organizations. This session should particularly benefit educators exploring creative and innovative approaches to student activism, and assist the academic community explore their roles as diversity leaders, and how they choose to program using collaborative and contextual models.

Michael Benitez Jr., Director, Intercultural Development, Lafayette College—Easton, Pennsylvania

2:45–4:00 p.m.

75-MINUTE CONCURRENT SESSIONS

2:45–4:00 p.m.
UNION SQUARE
1 and 2
Fourth Floor

Levels of Experience:
Advanced

National Center for Institutional Diversity: Past, Present, and Future Agenda Setting

◆◆Long- and Short-Range Planning◆◆

This session should particularly benefit those interested in the development of the National Center for Institutional Diversity (NCID) at the University of Michigan which was inspired by the vision of higher education's critical role in promoting knowledge, justice and opportunity in a diverse democracy and global economy. The focus will be on past planning, present activities and future agenda setting to further move NCID toward national and international prominence. NCID aims to prepare people for active engagement in a diverse society and works toward building productive inclusive communities at the University of Michigan and beyond. Over the past two years, a comprehensive agenda has evolved to better address the challenges and opportunities of institutional diversity. With an emphasis on multilevel engagement to promote social change, NCID is developing a venture fund, an incubator, a Think Tank, a clearinghouse, and a publisher. The Center seeks a national leadership role in promoting diversity in the broadest sense including racial, gender, ethnic, class, geographic, age—and diversity of viewpoints.

Phillip J. Bowman, Ph.D., Director, National Center for Institutional Diversity, and Professor, Higher and Postsecondary Education, University of Michigan—Ann Arbor, Michigan

2:45–4:00 p.m.
UNION SQUARE
3 and 4
Fourth Floor

Levels of Experience:
Intermediate

The WellsLink Program: A Radical and Rhetorical Model of Retention

◆◆Case Studies/Model Programs◆◆

This session will present Syracuse University's premiere academic and leadership first-year experience, recently awarded the NASPA Silver Award of Excellence. The *WellsLink* Program is designed to challenge stereotypes and tacit rules of social networking at predominantly white institutions which hinder the persistence of students of color. Additionally, this session will examine how well-meaning faculty and administrators may inadvertently reinforce stereotypes by using outdated models that stigmatize all students of color as "at risk, underprivileged, and disadvantaged." This session should particularly benefit those who are interested in developing and/or enhancing programs aimed at retaining, empowering, and graduating students of color at rates comparable to white students.

Paul M. Buckley, Associate Director, Office of Multicultural Affairs, Syracuse University—Syracuse, New York

Tae-Sun Kim, Assistant Director, Office of Multicultural Affairs, Syracuse University—Syracuse, New York

2:45–4:00 p.m.
UNION SQUARE 25
Fourth Floor

Levels of Experience:
Intermediate

Self-Determination: A Debate of Culturally and Linguistically Diverse (CLD) Definition and Application for Transition Practice, Curriculum Development, and Parent Involvement

◆◆Theoretical Models◆◆

A significant focus in the field of special education and transition has been on the topic of self-determination and its application to the instruction of those students who are culturally and linguistically diverse. CLD research has focused on differences from mainstream Anglo education expectations with regards to self-determination. The presenter will discuss position papers which cover the dichotomy between collectivist and individualistic characteristics which have highlighted poor post-school outcomes for CLD students. Two questions that will be addressed in the session deal with the overgeneralized term of culturally and linguistically diverse student populations and CLD parental involvement as it relates to transition preparation and postsecondary expectations. This session should particularly benefit those participants who use CLD students as their primary research sources and populations.

Juan Portley, Doctoral Student, Special Education Zarrow Center for Learning Enrichment, The University of Oklahoma—Norman, Oklahoma

2:45–4:00 p.m.
SUTTER ROOM
Sixth Floor

Levels of Experience: Novice

A Ranking of the Best Colleges and Universities for African-Americans, Based on the Success of Alumni: A Comparison of the Impact of Historically Black Colleges and Universities (HBCUs) and Traditionally White Institutions (TWIs) on the African American Community

◆◆Research/Assessment/Evaluation◆◆

For an African-American, choosing the best college or university is important and time-consuming since the choice of college also includes the complex decision of whether to attend one of the 89 Historically Black Colleges or Universities (HBCU) or a Traditionally White Institution (TWI). Numerous magazines and journals publish annual rankings of the nation's "best colleges" and among these publications *Black Enterprise* magazine (BE) focuses on the best colleges for African-Americans. In 2005, the rankings published by BE were severely criticized by the editors of the *Journal of Blacks in Higher Education* for "stacking the deck in favor of HBCUs by applying a low weight to important factors such as retention and graduation rates resulting in misleading rankings." This study uses a variation of the College-Football *Success Model of Walker* published in 2006, to determine the rankings of the best colleges and universities for African-Americans. With this model we also answer the question,

what type of institution, the HBCU or the TWI is the “best” college choice for African-Americans. The data was collected on the most influential African-Americans in the country. Our analysis indicates that HBCUs contribution is significantly large in many respects, however, most college rankings do not reflect this fact. This session should particularly benefit those who have responsibility of promoting and marketing colleges and universities with the focus of minority students.

Sid Howard Credle, Ph.D., Dean, School of Business, Hampton University—Hampton, Virginia
Sharad K. Maheshwari, Ph.D., Associate Professor, School of Business, Hampton University—Hampton, Virginia

2:45–4:00 p.m.
LOMBARD ROOM
Sixth Floor

Levels of Experience: All

Pathways to Opportunity: A Campus-Corporate Collaboration to Advance Pre-Health Students of Diverse and First Generation Backgrounds

◆◆Case Studies/Model Programs◆◆

This session will examine how Kansas State University's efforts to advance underrepresented undergraduates in the sciences is changing a national trend through faculty mentoring, corporate support that goes beyond financial giving, and a strong undergraduate research support program. Information and rationale for the program will be provided from the view points of a top administrator, faculty, and also a corporate viewpoint. Presenters will share insight from the Developing Scholars Program and students. This session should particularly benefit those who are interested in providing undergraduate research opportunities for underrepresented students, administrators looking for ways to infuse diversity into the sciences, faculty interested in contributing to the advancement of diverse students in the sciences, and corporate initiatives to foster a pathway to their profession.

James R. Coffman, Ph.D., Provost Emeritus, Kansas State University—Manhattan, Kansas
Anita Cortez, Administrative Director, Developing Scholars Program, Kansas State University—Manhattan, Kansas
June Jones, Director, Global Workplace Initiatives and Diversity Outreach, Hill's Pet Nutrition, Inc., Colgate Palmolive Company—Topeka, Kansas

3:00–4:15 p.m.
UNION SQUARE
23 and 24
Fourth Floor

FILM PREVIEW AND DISCUSSION



Twelve Disciples of Nelson Mandela

Writer/Director: Thomas Allen Harris

Thousands of South Africans went into exile during the harshest years of apartheid. Twelve young comrades made a heartfelt pact, then went underground for more than 30 years. They traveled overseas bringing the vision of Nelson Mandela to the world, helping to build a successful worldwide movement that eventually toppled the white supremacist regime. Discover their story first hand in this dramatic, award-winning documentary broadcast by PBS. California Newsreel www.newsreel.org

3:00–4:15 p.m.
UNION SQUARE
5 and 6
Fourth Floor

FILM PREVIEW AND DISCUSSION



Sound and Fury: 6 Years Later

Produced and Directed by Josh Aronson

Sound and Fury: Six Years Later is an engaging look at what has happened to the Artinians since their family saga captured audiences around the world in the Academy-Award-Nominated documentary *Sound and Fury*. The film ended with 6-year-old Heather's parents deciding not to implant her. With the family painfully divided over this, Heather's parents had moved to a signing deaf community in Maryland to bring their kids up in the deaf world.

In this stand-alone follow-up film we learn that Heather finally did get the implant at the age of 9, as did her two younger brothers, her mother, her deaf aunt and her two deaf cousins. Now 12 and back on Long Island, Heather is the only deaf child in her school. She plays basketball and volleyball, stays near the top of her class and is popular with her hearing peers. Though she got the implant “late,” Heather's speech is understandable and she delights in her communication skills. Heather still signs “like a native” and slides easily between the hearing world she is now a part of and the signing deaf world of her parents. Heather's father, who was so resistant to the implant in *Sound and Fury*, says that through observation and education, he has learned how useful the implant can be for deaf children and how glad he is that his children have it. This remarkable film is a testament not only to the success of medical advances, but to the enduring love that allows family members to grow and adapt. Closed captioned. Western Psychological Association 2007 Filmmakers Library, New York, New York info@filmmakers.com.

4:30–5:30 p.m.
GRAND BALLROOM
Salon B and A
Grand Ballroom “GB” Level

SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE



Film, Television, and Print Media Versus Reality: The Need to Tell Our Own Stories

Kip Fulbeck, Nationally renowned Artist, Director, Scholar and Professor of Art, University of California—Santa Barbara, California

It is no secret that pop culture is awash with ethnic stereotypes. From “Birth of a Nation” to “Good Times,” from “Charlie Chan to Long Duk Dong,” from “West Side Story” to “Taco Bell commercials,” media frenzies over immigration and an ever-increasing palette of potential terrorist threats, mainstream media has endorsed and relied upon one-dimensional ethnic characterizations as comedic fodder, villainous “others,” invading hordes, exotic flavoring ... even as evidence of their corporate commitment to diversification. How people of color and other marginalized groups negotiate their inaccurate media portrayals ranges in strategy from simply ignoring them to direct protest, political activism, and the economic boycott of corporate sponsors—unfortunately yielding only mixed results. While some political mobilizations have succeeded in pulling offensive products off the shelves or affected the canceling of demeaning ad campaigns, the mainstream public reaction to these victories is too often viewing the critics as over-sensitive and politically correct rather than any real absorption of meaningful education and awareness. The end result being that despite decades of self-determination following the civil rights movement, minorities are predominantly negatively stereotyped throughout mainstream media or ignored altogether. Kip Fulbeck, a nationally renowned artist, director, and scholar, discusses the pressing need to create our own images and stories, arguing that given the increased prominence of corporate-challenging alternative media outlets (including YouTube, MySpace, and blogs), the landscape has now changed in favor of the establishment challengers. In this hilarious, powerful, and eye-opening address, Professor Fulbeck presents examples of some nearly unbelievable corporate campaign guffaws, as well as clips from popular movies, television, and print media. He then shares some newer, groundbreaking work by independent artists, community activists, and high school students, before finishing with samples of his own work—photographing thousands of people nationwide and having them handwrite their individual response to the question “What are you?”

Kip Fulbeck teaches as Professor of Art at the University of California, Santa Barbara, where is also an affiliate in the Asian American Studies and Film Studies Departments. He is the author of *Part Asian, 100% Hapa* (Chronicle Books, 2006) and *Paper Bullets: A Fictional Autobiography* (University of Washington Press, 2001), and the director of 13 short films including *Banana Split: Sex, Love, & Kung Fu*; and *Lilo & Me*. Kip has exhibited and performed his work throughout the world, including The Sydney International Film Festival, The Singapore International Film Festival, The Bonn Videonale, The Whitney Museum of American Art Biennial, and the Locarno International Film Festival, and has had solo shows at the Japanese American National Museum, Space180 Gallery, and the U.S. Embassy in Kuala Lumpur, Malaysia. For more information please visit the website at www.REDSUSHI.com and for Kip Fulbeck recent solo show at the Japanese American National Museum visit a great write-up in the *Los Angeles Times* www.latimes.com/news/local/la-me-hapas11jun11,1,7184776.story

6:00–7:30 p.m.
CONTINENTAL BALLROOM
Parlor 8
“B” Ballroom Level

LATINO/A CAUCUS

Caucus Meeting and Roundtable Discussion
(Open to all)

For another meeting for Latino/a Caucus group, see page 97

6:00–8:00 p.m.
UNION SQUARE
23 and 24
Fourth Floor

APINCORE (ASIAN/PACIFIC ISLANDER AMERICAN) CAUCUS

Future Planning and Caucus Nominations and Elections
(Open to all)

For another meeting for APINCORE Caucus group, see page 97

6:00–8:00 p.m.

INFORMAL NETWORKING MEETINGS

(For information, see page 21)

7:00–9:30 p.m.
IMPERIAL BALLROOM A

JDOTT SUMMIT MEETING

For JDOTT Board Meeting, see page 21



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.

DAY AT A GLANCE ■ FRIDAY, JUNE 1

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FRIDAY, JUNE 1, 2007

7:30–9:00 a.m.

CONTINENTAL BREAKFAST

Continental Breakfast will be served: Grand Ballroom (Salon A) Grand Ballroom “GB” Level; East, South, and West Lounges, as well as the Exhibit Area, “B” Ballroom Level

7:30 a.m.–6:00 p.m.
YOSEMITE A, B, and C
“B” Ballroom 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 32)

7:45–8:45 a.m.

NATIONAL ADVISORY COMMITTEE GENERAL MEETINGS

For more information about NCORE National Advisory Committee, see page 5.

9:00–9:45 a.m.
GRAND BALLROOM
Salon B and A
Grand Ballroom “GB” Level

CONFERENCE MORNING PLENARY SESSION

Keynote Address:

Whatever Happened to Anti-Racism?



Vijay Prashad, Ph.D., George and Martha Kellner Professor in South Asian History, and Director, International Studies Program, Trinity College—Hartford, Connecticut

Vijay Prashad is the George and Martha Kellner Professor of South Asian History and Director of the International Studies Program at Trinity College. His most recent books are *The Darker Nations: A People's History of the Third World* (New York: The New Press) and *Dispatches from Latin America: Experiments Against Neoliberalism* (co-edited with Teo Ballve, Boston: South End Press). Vijay Prashad is the author of ten other books, including two selected by the *Village Voice* as books of the year *Karma of Brown Folk* (2000) and *Everybody Was Kung Fu Fighting: Afro-Asian Connections and the Myth of Cultural Purity* (2001). He is on the board of the Center for Third World Organizing www.ctwo.org (Oakland), United for a Fair Economy www.faireconomy.org (Boston) and National Priorities Project www.nationalpriorities.org (Northampton). Vijay writes a monthly column for *Frontline* (India), ZNET and Counterpunch. The recent published ZNet commentaries by Vijay Prashad: Northampton's Book of Peace (September 18, 2006); The Ring Around China (September 1, 2006); Security (June 6, 2006); The Lobby (May 4, 2006); The Ugly American (March 6, 2006). For more commentaries by Vijay Prashad, visit www.zmag.org/bios/homepage.cfm?authorID=81

For Informal Dialogue With
Vijay Prashad and Book Sign-
ing, see below

10:00–11:30 a.m.
GRAND BALLROOM
Salon A
Grand Ballroom “GB” Level

INFORMAL DIALOGUE WITH VIJAY PRASHAD AND BOOK SIGNING

Part I
10:00–11:30 a.m.
FRANCISCAN ROOMS B
“B” Ballroom Level

MAJOR WORKSHOP 21

UNDERSTANDING MULTIRACIAL STUDENTS: AN EXPLORATION OF IDENTITY AND ITS ROLE IN TEACHING, ADVISING, AND COUNSELING STUDENTS

PART I—Racial Identity in Multiracial Students

This session offers a review and evaluation of models of racial identity development in multi-racial people, and their application to teaching and advising multiracial students. Through interactive presentation, small and large group discussion, and case studies, the models of racial identity are tested, analyzed, and applied to concrete situations. Participants also discuss the reactions to multiracial students that they encounter on campus, and how to address questions and tensions related to these situations. The session encourages frank discussion of topics raised by the increase in students who identify as multiracial, such as: how real is the concept of race today? To what extent can a person “choose” his or her identity? And, what roles do physical appearance, cultural attachment, political orientation, and social norms related to race play in racial identity formation?

For Part II, see page 101 on
Saturday, June 2—9:00–11:30 a.m.

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

10:00–11:30 a.m.

10:00–11:30 a.m.
FRANCISCAN ROOMS D
“B” Ballroom Level

Levels of Experience:
Intermediate and Advanced

90-MINUTE CONCURRENT SESSIONS

Beyond Survival, Destination Excellence: A Critical Exploration of the Policies/Practices Shaping the University of Washington Office of Minority Affairs and Diversity’s Comprehensive Retention and Graduation System

◆◆Case Studies/Model Programs◆◆

In this interactive session, members of the University of Washington Office of Minority and Diversity (OMA/D) will present the conceptual framework they have used to develop network of programs linking academic achievement and environmental responsiveness to successful outcomes for under-represented minority (URM) and educationally/economically disadvantaged students. The session will reveal the ways in which OMA/D programs collaborate to create student centered programs that operate in an integrated and nimble fashion to ensure the time a student spends with OMA/D will be useful and effective. Strategies for evaluating the success of programs will also be addressed in this session. Participants will learn about the specific programs and policies at the University of Washington and how to structure their programs so that their students’ needs for academic, emotional, and social support are met through a collaborative, team-based approach. The session should particularly benefit those who are involved with strategic planning and implementation of policies/activities that strengthen student retention and graduation rates.

Alejandro Valdez Espania, Academic Advisor, Educational Opportunity Program, Office of Minority Affairs and Diversity, University of Washington—Seattle, Washington

Victor P. Flores, Director, Ethnic Cultural Center/Theatre, Office of Minority Affairs and Diversity, University of Washington—Seattle, Washington

Gabriel Gallardo, Ph.D., Assistant Vice President, New Initiatives and Director, McNair Program, Office of Minority Affairs and Diversity, University of Washington—Seattle, Washington

Emile Pitre, Ph.D., Associate Vice President, Office of Minority Affairs and Diversity, University of Washington—Seattle, Washington

Karlotta J. Rosebaugh, Director, Health Sciences Center Minority Students Program, Office of Minority Affairs and Diversity, University of Washington—Seattle, Washington

Steve Woodard, Ph.D., Director, Early Identification Program, and Associate Director, McNair Program, Office of Minority Affairs and Diversity, University of Washington—Seattle, Washington

The Declaration of Privilege—America and the Racial Divide

◆◆Theoretical Models◆◆

White privilege runs through the foundation of America, marring the ideals of liberty, democracy, justice and equality. White Privilege is written into the Declaration of Independence, the Constitution, and the Emancipation Proclamation and is the basis of the American Dream. While white privilege is meant to remain invisible to those who receive it, its effects are clear to Americans of color. White privilege is pervasive in America, infiltrating most institutions, including education, creating barriers in both the classroom and in university life. In this session, we will define white privilege, discuss its roots in American history and give examples of how it shapes curriculum and classroom discussions. Presenters will provide information on how to spot white privilege and also will recommend strategies for reducing its impact on your campus. This session should particularly benefit those who notice racial disparities in the classroom or on campus and would like to learn about the historical underpinnings for the imbalance, as well as those participants who want to create an inclusive classroom and staff and improve racial and ethnic relations on their campuses.

Albert C. Fields, Chairman, District Diversity Council, Career and Job Counselor, St. Louis Community College-Forest Park—St. Louis, Missouri

Anna A. Shabsin, J.D., Adjunct Professor, Washington University-St. Louis, and Private Diversity Educator and Facilitator—St. Louis, Missouri

10:00–11:30 a.m.

UNION SQUARE 22
Fourth Floor

Levels of Experience: Novice
and Intermediate

WHY IS EVERYONE LAUGHING? Racial-Comedy: Analyzing Dave Chappelle and Others’ Impact on Student Development (Race-based Humor in Popular Culture)

◆◆Case Studies/Model Programs◆◆

Comedians who use racial-comedy such as Dave Chappelle are extremely popular with students today. Yet, what messages about stereotypes and racism do audiences members from dominant and non-dominant cultures derive from such performances? This session provides an understanding of what messages students are taking from racial comedy and identifies opportunities for Student Affairs professionals to utilize this medium to engage students in much needed dialogue. This session should particularly benefit those who are interested in pop culture and how one aspect of pop culture (i.e., racial humor and popularity of Dave Chappelle) impacts and potentially guides the interactions of college students; practitioners who are looking for innovative methods to reach and connect with students to engage these students in difficult discussions such as race, privilege, oppression, and most importantly challenging students to evaluate the role they play in perpetuating their current dominant/non-dominant status; individuals who are interested in enhancing student development in multicultural competency and understanding; also Administrators who recognize the need for intervention on the part of Student Affairs to address racial comedy as well as the silence on campuses about issues of racial inequality.

Thomn H. Bell, Residence Director, University of Vermont—Burlington, Vermont

Ty Crisman, Community Development Educator, New York University—New York, New York

Brandon K. Ice, Coordinator, Diversity and Social Justice Education, University of Vermont—Burlington, Vermont

10:00–11:30 a.m.

UNION SQUARE
5 and 6
Fourth Floor

Levels of Experience: Novice
and Intermediate

10:00–11:30 a.m.
CONTINENTAL BALLROOM
Parlor 7
“B” Ballroom Level

Levels of Experience:
Advanced

Confronting Epistemological Change at the Institutional Level: Professors of Color at the Forefront of Teacher Education Reform

◆◆Curricular/Pedagogical Models◆◆

This session will explore techniques for conducting effective multicultural change at the institutional level through a national Teacher Quality Enhancement (TQE) grant. A Latina and an African American professor will share how they have used policy, procedure, and curricula to make an impact on student awareness of whiteness, dominance and subordination, racism and denial. These professors of color confront white privilege at the institutional level for the advancement of students of color in public schools. The majority of people becoming teachers are White but the majority of students in Denver Public Schools are students of color. Effective strategies for changing student achievement require pre-service teachers to confront issues of Whiteness and White privilege as opposed to superficial pedagogical methods of teaching diversity. Presenters propose criteria which define the preconditions for an optimal learning environment at the institutional level. This session should particularly benefit those who desire to focus on the knowledge, skills and dispositions of pre-service student teachers.

Antonette M. Aragon, Ph.D., Assistant Professor, Secondary Education, Metropolitan State College of Denver—Denver, Colorado

Esrom Pitre, Ph.D., Assistant Professor, TQE Field Placement Supervisor/Coordinator, Metropolitan State College of Denver—Denver, Colorado

10:00–11:30 a.m.
POWELL ROOM
Sixth Floor

Levels of Experience: Novice

Revising the Context: Socio-Economic and Cultural Issues of Transition to College for Students From Low-Income and Under-Represented Ethnic and Racial Backgrounds—Stories From Two College Access Models

◆◆Case Studies/Model Programs◆◆

The environmental and social issues impacting high-achieving students from under-represented backgrounds after they matriculate into college have not often been studied in depth. In this session, we will share vignettes and outcomes of students in two college access programs in New York City, Liberty LEADS: The Bank Street Center for Leadership and College Preparation, and Leadership Enterprise for a Diverse America, both programs target bright and motivated students from urban and rural public and parochial high schools who come from under-resourced backgrounds. Our experience has shown that students from these backgrounds often face significant deficits that extend beyond the purely intellectual and/or academic which may negatively impact their transition into college. Ultimately, we hope that our recommendations will help colleges and universities attract, support, and retain students from varied cultural, economic, and racial backgrounds. This session should particularly benefit college admissions' staff and higher education representatives who are focused on attracting and retaining high-achieving students from lower-income families and/or under-represented ethnic backgrounds. We will also submit recommendations for updates in higher education policy and practices.

Assia Elgouacem, Program Coordinator, Leadership Enterprise for a Diverse America—New York, New York

Heidi Fisher, Research Coordinator, Student Data Systems, Leadership Enterprise for a Diverse America—New York, New York

Rebecca Hamilton, Academic Advisor, Liberty LEADS, The Bank Street Center for Leadership and College Preparation—New York, New York

10:00–11:30 a.m.
UNION SQUARE
3 and 4
Fourth Floor

Levels of Experience:
Intermediate

Black-White Interracial Marriage: Family Responses

◆◆Theoretical Models◆◆

The session reports on research conducted with fifty Black-White interracial married couples. Several interracial married couples' stories will be told and presenters will give an analysis of their accounts of how their close and extended family members responded to their marriages. The session will present an overview of the historical context for Black and White interracial marriages in the United States with first-person reports of interracial marriages which span four decades beginning in the 1960s. Selected themes for discussion will include coping with family rejection; adjusting to major economic losses, managing family dynamics when children are involved, addressing issues related to skin tone, negotiating blended family relationships. Discussion will also cover the impact on couples when acceptance of their marriage is immediate, when there is gradual acceptance by the extended family, and when couples must overcome long term resistance. Implications for interracial families in the 21st century and for societal change will be highlighted. The session will include audience participation and should particularly benefit teachers and students of sociological and psychological theory related to race relations, marriage and the family and multi-ethnic identity.

Jeanette R. Davidson Ph.D., Director African and African American Studies, and Associate Professor 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

10:00–11:30 a.m.
UNION SQUARE 21
Fourth Floor

Level of Experience: All

Tools Matter—Equipping Students of Color for Academic Excellence at UW-Madison Academic Advancement Program

◆◆Interactive Training◆◆

Academic excellence requires strategies at multiple levels and stages throughout a student's college career. The Academic Advancement Program (AAP) is a forty-year-old program that prides itself on equipping targeted minority students at UW-Madison's predominantly white campus with tools for achieving academic success. This session will share important insights about how matriculation and orientation strategies are used to provide tools necessary for smooth transition to college. Participants will learn, from a panel of AAP students and their advisors, how connecting students to academic enrichment opportunities, quality developmental one-on-one academic advising, writing skills support, and tailored tutoring services will help students achieve academic success. Necessary ingredients for the roadmap for academic success are clear expectations of students and advisors, as well as practical, hands-on solutions to challenges. This session should particularly benefit those who are invested in retention and timely graduation of students of color such as academic advisors, administrators, faculty members, student service providers, and students.

Jose Madera, Assistant Dean, Student Academic Affairs, University of Wisconsin—Madison, Wisconsin

Christine Marie Poleski, J.D., Assistant Dean, Student Affairs Academic Affairs, University of Wisconsin—Madison, Wisconsin

Devon Wilson, Assistant Dean and Director, Academic Advancement Program, College of Letters and Sciences, University of Wisconsin—Madison, Wisconsin

[AAP Undergraduate Student Panelists—University of Wisconsin, Madison](#)

Sika Banini, Rachel Brooks, Maureen Morris, Avaida Pott, Long Thao, Davina Tolbert

10:00 a.m.–noon
CONTINENTAL BALLROOM
Ballroom 5
"B" Ballroom Level

MAJOR WORKSHOP 22

Strategies for Promoting Faculty Diversity in a Post-Proposition 209 Climate: The University of California Experience

In 2005, the President of the University of California appointed a systemwide task force to assess the status of faculty diversity in the ten campus system and make recommendations for future efforts. The May 2006 report of the task force reflects the impact of Proposition 209 on faculty diversity at UC and highlights a variety of successful strategies including the President's Postdoctoral Fellowship Program, the President's faculty hiring incentive to promote diversity, and recent amendments to the systemwide policy governing faculty appointment and promotion to reward faculty for contributions to diversity through their teaching, research and service. At the same time, under the leadership of Chancellor Birgeneau, the Berkeley campus has developed the Berkeley Diversity Research Initiative, dedicating six faculty positions to a multidisciplinary research cluster. The Berkeley campus also established diversity advisors in each department and created a new cabinet-level position of Vice Chancellor for Equity and Inclusion to address faculty, student, and staff diversity. This session will address the challenges and successes associated with these initiatives and provide a blueprint for institutional change promoting faculty diversity.

www.universityofcalifornia.edu/facultydiversity/report.html

www.ucop.edu/acadadv/ppfp/

www.universityofcalifornia.edu/senate/committees/ucaad/report.html

www.berkeley.edu/news/media/releases/2006/08/23_press_rjb.shtml

Gibor Basri, Ph.D., Professor and Department Chair, Astronomy, University of California, Berkeley; Chair, University of California Academic Senate Committee on Affirmative Action and Diversity—Oakland, California

Sheila O'Rourke, J.D., Acting Assistant Vice President for Academic Advancement, University of California Office of the President—Oakland, California

10:00 a.m.–noon
IMPERIAL BALLROOM A
“B” Ballroom Level

For Book Signing of *How Black Colleges Empower Black Students: Lessons For Higher Education*
See Stylus Publishing, LLC
Exhibit Booth

MAJOR WORKSHOP 23

How Black Colleges Empower Black Students: Lessons for Higher Education

This is a panel of distinguished Black professionals, administrators and former administrators, who will share the astonishing transformations that Black college and universities have made in the lives of Black youth. They are the voices of experience who tell their own stories about the essential factors that shaped the lives of those young people who have benefitted from these institutions.

Samuel DuBois Cook, Ph.D., President Emeritus, Dillard University—New Orleans, Louisiana
Frank W. Hale Jr., Ph.D., Vice Provost and Professor Emeritus, Ohio State University—Columbus, Ohio

Anne S. Pruitt-Logan, Ph.D., Professor Emerita, Educational Policy and Leadership, Ohio State University, Associate Provost, Associate Dean of the Graduate School and Director of the Center for Teaching Excellence (1995)—McLean, Virginia

Talbert O. Shaw, Ph.D., President Emeritus (1987-2003), Shaw University—Raleigh, North Carolina

Orlando L. Taylor, Ph.D., Vice Provost for Research, Dean, Graduate School and Professor, Communications, Howard University—Washington, D.C.

Charles V. Willie, Ph.D., Charles William Eliot Professor Emeritus, Graduate School of Education, Harvard University—Cambridge, Massachusetts

10:00 a.m.–noon
CONTINENTAL BALLROOM
Parlor 8

“B” Ballroom Level

MAJOR WORKSHOP 24

Tackling Derogatory Latino Stereotypes

This session will lead participants in a discussion of the Latino/Latina stereotypes prominent in American mass media. The presenter will use his research to discuss the political, legal and social impacts on Latinas/os from this propagation, as well as the implications for the American justice, educational and political systems.

Steve Bender, J.D., Professor of Law, University of Oregon—Eugene, Oregon

10:00 a.m.–noon
CONTINENTAL BALLROOM
Parlor 2

“B” Ballroom Level

MAJOR WORKSHOP 25

Unpacking Christian Privilege: Historical and Contemporary Religious Oppression in the U.S.

Contemporary Christian privilege in the U.S. is a result of a founding myth and a 300 year historical tradition of Christian hegemony and domination over non-Christian religions. The contemporary ramifications of this historical tradition present an important social justice issue in current American society, with implications and consequences for K-12 schooling, as well as higher education. It is an area for teachers and administrators to explore, from their own religious identity perspectives, in order to design classroom curricula and school/higher education policy that acknowledges the pluralism and diversity of students from non-majority religious communities within the U.S. Christian hegemony is a form of privilege that is rarely discussed as part of a social justice, anti-oppression or multicultural agenda. Religion is often conceptualized as if it were solely a matter of individual choice, rather than an issue of social group identity and cohesion, associated with social advantage or disadvantage, and often conflated with race and ethnicity. The patterns of domination and subordination associated with advantaged or targeted religious groups have received considerable scholarly and media attention after 9/11, when Hindu, Muslim, and Sikh communities experienced increasing levels of stereotyping, harassment and exclusion.

This session will include a brief formal presentation to frame the topic of Christian hegemony and privilege as an issue of social oppression that is rooted in long-standing historical patterns of religious domination and subordination. The greater part of the session will be devoted to interactive, experiential and small group activities recently presented in the revised (2007) edition of *Teaching for Diversity and Social Justice* (edited Maurianne Adams, Lee Bell, Pat Griffin), in a new chapter on “Religious Oppression in the U.S.” (authors: Maurianne Adams and Khyati Joshi). For many participants, this will be a first opportunity to explore and discuss historical and institutional patterns, and personal experiences, of Christian hegemony or exclusion. For school and higher education teachers and administrators, this session presents an opportunity to explore the historical, systemic and personal ramifications of these difficult and complicated issues, in order to consider how they might bring issues of Christian privilege into the classroom’s curricula, or develop more equitable religious programs and policies.

Maurianne Adams, Ph.D., Professor, School of Education, University of Massachusetts—Amherst, Massachusetts

Khyati Y. Joshi, Ph.D., Assistant Professor, School of Education, Fairleigh Dickinson University—Teaneck, New Jersey

10:00 a.m.–noon
IMPERIAL BALLROOM B
“B” Ballroom Level

MAJOR WORKSHOP 26

Knowing Where We Begin: The Necessity of Understanding Our Perspectives

This session is a preview of a series of retreats being offered for those who provide advanced facilitation training on issues of diversity and privilege. These retreats, titled “From Where I Stand” are designed to deepen the awareness, skill and abilities of seasoned practitioners in fostering dialogue on (a) Racial/ethnic identity theory, (b) key historic events in the identity development for different racial/ethnic groups, (c) architecture of white supremacy and white privilege and how these issues manifest in organizations and communities, and (d) action planning for improved learning and communication of one’s own identity. Around the world, people are beginning to view issues of race and racism as critical components in a matrix of social justice issues: education, housing, health, women’s rights, etc. We who are striving to be authentic educators, change agents and leaders must learn to assess and understand our own racial identities, assumptions, beliefs and myths. Our work is focused on helping diversity practitioners get better at fostering authentic and transformative dialogues on issues of identity. This interactive experiential learning process is designed to cultivate our emotional literacy in relation to issues of race, ethnicity, privilege and power. As a result of this dialogue, participants will (1) leave this session with an understanding of the rationale for addressing issues of race and achievement in professional development, (2) acquire strategies to engage faculty and peers in examining their beliefs about teaching and learning and in considering their own multiple identities, and (3) develop a clearer sense of the next stages that their own personal work should take.

Michael Bell, InPartnership Consulting—Oakland, California
Marquita Chamblee, Chamblee Consulting Services—Berkeley, California
Frances E. Kendall, Kendall & Associates—Albany, California
Mercedes Martin, InPartnership Consulting—Oakland, California

Part I
10:00 a.m.–noon
**CONTINENTAL BALLROOM
Ballroom 6**
“B” Ballroom Level

MAJOR WORKSHOP 27

Effective Diversity Training Design: Understanding Your Audience, and Designing Appropriately and Effectively for What You Need and Want to Accomplish

This session has three very practical goals: (1) providing participants with a tools to assess the perspectives of the members of their audiences, so they can more appropriately target diversity and equity training programs for maximum effectiveness; (2) practicing how to identify the appropriate domains of learning—cognitive, affective and/or skill-building—for your learning goals, either in classroom teaching or workplace training; and, (3) learning to design, facilitate and evaluate learning activities in each of these domains. Participants will receive copies of curriculum design materials, including exercise descriptions and directions, for use on their own campuses.

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

Session continues
1:15–4:15 p.m.

10:00 a.m.–noon

2-HOUR CONCURRENT SESSIONS

10:00 a.m.–noon
**UNION SQUARE
23 and 24**
Fourth Floor



Hip-Poe-Tics

◆◆Interactive Training◆◆

This interactive session involves three platforms: Hip Hop culture, Poetry culture (Spoken Word specifically), the Political culture and climate in the United States. The purpose of this session is to show how history plus current events plus activism can build a socially conscious platform for different generations to work together in an ever moving and changing society both inside the academic sphere, political arena, and urban community; as well as 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 and then show how they merge through the use of music, fashion, dance, poetry, performance, grass roots activism, film, and most important the human mind and body **FIRST** on a microcosmic scale and **SECOND** on a macrocosmic level. The four speakers listed below hold multifaceted roles, some are scholars of Hip Hop and Spoken Word and teach these cultures in the academy, while others have managed Hip Hop and Spoken Word groups. In addition, some have been active in the political arena and have created organizations out of their own passion to change community circumstances that have proven to be more hurtful than helpful to the youth growing up in those environments. All of us are artists (Hip Hop, Spoken Word, Poets, DJ, and/or Dancers). We will use practical application as well

as fusing theoretical understanding so that the audience can walk away with: (1) Foundation and Knowledge of each platform, (2) plan of activism in the classroom, community, and political arena, (3) Resource/Reference Guide (hard copy), and (4) clear example of how these art forms work—a Showcase. This interactive session also includes the need to listen to the experiences of youth and older generations in our audience. In sharing these stories that relate to all three cultures/platforms named above, it allows everyone to “listen” to each other, and then use those experiences as a way to weave our practical applications in, with what the audience have shared. This session should particularly benefit educators in the academy, political figures reaching the youth, grass root leaders, Hip-Hop generation, activists and political artists, audience trying to understand the youth-masses and using popular culture to reach them.

Omari K. Barksdale, CEO, Uhuru Cipher Artists Management—Detroit, Michigan

Traci Evadne Currie, Ph.D., Professor, Communication and Visual Arts Department, University of Michigan—Flint, Michigan

Khalid eL-Hakim, Vice President, Iron Fist Records, and CEO, New Rising Sun Entertainment—Detroit, Michigan

Akil Houston, Doctoral Candidate and Professor, African American Studies Department, Ohio University—Athens, Ohio

Bias-Related Incident Policies: Can They Transform a Campus Climate?

◆◆Policy Issues◆◆

Presenters will discuss research into campus bias-related incidents and hate crimes, and the need for policies and procedures that guide a college or university’s response to such events. A case study will be presented of the development and implementation of such a policy and associated educational opportunities at the University of Dayton. Participants will be asked to envision how staff, faculty, and students might respond to specific incidents at their own college or university. Group discussions will focus on how campus bias-related incidents or hate crimes create opportunities for education that can transform a campus climate and institutional culture. This session should particularly benefit those who would like to develop policies or programs for a healthier, more inclusive campus climate.

Paul J. Becker, Ph.D., Associate Professor of Sociology, University of Dayton—Dayton, Ohio

Patricia Bernal-Olson, J.D., Affirmative Action Officer/Staff Attorney, Compliance and Affirmative Action, Office of Legal Affairs, University of Dayton—Dayton, Ohio

Carol D. Cummins-Collier, Ph.D., Assistant Vice President and Associate Dean of Students, Department of Residence Education, University of Dayton—Dayton, Ohio

Ione T. Damasco, Assistant Professor and Cataloger Librarian, Roesch Library, University of Dayton—Dayton, Ohio

Lynnette M. Heard, Executive Director, Office of the President, University of Dayton—Dayton, Ohio

Arthur J. Jipson, Ph.D., Associate Professor, Department of Sociology, Anthropology, and Social Work; and Director, Criminal Justice Studies Program, University of Dayton—Dayton, Ohio

Ronald M. Katsuyama, Ph.D., Associate Professor, Department of Psychology, University of Dayton—Dayton, Ohio

Pat Meadows, Executive Director, The National Conference for Community and Justice of Greater Dayton—Dayton, Ohio

Ross E. Parker, Graduate Student, Counseling, and Teacher/Tutor, DECA-Dayton Early College Academy, University of Dayton—Dayton, Ohio

Lisa S. Rismiller, Director, Women’s Center, University of Dayton—Dayton, Ohio

Lessons in Our Leadership: Helping Black Women Navigate Professional Success

◆◆Interactive Training◆◆

Over the years progress has been made toward advancing the number of Black female leaders in the field of student affairs/higher education; however these advancements have come at a tremendous sacrifice, as Black female leaders continue to struggle with balancing their professional ambitions with personal fulfillment. This interactive training will explore how Black female leaders navigate work environments at predominantly and/or historically white institutions where career advancement and professional success are often negatively impacted by stereotypes and misconceptions around their leadership. The goal of this session is to share theoretical and experiential knowledge with graduate, entry-level, and mid-level professionals to assist them as they navigate the world of student affairs/higher education in preparation for future professional opportunities. This session should particularly benefit those who identify as Black women and who are interested in learning how to manage their career advancement as it pertains to their leadership styles and experiences. This session can also inform those who mentor and support Black female leaders. We recommend this session for graduate, entry-level, and mid-level professionals, and encourage senior-level professionals to attend, as means of enhancing the conversation and case study discussions.

10:00 a.m.–noon
UNION SQUARE
15 and 16
Fourth Floor

Levels of Experience:
Intermediate

10:00 a.m.–noon
CONTINENTAL BALLROOM
Parlor 9
“B” Ballroom Level

Levels of Experience: Novice
and Intermediate

DeMethra LaSha Bradley, Assistant Director, Academic Integrity, The Center for Student Ethics and Standards, University of Vermont—Burlington, Vermont
Christina Davis, Assistant Director, Residential Life, University of Vermont—Burlington, Vermont
Stacey A. Miller, Director, Department of Residential Life, University of Vermont—Burlington, Vermont
Daphne Wells, Residence Coordinator, Department of Residential Life, Florida State University—Tallahassee, Florida

10:00 a.m.–noon
TAYLOR ROOM
 Sixth Floor

Levels of Experience:
 Intermediate

A Series of Unfortunate Events: Working Against the Grain to Improve Campus Race Relations

◆◆Case Studies/Model Programs◆◆

This session examines the range of campus race relations, and how student engagement across lines of race and ethnicity influence both the social and academic environment. Information on the journey of a particular campus toward positive race relations will be shared as a context for finding solutions to race problems commonly plaguing the American university. Presenters will share insights as to how issues are being resolved at their institution. However, significant time will be spent engaging participants in a case study depicting varying degrees of campus hostility. Participants will be asked to determine appropriate courses of action based on roles assigned to them by presenters. This session should particularly benefit those faculty members, administrators, and students who are interested in holistic student development, understanding that students cannot be fully successful if they exist in hostile environments. This session will also benefit those practitioners who provide direct services to marginalized minority students, those who work to empower White students in the struggle to end negative race relations, and students interested in taking an active role in fighting racism.

Jeff Fleisher, Ph.D., Director, Joint Multicultural Program, Lehigh University—Bethlehem, Pennsylvania
John F. McKnight Jr., Assistant Director, Multicultural Affairs, and Coordinator, Residence Life, Joint Multicultural Program, Lehigh University—Bethlehem, Pennsylvania
Alta E. Thornton, Assistant Dean of Students for Multicultural Affairs, Lehigh University—Bethlehem, Pennsylvania

10:00 a.m.–noon
MASON ROOM
 Sixth Floor

FILM PREVIEW AND DISCUSSION



Frank Talk from Leading Women of Color

In January 2006, DiversityInc convened an unprecedented and candid discussion about race, gender, and class. View this historic meeting of eight amazing and accomplished women of color—all passionate advocates for diversity in the corporate and academic worlds.

Participants:

Dr. Johnnetta B. Cole, President, Bennett College for Women, and Chair, United Way of America
Dr. Ella L.J. Edmondson Bell, Associate Professor, Business Administration, Tuck School at Dartmouth College
May Snowden, Vice President, Global Diversity, Starbucks
Berlinda Fontenot-Jamerson, Director, Diversity, Corporate Human Resources, ABC
Dr. dt ogilvie, Associate Professor, Management & Global Business, Rutgers University Business School
Janice Fenn, Former Senior Director, Global Diversity, Kraft Foods
Lora L. Fong, Counsel, Litigation Department and Technology Practice Group Greenbaum, Rowe, Smith & Davis
Alma Morales Riojas, President and CEO, MANA, and Chair, Hispanic Association on Corporate Responsibility

Topics covered: Which counts more: race, gender or class? Are white women the new gatekeepers in corporate America? Does a sense of entitlement isolate young women of color from potential mentors? Who's really at the bottom of the ladder? What does it take to get a CEO to understand that diversity creates a competitive advantage and not a burden? What challenges do Latinas and Asian women face that are different than those of African-American women?
www.DiversityInc.com

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

10:30 –11:45 a.m.

CONTINENTAL BALLROOM Parlor 3

“B” Ballroom Level

Levels of Experience: Novice

Like Water Rolling Down a Mountain: Findings and Conclusions From the 22nd Annual Status Report on Minorities in Higher Education

◆◆Research/Assessment/Evaluation◆◆

This session will share critical findings from the nation’s primary source of information on trends related to minorities in higher education. The *22nd Status Report*, published by the American Council on Education’s Center for Advancement of Racial and Ethnic Equity (CAREE) in conjunction with the Center for Policy Analysis (CPA), focuses on higher education issues. Presenters will discuss the implications of these issues for racially and culturally underserved communities, and for the nation as a whole. The session will provide summary conclusions about recent enrollment, graduation, and employment trends for minorities in higher education and engage the audience in an interactive discussion about the implications of these trends. This session should particularly benefit those who are interested in demographic shifts within higher education, researchers who might glean insight into future studies on this topic, and those who are concerned with the policy implications of these trends.

Brian K. Bridges, Ph.D., Associate Director, Center for Advancement of Racial and Ethnic Equity, American Council on Education—Washington, D.C.

Diana I. Cordova, Ph.D., Director, Center for Advancement of Racial and Ethnic Equity, American Council on Education—Washington, D.C.

10:30–11:45 a.m.

UNION SQUARE 1 and 2

Fourth Floor

Levels of Experience: All

American Indian Identity: Effects of Institutional Identification Policies for American Indian Faculty, Staff, and Students

◆◆Policy Issues◆◆

This session will focus on the American Indian population within one institution of higher education. Presenters will explore the policy this university uses to identify and categorize faculty, staff, and students by race/ethnicity for the purpose of generating reports to the public on the institution’s racial and ethnic profile. Based upon an ongoing research project that critically examines the research literature on American Indian identity and higher education access and persistence, we will explore and engage participants in a conversation about three themes: (1) the meaning of identity along the lines of race, ethnicity and culture, (2) issues of power and authority within the institution to define “identity,” and (3) the effect of identity policies upon the range of opportunities afforded to students, faculty and staff. This session should particularly benefit those who are interested in the policies higher education institutions use to identify and categorize students, faculty, and staff by race and ethnic groups and the effects of those policies upon distribution of institutional resources and opportunities.

Karen Sunday Cockrell, Ed.D., Associate Professor, Department of Educational Leadership and Policy Analysis, University of Missouri—Columbia, Missouri

Charlotte McCloskey, Doctoral Student, Department of Educational, School, and Counseling Psychology, University of Missouri—Columbia, Missouri

Katie L. Piacentini, Doctoral Student, Department of Educational Leadership and Policy Analysis, University of Missouri—Columbia, Missouri

10:30–11:45 a.m.

CONTINENTAL BALLROOM Parlor 1

“B” Ballroom Level

Levels of Experience:
Intermediate

Creating Rich and Successful Dialogues: The Faculty and Diversity Affairs Partnership at the University of Redlands

◆◆Case Studies/Model Programs◆◆

This session examines an initiative designed to initiate and sustain dialogue about controversial issues which have transformed over the past three years into an effective collaboration between Academic Affairs and Diversity Affairs. “The Difficult Diversity Discussions Series” at the University of Redlands will serve as the jumping off the point for creating dialogue that moves seamlessly from the classroom through co-curricular activities and back into the classroom. Participants will review guidelines for the discussion series as established by students and will hear insights provided by faculty and administrator project partners through the assessment process. Presenters will discuss pedagogical alternatives used by Diversity Affairs staff to lead courses that focus on service learning, living learning communities and activism. This session should particularly benefit those diversity professionals and faculty members already working to create meaningful co-curricular collaboration in the academy, practitioners incorporating service learning into the classroom and co-curricular activities, as well as professionals wanting to help bridge “the silos” found on many campuses.

Leela MadhavaRau, Assistant Dean of Student Life, and Director, Diversity Affairs, University of Redlands—Redlands, California

Torence Powell, Assistant Director, Diversity Affairs, University of Redlands—Redlands, California

10:30–11:45 a.m.
UNION SQUARE
19 and 20
Fourth Floor

Levels of Experience:
Intermediate

Challenges and Strategies Identified by Students of Color in Science, Technology, Engineering, and Mathematics (STEM) Classrooms

◆◆Research/Assessment/Evaluation◆◆

This session will present research about the success of undergraduate students of color enrolled in the College of Engineering at a large, predominantly white, Midwestern university. As part of a larger project, the session will describe the experience of engineering students in the classroom and the strategies that the students develop to persist. The data for this session include interviews from forty students sampled from the larger study of 159 students. The primary source of data was 90-minute semi-structured interviews of African American, Hispanic, Native American, and Asian American students in their sophomore, junior, and senior years. The students describe both macrostructural and microstructural challenges to persistence that are associated with classroom experiences. The presentation will include information on the background and rationale for the study, as well as the views and voices of the participants on their challenges and strategies. This session should particularly benefit administrators, faculty members, and Student Affairs personnel because it will provide better understanding of what students of color experience in STEM classrooms. Students will benefit from this session as well because they will be exposed to strategies that other students have found to be effective.

Walter Lewis II, Undergraduate Student, Electrical Engineering Major, Undergraduate Research Assistant, The University of Oklahoma—Norman, Oklahoma

Anna Wong Lowe, Doctoral Student, Communication; Graduate Research Assistant, Research Institute for STEM Education (RISE), The University of Oklahoma—Norman, Oklahoma

B. Shanel Norwood, Graduate Student, Elementary Education; Graduate Research Assistant, Research Institute for STEM Education (RISE), The University of Oklahoma—Norman, Oklahoma

Sedelta Oosahwee, Graduate Student, Adult and Higher Education; Graduate Research Assistant, Research Institute for STEM Education (RISE), The University of Oklahoma—Norman, Oklahoma

Lauren Rieken, Graduate Student, Community Counseling; Graduate Research Assistant, Research Institute for STEM Education (RISE), The University of Oklahoma—Norman, Oklahoma

Johanna Rojas, Graduate Student, Industrial Engineering; Graduate Research Assistant, Research Institute for STEM Education (RISE), The University of Oklahoma—Norman, Oklahoma

10:30–11:45 a.m.
UNION SQUARE
17 and 18
Fourth Floor

Levels of Experience:
Intermediate

Outcome Evaluations: Assessing Diversity Initiatives in Higher Education

◆◆Long- and Short-Range Planning◆◆

This session explores the efficacy of outcome evaluations, an important tool for result-based management, particularly in assessing diversity initiatives. South Africa's transition to democracy poses an enormous challenge to institutions of higher education to redress the *Apartheid* legacy of racial and gender discrimination. The Employment Equity Act of 1998 requires institutions to set numerical equity targets, a requirement which seems to have become the dominant focus for most faculties, which often neglect to address institutional culture. Assessing shifts in diversity initiatives remains a complex and contested terrain of higher education institutions. This session focuses on the assessment of diversity initiatives such as recruitment, training, mentoring and retainment of staff from the "designated groups" (i.e., Black—Africans, Coloureds and Indians, women and people with disabilities) which must be aligned with staff plans to diversify their culture. As a form of result-oriented assessment, outcome evaluations focus on real-life changes by assessing the extent to which a planned outcome has been achieved. Outcome evaluations are restricted to quantitative data as well as qualitative judgments. Equity directors and faculty leadership in higher education will, as result, be able to track diversity initiatives backwards to assess how, why and under what circumstances the outcome has been achieved or changed. This session should particularly benefit those who are interested in monitoring and evaluating diversity initiatives in higher education.

Jerome-Alexander Van Wyk, Ph.D., Director, Employment Equity and the Promotion of Diversity, Stellenbosch University—Stellenbosch, South Africa

10:30–11:45 a.m.
SUTTER ROOM
Sixth Floor

Levels of Experience: All

New Trends in Writing a Multicultural Counseling Text

◆◆Curricular/Pedagogical Models◆◆

Three authors of a popular multicultural counseling text, *Introduction to Multicultural Counseling for Helping Professionals*, 2nd Edition, will review major points about multicultural counseling meta-issues and/or counseling clients from specific cultural groups. A team of multicultural authors will share their observations about working together, given their diversity in ethnicity/race, gender, and sexual orientation. Presenters will highlight new material that incorporates case vignettes, socioeconomic class issues, spirituality, and cultural resources. This session should particularly benefit those who are in a broad range of helping professions interested in enhancing their knowledge of specific cultural groups and/or those individuals who are searching for teachable curricular materials.

John A. Blando, Ph.D., Associate Professor, Department of Counseling, College of Health and Human Services, San Francisco State University—San Francisco, California

Wanda M.L. Lee, Ph.D., Associate Dean and Professor, College of Health and Human Services, San Francisco State University—San Francisco, California

Graciela León Orozco, Ed.D., Assistant Professor, Department of Counseling, College of Health and Human Services, San Francisco State University—San Francisco, California

10:30–11:45 a.m.

SPECIAL FEATURE

One-on-One Meeting With Experts Experienced on Teaching, Training, and Social Justice Issues
(For more information, see page 57)

10:30 a.m.–noon
CONTINENTAL BALLROOM
Ballroom 4
"B" Ballroom Level

Book Signing of *A Different Mirror: A History of Multicultural America* by Ron Takaki scheduled immediately after his Conversation.

A CONVERSATION WITH RONALD TAKAKI



A Different Mirror: Studying the Past for the Sake of the Future

Ronald Takaki, Ph.D., Professor Emeritus, Asian American Studies, Department of Ethnic Studies, University of California—Berkeley, California

Ron Takaki is one of the most preeminent scholars of our nation's diversity. He is a professor of Ethnic Studies at the University of California, Berkeley, where he has taught over 10,000 students during 34 years of teaching. Born in 1939, Takaki is the grandson of immigrant Japanese plantation workers in Hawaii. He graduated from the College of Wooster, Ohio, in 1961. Six years later, after receiving his Ph.D. in American history from University of California at Berkeley, Takaki went to University of California at Los Angeles to teach its first Black history course. While there, he helped to found its centers for African American, Asian American, Mexican American, and Native American studies. In 1972, Takaki returned to Berkeley to teach in the newly instituted Department of Ethnic Studies. He served as department Chair from 1975-77. Berkeley faculty has honored Takaki with a Distinguished Teaching Award. In 1988, Takaki was awarded the Goldwin Smith University Lectureship at Cornell University, and in 1993, Cornell's Distinguished Messenger Lectureship, the university's most prestigious lecturer appointment. Professor Takaki is the author of 11 books. They include significant titles: *Iron Cages: Race and Culture in 19th Century America* (Knopf, 1979) has been critically acclaimed. Now in its third edition (Oxford, 2000), this book is still widely read in college courses across the country. He explodes the myth of its 'military necessity'. *Double Victory: A Multicultural History of America in World War II* (Little, Brown, 2000) is the only study of the "Greatest Generation" from the perspectives of our nation's diverse racial and ethnic minorities. Takaki has been on national television to discuss issues of race, U.S.-Japan relations, multiculturalism, affirmative action, etc. The programs include the NBC "Today Show," ABC "This Week with David Brinkley," CNN "International Hour," "Cross Fire," "Jim Lehrer Newshour." In 1980, the University of Wisconsin invited Takaki and Nathan Glazer to debate the issue of affirmative action. Since then, the two of them have had debates at Michigan State University in 1994, Berkeley in 1995, the University of Puget Sound in 1996, and Ohio University in 2004. In 1997, the Council on Foreign Relations hosted a debate between Arthur Schlesinger Jr., and Takaki at the opening plenary session of its conference on America's diversity and America's foreign policy. Takaki has lectured in Japan, Russia, Armenia, New Zealand, the Netherlands, Austria, and South Africa. He has been awarded honorary doctorates from Wheelock College, the College of Wooster, Macalester College, Northeastern University, the University of Massachusetts, the Massachusetts College of Art, and Whitman College. He was also honored by the 2003 Fred Cody Lifetime Achievement Award, and by the 2003 UC Alumni Association's Award for Excellence in Achievement. In 1995, Takaki attended two seminars on race at Vice President Al Gore's home to advise him; in 1997, he attended a White House meeting with President Bill Clinton to help brainstorm ideas for his major speech, "One America in the 21st Century: The President's Initiative on Race." Takaki was elected to be a fellow of the prestigious Society of American Historians, whose membership is limited to 250 scholars including David Brion Davis and Arthur Schlesinger Jr.

10:30 a.m.–noon
UNION SQUARE 25
Fourth Floor

FILM PREVIEW AND DISCUSSION



El Contrato: The Contract

Mexican citizens working in the United States and Canada can face difficult conditions, even when they are employed legally. Filmed over an entire growing season, *El Contrato* documents the experiences of a group of laborers contracted to work in a sprawling tomato greenhouse. Tensions between workers, growers, and government officials reveal disturbing aspects of the hugely profitable greenhouse industry, including the abuse of employees whom even the local Mexican consul seems to view as expendable. Presenting rarely heard voices, *El Contrato* is an uncompromising look at the migrant worker's plight. Portions are in Spanish with

English subtitles. Films for the Humanities and Sciences www.films.com

noon–1:00 p.m.

INFORMAL NETWORKING MEETINGS

(For more information, see page 21)

1:15–2:30 p.m.

75-MINUTE CONCURRENT SESSIONS

1:15–2:30 p.m.

CONTINENTAL BALLROOM Parlor 7

“B” Ballroom Level

Levels of Experience:

Intermediate

Agents of Change: Advancing Faculty Development That Promotes Inclusive Learning and Teaching, Cultural Competence and a Diverse Learning Environment

◆◆Long- and Short-Range Planning◆◆

This session examines an innovative faculty-lead diversity initiative within a School of Education and Human Services. The school is nine years old. A few years after its inception, a diversity council was formed and operated for approximately two years and, as with other such university initiatives, was eventually discontinued due to a lack of administrative support and faculty response. With a change in administration, the new Dean supported and promoted diversity initiatives. The faculty and the new dean formed a diversity committee to serve as a catalyst for diversity initiatives within the unit. Guided by the new leadership, diversity became one of the six values in the school’s new strategic plan. The new initiative was well received within the unit. This session relates the process of forming a faculty supported and promoted diversity initiative which has had an impact on each professor, and with hopes, eventually the university at large. Presenters will discuss how and why the process began, steps toward implementation and lessons learned. This session should particularly benefit those who are interested in higher education reform, particularly those who would seek to promote diversity on campus through policy and responsive practice.

Wei Cao, Ph.D., Assistant Professor, Education Department, School of Education and Human Services, University of Michigan—Flint, Michigan

Linda Pickett, Ph.D., Chair and Assistant Professor, Early Childhood Department, University of Michigan—Flint, Michigan

Traki Taylor-Web, Ph.D., Associate Dean and Associate Professor, School of Education and Human Services, University of Michigan—Flint, Michigan

1:15–2:30 p.m.

UNION SQUARE

1 and 2

Fourth Floor

Levels of Experience: Novice

and Intermediate

Get Involved With Cultural Celebration at OSU: Community and Leadership Development Through Cultural Celebration

◆◆Case Studies/Model Programs◆◆

This session explores the uniqueness of cultural celebrations at Oregon State University (OSU). Each year more than twenty-five student organizations host programs showcasing cultural leaders, traditions, music, clothing, dance, food, and stories. These celebrations enrich the educational, cultural, and social life of the campus and create a global community at OSU. In the process, students have the opportunity to interact with other student leaders from a variety of backgrounds and perspectives. This collaboration creates a unique environment that encourages cultural sharing and celebration. The effectiveness of this model and the benefits to both individuals and the institution at large will be addressed. Participants can expect to learn how to develop collaborative relationships, to communicate effectively, to learn advising and training techniques, and to budget. This session should particularly benefit those who are interested in the campus climate for and retention of underrepresented students, faculty, and staff. It should also be beneficial to those interested in a program designed to promote understanding and valuing differences.

Eric Le, Undergraduate Student, Business Administration Major; Event Specialist, Oregon State University—Corvallis, Oregon

Cait O’Brien, Undergraduate Student, English and Psychology Major; Peer Advisor, Oregon State University—Corvallis, Oregon

Robin Ryan, Coordinator, Events and Student Organizations, Oregon State University—Corvallis, Oregon

Nathan Shipman, Undergraduate Student, General Science Major; Peer Advisor, Oregon State University—Corvallis, Oregon

Ammara Tan, Undergraduate Student, Health Management and Policy Major; Event Specialist, Oregon State University—Corvallis, Oregon

Mackenzie Taylor, Undergraduate Student, Oregon State University—Corvallis, Oregon

Jolene D. Woolley, Undergraduate Student, Ethnic Studies Major; Peer Advisor, Oregon State University—Corvallis, Oregon

Miao T. Zhao, Undergraduate Student, Nutrition and Food Management Major; Peer Advisor, Oregon State University—Corvallis, Oregon

1:15–2:30 p.m.
UNION SQUARE
17 and 18
Fourth Floor

Levels of Experience:
Intermediate

The Intra-racial Generation Gap: The Implications for Teaching and Learning on the University Campus

◆◆Theoretical Models◆◆

This session examines the prevailing myth that race is the decisive factor in developing the bonds that support effective instructional outcomes in the university setting. Presenters will explore the terrain of the intra-racial generation gap as a barrier to successful instructional outcomes in situations where institutions have purposefully put same-race faculty and support staff in place to support the success of specific-race students. This session will provide important insights and points of view about the implications of the intra-racial generation gap for teaching and learning in the university classroom. It will also seek to facilitate constructive dialogue, interaction, and understanding about the focal elements. This session should particularly benefit those who teach diverse student populations, those who are involved in faculty recruitment and retention, and those who are interested in professional development issues.

Janet A. Guyden, Ph.D., Associate Vice President for Research and Dean, School of Graduate Studies and Research, Grambling State University—Grambling, Louisiana
Wynetta Y. Lee, Ed.D., Professor and Executive in Residence, Jake Ayers Institute for Research, Jackson State University—Jackson, Mississippi
Gayle Harris Watkins, Ph.D., Educational Consultant, The Nicole Group—Walnut, California

MAJOR WORKSHOP 27

(For workshop description, see page 79)

Part II
1:15–4:15 p.m.
CONTINENTAL BALLROOM
Ballroom 6
“B” Ballroom Level

MAJOR WORKSHOP 28

Comedy, Identity and Politics: The Arab American Experience On and Off Campus

This session provides an insight into the timely and provocative issues that often plague the perception of the Middle East culture, identity, and politics. The program addresses stereotypes that Middle Eastern Americans confront and how they play out in American society and on U.S. college campuses. The session also offers a rare opportunity for people in higher education to learn the essential facts, historical facts and trends of Middle Eastern populations in the U.S. Participants will gain exposure to first-hand accounts of how culture and identity shape different generations of immigrants, and the challenges brought by new, often negative visibility and “Islamophobia” in America. Presenters will provide information about how the current political climate is shaping the views in classrooms and impacting academia at large. The program features video clips of top Arab American and Iranian American comics who tackle issues such as “flying while Muslim” and the efforts of Arab Americans to prove that they are “real Americans.” Finally, participants are offered a collection of take-home resources on Arab, Middle Eastern and Muslims issues, including a film directory, list of web sites, sample publications, demographic profiles, teaching materials, a roster of student networks, and opportunities dedicated to assist students of Arab descent.

Hala Abdoun, M.B.A. Candidate, Consultant—San Francisco, California
Helen Samhan, Executive Director, Arab American Institute Foundation—Washington, D.C.

1:15–4:15 p.m.
FRANCISCAN ROOMS D
“B” Ballroom Level

1:15–4:15 p.m.
CONTINENTAL BALLROOM
Parlor 9
“B” Ballroom Level

MAJOR WORKSHOP 29

PART I—But We Can’t Find Any!: Recruiting Less-Represented Faculty to Predominantly White Institutions (PWIs)

PART II—We Want Them To Stay!: Identifying and Creating Support Systems for Faculty of Color at Predominantly White Institutions (PWIs)

This two-part session will present the theory and practice necessary for the successful recruitment and retention of faculty of color to predominantly White institutions (PWIs). Part I will cover “pre-recruitment” activities to assess readiness of the organization to receive faculty of color, techniques for attracting and recruiting diverse candidates, intervention strategies needed to alter the “usual” search and screen processes, a review of internet tools for recruitment, and post-search activities. Part II will use the common theme of support systems from two research studies, to guide a discussion on the purpose, objectives, and 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 will benefit those persons responsible for and/or interested in the recruitment and retention of faculty of color, professionals in faculty development that directly serve this population, administrators committed to this particular effort, and individuals who are interested in attracting, retaining and supporting faculty from less-represented populations to their campuses.

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

1:15–4:15 p.m.

3-HOUR CONCURRENT SESSIONS

1:15–4:15 p.m.
CONTINENTAL BALLROOM
Parlor 3
“B” Ballroom Level

Chief, Senior, and Diversity Officers: Strategy Structure and Change Management—A Quantitative Picture of the Landscape

◆◆Long- and Short-Range Planning◆◆

This interactive session will engage participants in a discussion about research findings from a national survey of senior diversity officers at more than 1,000 institutions. This research project provides a quantitative snapshot of the structure, strategy, processes, and major impediments of officers that participated in the study. More specifically the session will present the Chief Diversity Officer Development Framework (CDODF) in terms of (1) Strategy, (2) Organizational Structure, (3) Lateral Coordination, (4) Change Management Principles, and (5) Skills and Background of officers. Presenters will also share preliminary findings of the national on-line survey, examining the structure, resource base, strategy, and backgrounds of the officers who participated in the study. This session should particularly benefit members of the higher education community and is especially relevant for administrators, faculty, and staff interested in organizational change and hiring senior diversity officers. This session also has relevance for corporate diversity officers interested in learning about differences and similarities among diversity officers in both corporate and higher education settings.

Katrina C. Wade-Golden, Ph.D., Research Associate, 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

Levels of Experience:
Intermediate

1:15–4:15 p.m.
SUTTER ROOM
Sixth Floor

Levels of Experience: All

Creating Change: Putting Students at the Center of Our Practice

◆◆Case Studies/Model Programs◆◆

Presenters will give an overview of the Multicultural Infusion Project (MIP) a professional development program that provides the faculty with resources, training and incentives to infuse multicultural content and perspectives into their practice. Furthermore, MIP supports the expansion of strategies which seek to meet the needs of City College of San Francisco's diverse student population and increase equity throughout the college. MIP aims to develop a cadre of a "resource faculty" which can serve the faculty at large who are interested in increasing awareness of our multicultural issues through theory and practice. This interactive session should particularly benefit those who are interested in developing a community of scholars dedicated to transforming their curriculum, and institutions via popular education principles.

Tracy Burt, Instructor, Child Development and Family Studies Department, City College of San Francisco—San Francisco, California

Christine T. Francisco, Coordinator, Office of Mentoring and Service-Learning, City College of San Francisco—San Francisco, California

Lynda Hirose, Adviser, Culinary Arts and Hospitality Studies Department, City College of San Francisco—San Francisco, California

Sue Homer, J.D., Professor, Political Science, Co-Founder and Co-Coordinator, Multicultural Infusion Project, City College of San Francisco—San Francisco, California

Hal Huntsman, Professor, Mathematics, City College of San Francisco—San Francisco, California

Suzanne J. Lo, Subject Liaison Librarian, Sociology Department, Women's Studies, Asian American Studies, Chinese History, Philippine Studies, and Asian Studies, City College of San Francisco—San Francisco, California

Alisa Messer, Professor of English, City College of San Francisco—San Francisco, California

Cynthia L. Obenchain, Professor and Counselor, International Student Counseling Department, City College of San Francisco—San Francisco, California

Jacquelyn V. Reza, Ed.D., Professor and Counselor, Human Sexuality, Intercultural Studies and Women's Studies, De Anza College—Cupertino, California

Paula Silva, Professor, Language Arts Department, Skyline College—San Francisco, California

Joan Cousart Vitorelo, Professor and Counselor, International Student Counseling Department, City College of San Francisco—San Francisco, California

Jessica R. Williams, Professor, Political Science Department, City College of San Francisco—San Francisco, California

1:15–4:15 p.m.
CONTINENTAL BALLROOM
Parlor 1

"B" Ballroom Level

Levels of Experience: All

A Conflict Management Training Model for Mediating Diversity Conflicts in University Settings

◆◆Interactive Training◆◆

Faculties and administrators rarely assume their positions knowing how to frame and manage conflict yet, they spend more than 40 percent of their workday managing and resolving conflict. Presenters will work with each participant to identify their own conflict management strategies and the mental models that lead to these conflict strategies, and will present the AWS (Algert-Watson-Stanley) faculty development conflict management training model for training 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 interested in learning how to manage conflict in a diverse work environment.

Nancy E. Algert, Ph.D., LPC, DAPA, TMCA Distinguished Mediator; President, The Center for Change and Conflict Resolution, Bryan, Texas; Visiting Assistant Professor, Department of Educational Psychology and Department of Educational Administration and Human Resource Development, Texas A&M University—College Station, Texas

Christine A. Stanley, Ph.D., Executive Associate Dean for Faculty Affairs, and Professor, Higher Education Administration, College of Education and Human Development, Texas A&M University—College Station, Texas

1:15–4:15 p.m.
UNION SQUARE
19 and 20
Fourth Floor

Levels of Experience:
Intermediate

Cultural Competence: The Nuts and Bolts of Diversity and Inclusion

◆◆Training of Trainers◆◆

This session will offer a unique approach to conceptualize cultural competence and how to develop it. Participants will learn how to break cultural competence into practical, workable components in order to identify ability gaps and appropriate interventions to close them. The session should particularly benefit those who have responsibility for (a) diversity training, (b) developing a diversity and inclusion strategy, and (c) leading a diversity initiative. By the end of the training, participants will acquire (a) unique workable definition of cultural competence, (b) how to access it, and (c) what needs to be taken into consideration when designing and developing cultural competence interventions (e.g., training).

Billy E. Vaughn, Ph.D., Chief Learning Officer, Diversity Training University International—San Francisco, California

1:15–4:15 p.m.
TAYLOR ROOM
Sixth Floor

Levels of Experience: Novice

Sustained Dialogue: It's Not Just Talk—Students Committed to Changing Campus Climate

◆◆Interactive Training◆◆

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 more than sixteen 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. Presenters will discuss the theory behind Sustained Dialogue, the practical steps that students across the country are taking to create safe spaces to address issues like race relations which are often taboo in social settings. Participants will experience a dialogue simulation about campus race relations using SD's unique conceptual tools, and will learn from one another and hopefully changed by the experiences they share so that they can begin to truly understand the problems that face their communities and the power they have, as individuals, to address them. This session should particularly benefit students, faculty, and administrators seeking a method to create a dialogue about issues of race and campus climate among diverse groups.

Tessa F. Garcia, Program Director, Sustained Dialogue Campus Network, International Institute for Sustained Dialogue—Washington, D.C.

Christina M. Kelleher, Associate Program Director, Sustained Dialogue Campus Network, International Institute for Sustained Dialogue—Washington, D.C.

1:30–3:00 p.m.
CONTINENTAL BALLROOM
Ballroom 4
"B" Ballroom Level

A CONVERSATION WITH CLAUDE STEELE



Identity Happens: How Stereotype and Identity-Threat Affect Intellectual Performance and Shape the Challenges of an Integrated Society

Claude M. Steele, Ph.D., Lucie Stern Professor, Social Sciences, Past Chair, Department of Psychology, and Director, Center for Advanced Study in the Behavioral Sciences, Stanford University—Stanford, California

Claude Steele received his Baccalaureate Degree from Hiram College and his Master's Degree and Ph.D. from Ohio State University. Steele has received the Dean's Teaching Award at Stanford University, the William James Fellow Award from the American Psychological Society, the Kurt Lewin Award and the Gordon Allport Prize in Social Psychology from the Society for the Psychological Study of Social Issues, the Distinguished Scientific Contribution Award and the Senior Award for Distinguished Contributions to Psychology in the Public Interest from the American Psychological Association, and the Cattell Faculty Fellowship. He is a member of the American Academy of Arts and Sciences and the National Academy of Sciences and he has been awarded honorary doctorates from the University of Chicago, Yale University, and Princeton University. <http://www.casbs.org>

1:30–3:00 p.m.
UNION SQUARE 14
Fourth Floor

FILM PREVIEW AND DISCUSSION



Dissed-Respect: The Impact of Bullying

Sissy, Retard, Nigger, Trailer Trash, Geek: These are just some of the many words that come out of children's mouths on a daily basis. Why does it happen? Where do they learn these terms? How do we, as educators, create a conversation that assists us in understanding that none of us are completely innocent when it comes to the use of these terms?

The Impact of Bullying encourages dialogue about the need to reduce the high-risk behavior of bullying. It reveals the relationship between bullying and dysfunctional aspects of diversity, as well as increases the positive development of respect. It also promotes an awareness of social justice concerns in students. The film highlights the social injustice of bullying with poignant anecdotes and profound "actions to take" from children ranging from five to thirteen years in age. This film, which has just been approved for national distribution across PBS networks, is ideal as a conversation starter to engage people of all ages on matters of respect, diversity, and social justice. The video combines role-playing scenes with candid interviews of students and authorities in the field. In addition it employs an alternative approach utilizing poetry, rap and music to appeal to the sensibilities of today's student. Faculty, staff, and students in a Middle School, High School, or University environment can all benefit from the discussions that can be generated from utilizing this cutting edge film that addresses the impact bullying has on our society. Presenters planning workshops that endeavor to cover various aspects of leadership, multiculturalism, social inclusion or exclusion, activism, and hypocrisy will benefit from exposure to this film.

However, don't be mistaken thinking that this video is only for children or the educators of children. The film has a broad market appeal largely due to the fact that everyone has bullied, been bullied, witnessed bullying, or sadly still may be bullying. *Dissed-Respect: The Impact of Bullying* is produced by the Media Lab at Mountain Lake PBS in collaboration with consultant **J.W. Wiley**, Director of the Center for Diversity, Pluralism, and Inclusion (CDPI) at State University of New York–Plattsburgh; and consultant for Xamining Diversity.

MAJOR WORKSHOP 30

1:30–3:30 p.m.
IMPERIAL BALLROOM A
"B" Ballroom Level

Whither Ethnic Studies? A Personal Reflection Based on Thirty-six Years of Teaching at the University of California, Berkeley

The presenter will provide a detailed analysis of his experience in heading the Department of Ethnic Studies and where he sees the future of ethnic studies in higher education across the U.S.

L. Ling-chi Wang, Ph.D., one of the Founders of Ethnic Studies and Asian American Studies on the campus of the University of California, Berkeley (1969-2006), Head of the Asian American Studies Program, and Chair, Ethnic Studies Department (three terms), University of California—Berkeley, California

MAJOR WORKSHOP 31

1:30–3:30 p.m.
IMPERIAL BALLROOM B
"B" Ballroom Level

Bilingualism For All

The current globalization of our world, which embodies multilingualism, necessitates tides of change that promotes many languages and cultures. In urban, suburban and rural areas of our country, it is common to hear and read several languages, including English. This socio-cultural phenomenon should be acknowledged and respected for all students. The future of our nation will depend on how we embrace languages and cultures.

Pedro J. Ruiz, Ph.D., President, National Association for Bilingual Education—Washington, D.C.

MAJOR WORKSHOP 32

1:30–3:30 p.m.
CONTINENTAL BALLROOM
Ballroom 5
"B" Ballroom Level

Defending Diversity and Equity in an Anti-Affirmative Action Environment

How does a school defend its diversity and equity efforts given the backlash against affirmative action? With threatened lawsuits and ballot measures on one hand and public misinformation on the other, how can colleges and universities defend these programs both ideologically and programmatically. This session will offer ideological weapons and practical applications that will assist campuses in maintaining and strengthening programs that address institutional inequity. It will look at how to "train" different branches and departments of the school deal with the conservative-fueled anti-affirmative action backlash. The session will also help schools rally support for affirmative action and other equity programs with the broader public.

Book signing of *Affirmative Action: Racial Preference in Black and White* will be scheduled following the session with Tim Wise, see SPEAKOUT Exhibit Booth

Tim Wise is one of the country's most prominent anti-racism writers and speakers. He is the author of *White Like Me: Reflections on Race from a Privileged Son* and *Affirmative Action: Racial Preference in Black and White*.

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

1:30–3:30 p.m.
MASON ROOM
 Sixth Floor

Valarie Kaur will join Tommy Lee Woon to lead a Workshop “Divided We Fall: Deep Community Dialogue Through Somatic Experiencing” to debrief the Film and to share a method for transformative dialogue on Saturday, June 2—9:00–11:30 a.m.

FILM PREVIEW AND DISCUSSION



Divided We Fall: Americans in the Aftermath

A turbaned Sikh man is murdered on Sept. 15, 2001 by a man who calls himself a patriot. In the aftermath of 9/11, as grief turns into rage on American city streets, temples are burned, homes vandalized, people assaulted. Barely broadcast on airwaves, these stories travel by word-of-mouth to the far reaches of a small California farming town, compelling a college student to step beyond the familiar threshold of her life. Armed with only a camera, Valarie Kaur, a 20 year old Stanford student takes time away from college and journeys across the country to find out who counts as one of us in a world divided into us and them. She captures hundreds of stories never before told—stories of fear and unspeakable loss, but also of resilience and hope—until she finally finds the heart of America, halfway around the world, in the words of a widow. Five years in the making, “Divided We Fall” weaves expert analysis into a cross-country road trip that confronts the forces dividing Americans in times of crises.

<http://www.dwf-film.com> <http://valariekaur.blogspot.com>

Valarie Kaur is a twenty-five year old, third generation Sikh American from Fresno, California who attended Stanford University. She is a film maker, writer, and a graduate student at the Harvard Divinity School. Valarie wrote a senior honor’s thesis on post-9/11 prejudice that won Stanford’s Golden Medal in the Humanities in June 2003. In 2004, Valarie joined Award winning Sharat Raju to create “Divided We Fall” and New Moon Productions, LLC to professionally produce this film. The production company is named after Valarie’s grandfather’s village in Punjab.



1:30–3:30 p.m.
UNION SQUARE 25
 Fourth Floor

FILM PREVIEW AND DISCUSSION



White Teachers / Diverse Classrooms

Interviews with students of color, White and Black teachers, educational experts and school administrators bring to life the issues, strategies and competencies that teachers need to engage with—if they are to create the conditions that will enable their students of color to succeed and excel. Seven key drivers of inclusive teaching emerge from these candid, unscripted interviews. The ideas and insights captured in this DVD are placed in context by short introductory and concluding commentaries by the editors of the companion book, *White Teachers / Diverse Classrooms*. The feature 33 minute track is enhanced by a further 83 minutes of additional footage that presents more extensive interviews with many of the participants, to add depth to the pedagogical approaches they advocate. The film offers insights and ideas to promote observation, reflection, and effective classroom practice, as well as ideas for initiating constructive discussion in pre-service courses, and for professional development. Published by Stylus Publishing, LLC. Includes educational performance rights / Closed captioning for hearing impaired <http://styluspub.com>

1:30–4:00 p.m.
**CONTINENTAL BALLROOM
Parlor 2**
“B” Ballroom Level

MAJOR WORKSHOP 33

Teaching in the Multicultural Classroom: Renegotiating Faculty Identities, Roles, Structures

This panel will consider the issues facing faculty who are committed to teaching in ways that consider matters of diversity and multiculturalism in the classroom. The session will focus on the approaches and experiences of faculty of color, female faculty, and white faculty, as they deal with curricular alternatives, students’ responses, and collegial/departmental reactions to such work. Management of one’s own social identity, self-presentation, conception of the faculty role, and location in the surrounding academic structure will be considered. Both experience-based and research-based commentary will include a focus the role of allies, as well as resisters.

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

Jessica Charbeneau, Doctoral Candidate, Sociology, Graduate Student Instructor, Sociology, College of Literature, Science Arts, University of Michigan—Ann Arbor, Michigan

Mark Chesler, Ph.D., Professor Emeritus, Department of Sociology, University of Michigan—Ann Arbor, Michigan

Kristie Ford, Assistant Professor of Sociology, Skidmore College—Saratoga Springs, New York

Carolyn O’Grady, Associate Professor of Education, Gustavus Adolphus College—St. Peter, Minnesota

David S. Owen, Ph.D., Assistant Professor, Department of Philosophy, and Coordinator, Diversity Programs, College of Arts and Sciences, University of Louisville—Louisville, Kentucky

1:30–4:00 p.m.
**CONTINENTAL BALLROOM
Parlor 8**
“B” Ballroom Level

MAJOR WORKSHOP 34

Tunnel of Oppression

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

1:30–4:15 p.m.

SPECIAL FEATURE

One-on-One Meeting With Experts Experienced on Teaching, Training, and Social Justice Issues
(For more information, see page 57)

2:00–3:30 p.m.

90-MINUTE CONCURRENT SESSIONS

2:00–3:30 p.m.
UNION SQUARE 21
Fourth Floor

Finish Your Homework—People in China and India are Starving for Your Job: A Paradigm for Enhancing Diversity and Closing the Minority Achievement Gap

◆◆Case Studies/ Model Programs◆◆

Developing strategic collaborative activities between institutions of higher education and secondary schools to facilitate enrollment diversity and close the minority achievement gap is becoming more urgent as institutions of higher education grapple with the impact of failing urban schools. Much emphasis regarding such relationships is directed at macro initiatives, although important initiatives are taking place on a smaller scale with much less fanfare, but with significant impact and success. The session will share an example which is Syracuse University’s 20-Year partnership with Operation Link-Up (OLU). Although OLU students have standardized test scores and high school grade point averages that are below the institutional average, their success at Syracuse University has been outstanding. Participants will engage in a discussion of the key components/activities developed to (1) facilitate minority student enrollment and retention, (2) student successful transition from high school to college, (3) encourage academic achievement, and (4) facilitate parental involvement. Student presenters currently enrolled at Syracuse University will exchange ideas with session attendees regarding their partnership activities. This session should particularly benefit individuals responsible for enrollment management, minority recruitment and admissions, academic enrichment activities for minority students, as well as those who are engaged in partnership activities or just beginning to explore the idea of establishing one.

Omar Assaf, Undergraduate Student, Computer Science Major, Syracuse University—New York, New York
Curtis Eatman, Undergraduate Student, Political Science Major, Syracuse University—New York, New York
Lonnie Morrison, Ph.D., Director, Metropolitan Admissions Programs, and Adjunct Associate Professor, Maxwell School of Citizenship and Public Affairs, Syracuse University—New York, New York
Amparo Silva, Associate Director, Metropolitan Admissions Programs, Syracuse University—New York, New York

2:00–3:30 p.m.
UNION SQUARE
5 and 6
Fourth Floor

Levels of Experience: Novice and Intermediate

In Our Own Voices: A Culturally-Specific Recruiting and Retention Technique

◆◆Case Studies/Model Programs◆◆

Moving documentaries that serve as innovative recruitment and retention tools will show Hmong, Somali and Latina students speaking to their own communities, in their own language, about their higher education journey at the College of St. Catherine. These culturally-specific DVDs serve to educate family members about the college experience, empower girls and women of color to stay in school and obtain credentials and skills to better themselves, their families, and communities. The DVDs also educate the college community about the diverse students they are serving. This session will include information about the process and cost of producing each DVD. In addition, participants will discuss messages that emerged and lessons learned from working with each specific community. The breadth of the process and the depth of the cultural content in these DVDs makes this session valuable to those both new and experienced in multicultural education. This session should particularly benefit those who are interested in developing innovative recruitment and retention techniques for first generation and immigrant student populations. Learn how your institution can utilize this effective, creative and collaborative model.

Donna M. Hauer, Director, Multicultural & International Programs and Services, College of St. Catherine—St. Paul, Minnesota
Shvonne L. Johnson, Coordinator, Multicultural Outreach, Multicultural & International Programs and Services, College of St. Catherine—St. Paul, Minnesota

2:00–3:30 p.m.
UNION SQUARE
15 and 16
Fourth Floor

Levels of Experience: Novice and Intermediate

Crossing Borders, Discovering Home: Using Transborder Experiences as Pedagogy and Praxis for Social Justice

◆◆Case Studies/Model Programs◆◆

This session highlights an integrated pedagogical model centered on transborder experiences as a means of teaching social justice. Through innovative approaches, collaborative relationships, and institutional commitment, the co-educators of the year-long Esther Madriz Diversity Scholars (EMDS) program at the University of San Francisco, incorporate the theme of “Crossing Borders, Discovering Home” in the curricula, co-curricula, and living-learning experiences. Presenters will share information on curriculum development, experiential education, and residential learning. In addition, insights into the future direction of EMDS will be discussed. This session should particularly benefit those who teach social justice-focused courses, including Student Affairs practitioners and community partners, and those who are interested in facilitating academic and student affairs’ partnerships.

Mary Grace A. Almandrez, Assistant Dean, Multicultural Student Services, University of San Francisco—San Francisco, California
Evelyn I. Rodriguez, Ph.D., Assistant Professor, Department of Sociology, University of San Francisco—San Francisco, California
Stephanie D. Sears, Ph.D., Assistant Professor, Department of Sociology, University of San Francisco—San Francisco, California

2:00–3:30 p.m.
UNION SQUARE
3 and 4
Fourth Floor

Levels of Experience:
Intermediate and Advanced

University and Community Partnership: The Case for University Purpose and Service Learning in a Multicultural Society

◆◆Policy Issues◆◆

This session will provide an overview of the discussion surrounding current policy positions on the role of institutions of higher education in view of ongoing demographic changes. Topics to be explored include: (1) land-grant institutions and the mandate to serve their communities, (2) private institutions and their community identity through civic engagement programs, (3) dispersed or coordinated models of partnerships, (4) barriers to collaboration, (5) civic education research from the Carnegie and Ford Foundations, (6) the changing definition of community, (7) the changing philosophy of moving from outreach-focus (marketing) to intervention (community development), (8) social embeddedness, (9) changing demographics, and (10) measuring impact. The session concludes with a case study analysis of three university and community partnerships, their objectives, efforts, and impact. Participants will receive handouts of the presentation, a bibliography of university-community partnership resources, links to research for further exploration, and some concrete examples of successful and unsuccessful partnerships. This session should particularly benefit those who are responsible for the retention and academic progress of minority students, including college administrators, faculty and directors, as well as those who are responsible for public service and outreach.

Deborah Gonzalez, Esquire, Faculty, 'Sin Limites', Youth Leadership Program, The Fanning Institute, University of Georgia—Athens, Georgia

Andrew Raleigh, Ph.D., Member of the American Management Association, American Marketing Association, and the Association for Supervision and Curriculum Development—Wayne, New Jersey

2:00–3:30 p.m.
UNION SQUARE 22
Fourth Floor

Levels of Experience:
Intermediate

Ties That Bind or Sever: The Politics of and Power Struggles in Higher Education Settings

◆◆Interactive Training◆◆

This session will explore the subtle and not so subtle instances of power and politics within higher education. Presenters will share examples of their experiences in higher education to demonstrate how politics and power can affect organizational culture and climate. These examples will be the foundation for group discussions on how a mainstream institution and a tribal college can perceive each other and how collaborative efforts between the two institutions can be affected by such perceptions. This session should particularly benefit those who have an interest in American Indian issues, those who are interested in tribal colleges, and those interested in exploring the potential outcomes related to the intersection between power and politics and its effect on organizational mechanisms within institutions of higher education.

Patti Grant-Orosco, Recruitment and Placement Specialist, Haskell Indian Nations University—Lawrence, Kansas

Manny King, Registrar, Haskell Indian Nations University—Lawrence, Kansas

Dawn Tato, Ph.D., Program Assistant, Academic Achievement and Access Center, University of Kansas—Lawrence, Kansas

2:00–3:30 p.m.
UNION SQUARE
23 and 24
Fourth Floor

Levels of Experience:
Intermediate

Creating a Theatrical Activism Component for First Year Orientation and Peer Education Using Multi-Media

◆◆Long- and Short-Range Planning◆◆

This session will guide participants through assembling a theatrical activism troupe of eight performers, who will perform, facilitate, and educate first year students and parents about first year college transition. This troupe will use multimedia formatting to stimulate dialogue on several levels of inclusion. Facilitators will use a step by step approach to answer structure, cost, recruitment, application, interview, evaluation, hire, housing, team-building, training, script creation, direction, multimedia options, and assessment. In addition, these peer educators can be utilized on campus in many different arenas to discuss issues of civility, privilege, cultural competence, and inclusion. The incorporation of multimedia formatting is engaging to this cohort of students who are so technologically savvy. This session should particularly benefit those who are interested in establishing expectations around behavior in their campus community during the orientation process.

Cordelia M. Holbert, Coordinator, Diversity Education, DePaul University—Chicago, Illinois
Dexter Zollicoffer, Diversity Student Mentor, DePaul University—Chicago, Illinois

2:45–4:00 p.m.

75-MINUTE CONCURRENT SESSIONS

2:45–4:00 p.m.

CONTINENTAL BALLROOM Parlor 7

“B” Ballroom Level

Levels of Experience: All

Model Asian American—Internalizing the Myth

◆◆Interactive Training◆◆

Most Asian Americans know about the Myth of the Model Minority, but opportunities are rare to honestly reflect upon the complex ways that it plays out in real lives at school and at work. Though many may outwardly criticize the Model Minority stereotype, Asian Americans and non-Asians internalize its expectations and images. This tension can impact self-esteem, views of ethnic and racial relations, and willingness to engage in activism. This session will provide a safe, nonjudgmental atmosphere for Asian American students, staff, and faculty to explore issues including peer pressure, affirmative action, coalition building with other people of color which arise from internal and external pressures to conform to the Model Minority image. Participants will have an opportunity to share coping strategies. This session should particularly benefit those who would like to examine the complexities of the Model Minority stereotype from a personal standpoint and the dilemmas created for the Asian American community.

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

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

2:45–4:00 p.m.

FRANCISCAN ROOMS B

“B” Ballroom Level

Levels of Experience: Novice

Piecing Together a Picture of Inclusion

◆◆Case Studies/Model Programs◆◆

Improving diversity and inclusion ranks high among priorities at the University of Dayton. Supported by the office of the President and intertwined in its institutional documents, these issues are seen as integral components to a vision of academic excellence, as well as a testament to the university’s Catholic, Marianist heritage. The central theme of “Piecing Together a Picture of Inclusion” is a comprehensive vision of diversity. The project is composed of a variety of programs that interact with one another to form a complete “picture.” Support from the top down and broad-based community involvements have led to the success of a number of programs, increased awareness, and had a positive effect on campus climate. Stop the Hate Week, the Bias Related Incident Team, and diversity grants are just a few of the programs that will be highlighted. At the conclusion of the presentation, attendees will be invited to share the initiatives their schools have established, i.e., to offer their pieces of the “puzzle.” This session should particularly benefit those who are interested in learning about diversity initiatives at other institutions as well as sharing their own.

Jessica L. González, Assistant Director, Admissions, University of Dayton—Dayton, Ohio

Correll L. Hammond, Graduate Student, College Student Personnel; Graduate Assistant, Office of the President, University of Dayton—Dayton, Ohio

Yemi Mahoney, Assistant Director, Kennedy Union, University of Dayton—Dayton, Ohio

Peggy Nicodemus, Sr. Administrative Assistant, UD Information Technology, University of Dayton—Dayton, Ohio

2:45–4:00 p.m.
UNION SQUARE
17 and 18
Fourth Floor

Levels of Experience:
Intermediate

Institutional Change Using Critical Race Theory and Research

◆◆Theoretical Models◆◆

This session provides a model for using research and critical race theory to drive systematic change. Presenters will provide an overview of the rationale for how this model was chosen, and will share lessons learned regarding buy-in based on its effectiveness. The pipeline approach to education helps to provide consistency in measurement, outcomes, and objectives. Yet the relationship necessary to arrive at this approach must be “home-grown” and authentic. Thus, the session will explore techniques for building these relationships. Participants will learn how leadership from the school boards, the business community, and the college campuses have bridged with the needs of the high school feeder districts to create systemic change in the San José region of Northern California. This session should particularly benefit those who wish to use research to drive system-wide change that addresses race, student achievement and accountability.

Bayinaah R. Jones, Ph.D., Director, Institutional Research, San José/Evergreen Community College District—San José, California

Rosa G. Pérez, Chancellor, San José/Evergreen Community College District—San José, California

2:45–4:00 p.m.
UNION SQUARE
1 and 2
Fourth Floor

Levels of Experience:
Intermediate

The Dream Act: Should it be Part of the New Immigration Reform?

◆◆Policy Issues◆◆

This session should particularly benefit attendees who are interested in learning how the proposed legislation would benefit undocumented students in their transition to higher education institutions. The immigration Reform Act (S. 2010) revived by President Bush on 2004 will give undocumented immigrants legal support to live and work within the United States with visas renewable for three years after which they would be required to return to their countries once their time of work has ended. For years this legislation has been stalled in congress. Now with a new political configuration, Capitol Hill has a chance to restart this proposed legislation which will strengthen America’s national security that help the economy and reunite families. As part of undocumented families, the undocumented Latino children have to face a new formidable barrier in their efforts to achieve the “American Dream.” Presented by senators Orrin Hatch (R-Utah) and Richard Urbini (D-Illinois) the Development, Relief, and Education for Alien Minors (DREAM ACT) of 2003 (S. 1545) and a companion bill the Student Adjustment Act (HR, 1918) presented by Howard Berman (D-CA), and Lucille Roybal-Allard (D-CA) will allow undocumented high school graduates who have entered the U.S. before age 16, with “good moral character” to receive benefits such as in-state tuition, work study programs, financial aid and eventually the possibility to obtain the permanent resident status within the United States.

Augusto J. Rojas, Ph.D., Assistant Professor, Department of Teacher Development, St. Cloud State University—St. Cloud, Minnesota

4:30–5:30 p.m.
GRAND BALLROOM
Salon B and A
Grand Ballroom “GB” Level

SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE



The Legacy of Cesar Chavez

Christine Chavez, Granddaughter of Cesar Chavez, a Dynamic Labor Leader, Community Activist and Fighter for Social Justice—Los Angeles, California

Christine Chavez has made a lifetime commitment to public service, civil rights and the labor movement. Christine was born in Delano, California where she was surrounded by the farm worker movement. Today, Christine works for the Community College League of California. She will help qualify an initiative for the 2008 ballot that will position community colleges for more state funding. Prior to her work with the Community Colleges she worked with the United Farm Workers Union, the organization her grandfather Cesar Chavez helped to co-found 40 years ago. For eight years, she served as the UFW’s Political Director. While working with the UFW, Christine’s responsibilities include raising public awareness to protect the civil rights of farm workers and the larger immigrant community. Over the last eight years, she has helped elect candidates, pass legislation and oversee public outreach activities. *Latina Magazine* recently named her as one of their top Latinas of 2004 for her longtime involvement with civil rights issues. Christine displayed a commitment to the labor movement at an early age. At the age of four in Detroit, during the grape boycott, she was arrested with her family for refusing to leave the front of a store that continued to sell grapes. Chavez’s commitment has extended to other unions. She was engaged in SEIU, Local 1877’s battle against LAX. She fought in UNITE HERE Local 11’s battle against the hotel industry. And she organized rallies in support of UFCW’s protracted Southern California strike. Every year, Christine oversees the annual Cesar Chavez Walk where over 10,000 people gather to honor the legacy of the great labor leader. She is responsible for mobilizing schools, colleges, unions, churches and community groups. Recently Christine joined Reverend Al

Sharpton to announce the formation of the Latino and African American Leadership Alliance. Troubled by the escalating violence between Latinos and African Americans, Chavez worked with the Reverend to organize a march to correspond with the Watts riots of 40 years ago. The Alliance will also sponsor community forums, outreach to schools and enlist the help of policymakers to further this important cause. Christine Chavez work is based on the values passed down to her from her grandfather... the fight for civil rights, social justice and labor equality.

6:00–7:30 p.m.
CONTINENTAL BALLROOM
Parlor 7
 “B” Ballroom Level

LATINO/A CAUCUS

No-Host Social (Open to all)

6:00–8:00 p.m.
UNION SQUARE
23 and 24
 Fourth Floor

APINCORE (ASIAN/PACIFIC ISLANDER AMERICAN) CAUCUS

No-Host Dinner Social (Open to all)

6:00–8:00 p.m.

INFORMAL NETWORKING MEETINGS

(For information, see page 21)

8:30–10:00 p.m.
CONTINENTAL BALLROOM
Parlor 1, 2, and 3
 “B” Ballroom Level

SPECIAL FEATURE—*The Color of Fear: A Round-Table Conversation*



***The Color of Fear:*
 A Round-Table Conversation**



The Cast: Roberto Almanzan, David Christensen, Gordon Clay, David Lee, Victor Lee Lewis, Yutaka Matsumoto, Loren Moye, Hugh Vasquez
Dr. Peggy McIntosh, Moderator

One of the ongoing dilemmas social justice educators face in examining racism and other institutionalized relations of injustice concerns how to understand and teach about the optimal balance in the relationships between, personal self-exploration, affective learning, didactic study, and coordinated social action. More than 12 years ago, the men of *The Color of Fear* began a shared journey of exploration of these and other issues, which has continued to this day. In this session Peggy McIntosh will engage the cast of the film in a public reflection on the personal/political consequences of the inner work that they shared together for one weekend in 1993. In their first public meeting since they appeared on the *Oprah Winfrey Show* in 1995, they will collectively explore how the experience of making and living with *The Color of Fear* has affected each of their lives, their vision of society and their work for social change. This session should particularly benefit any students and teachers working with *The Color of Fear*, and educators and trainers seeking new ways to understanding and teaching about the relationships between personal and social change.

10:00 p.m.–1:00 a.m.
GRAND BALLROOM
Salon B
 Grand Ballroom “GB” Level

JDOTT-SPONSORED DANCE



Enjoy an evening of music and dance sponsored by the John D. O’Byrant 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.

DAY AT A GLANCE ■ SATURDAY, JUNE 2

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SATURDAY, JUNE 2, 2007

75-MINUTE CONCURRENT SESSIONS

9:00–10:15 a.m.

9:00–10:15 a.m.
UNION SQUARE
5 and 6
Fourth Floor

Levels of Experience: Novice
and Intermediate

Promoting a “Sense of Belonging” for Black and Latino Students at Predominantly White Institutions: Lessons From a National Study

◆◆Research/Assessment/Evaluation◆◆

This session is designed to present findings from a study of Black and Latino students retention in college. The project focused on the impact of a student’s “sense of belonging” on their post-secondary success using data from a national sample. This study examined the nexus between academic and social integration and its impact on retention for those two minority groups. The session will focus on implications for policy, practice, and future research. This session should particularly benefit those who are interested in student retention, practitioners who provide services to increase retention of such students, and educators who are concerned with the success of not only Black and Hispanic students but all students.

Terrell L. Strayhorn, Ph.D., Special Assistant to the Provost and Assistant Professor, Department of Educational Psychology and Counseling, College of Education, Health and Human Sciences, The University of Tennessee—Knoxville, Tennessee

9:00–10:15 a.m.
LOMBARD ROOM
Sixth Floor

Levels of Experience: Novice

Racial Rhetoric: The Reclamation of Victimization and Affirmative Black Subjectivity

◆◆Theoretical Models◆◆

In this session, the presenter will propose a new way of discussing affirmative Black subjectivity, grounded in the rhetorical framework of the reclamation of victimization. The current definitions of Black subjectivity are founded on dispelling, denying, or discounting the Black victim. Though this is historic, it gained acceptance during the Black Nationalist Movement of the 1960s when it was believed that Black liberation was connected to being free from the victim’s mentality. Yet, in strive to liberate the Black subject from victimization, the session suggests that such Black victimization remains a battered part of the Black psyche. What is needed is not to ignore or deny victimization, but to reclaim the dignity and the voice of the victim. At this session we discuss a radical renewal and redefinition of Black victimization. This session should particularly benefit those who have interest in the areas of subjectivity, Blackness/Whiteness, applying Foucault’s and Deleuze’s theories to marginalized groups/voices, and those who are interested in applying theory to the lived experiences of people.

Maria D. Davidson, Ph.D., Instructor, African and African-American Studies, and Special Assistant to the Director of African and African-American Studies, The University of Oklahoma—Norman, Oklahoma

9:00–10:15 a.m.
VAN NESS ROOM
Sixth Floor

Levels of Experience:
Intermediate

Deepening the Dialogue on White Privilege Attitudes: Using an Assessment to Enhance Multicultural Training

◆◆Research/Assessment/Evaluation◆◆

White privilege is described as a hidden part of the equation of race-based oppression in the United States. While literature exists regarding the concept of white privilege, few attempts have been made to assess the properties of white privilege attitudes, making the evaluation of multicultural training and effective practices difficult. The objectives of this presentation are (1) to gain an understanding of a quantitative approach to investigating white privilege attitudes, (2) to increase knowledge of white privilege awareness research, and (3) to introduce the use of a white privilege assessment tool to deepen discourse and awareness about white privilege. This session should particularly benefit those who are interested in research and assessment tools pertaining to white privilege; teachers, practitioners, diversity trainers and other professionals engaged in work on white privilege; those interested in alternative approaches to examining and discussing issues involving white privilege; program evaluators seeking outcome measures of diversity-focused educational interventions.

Theresa Magelky, Graduate Student, Department of Counseling, University of North Dakota—Grand Forks, North Dakota

Konjit V. Page, Doctoral Student, Counseling Psychology, University of North Dakota—Grand Forks, North Dakota

Gunjani Patel-Stamp, Graduate Student, Department of Counseling, University of North Dakota—Grand Forks, North Dakota

Janie Pinterits, Ph.D., Assistant Professor, Department of Counseling, University of North Dakota—Grand Forks, North Dakota

Sarah J. Szerlong, Graduate Student, Community Agency Counseling, Department of Counseling; Director, Residence Hall, University of North Dakota—Grand Forks, North Dakota

9:00–10:15 a.m.
UNION SQUARE 13
Fourth Floor

Level of Experience: Novice

The Bystander Mentality: Learning to Take a Moral Stand

◆◆Curricular/Pedagogical Models◆◆

This session focuses on the devastating impact of the bystander mentality on society—past and present. Using the Holocaust experience as a point of departure, the session will demonstrate through a variety of visual images, primary source documents and case studies of a society's indifference to racial, religious and ethnic intolerance, and will show how stereotyping can be a major, contributing factor to acts of genocide. A team of high school and college educators present a series of workshops to teachers in rural communities in Missouri and Illinois where contact with minorities is minimal and where racial hate groups flourish. This session should particularly benefit educators in history, philosophy, psychology and literature who wish to expose students to the dangers inherent in the bystander syndrome, and empower students to become active opponents of all forms of racial, religious, ethnic hatred which can endanger individual lives as well as threaten the entire societies. A bound handout of classroom-tested material will be provided.

Richard Kalfus, Ph.D., Humanities Chairperson, Professor of Humanities, German and French, St. Louis Community College—Kirkwood, Missouri

Part II
9:00–11:30 a.m.
FRANCISCAN ROOMS B
"B" Ballroom Level

For Part I, see page 74

MAJOR WORKSHOP 21

UNDERSTANDING MULTIRACIAL STUDENTS: AN EXPLORATION OF IDENTITY AND ITS ROLE IN TEACHING, ADVISING, AND COUNSELING STUDENTS

PART II—Multiracial People on Campus: An Open and Honest Discussion of the Issues

This highly interactive session seeks to create an environment for open and honest discussion of issues, concerns, or questions about being a multiracial person, or working with multiracial people on campus. Using dialogue, as well as activities that promote deeper levels of introspection and discussion, participants explore a range of beliefs and attitudes related to multiracial people. Through this work, participants gain greater understanding of issues facing multiracial students, and the impact of their own racial identity on ability to work on controversial issues raised by this topic. These include questions such as: what constitutes race? How should multiracial people identify and be identified in terms of race? And, how does the increasing number of multiracial students on campus affect other demographic groups? 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

9:00–11:30 a.m.
CONTINENTAL BALLROOM
Ballroom 6
"B" Ballroom Level

MAJOR WORKSHOP 35

Helping the Helpers: The Excellence Through Diversity Institute 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. 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 Offices of Dean of Students—Wisconsin, Madison

9:00–11:30 a.m.

2½-HOUR CONCURRENT SESSIONS

9:00–11:30 a.m.
IMPERIAL BALLROOM B
“B” Ballroom Level

Peeking Behind the Wall of Difference: Experiencing the Arts as a Vehicle for Conversation

◆◆Interactive Training◆◆

This session is designed to give participants hands-on experiences in the arts as a bridge to discussions about difference. This involves experiential as well as cognitive processing. The session proposes diverse cultural explorations that engage the whole person—the intellect through discussion, the emotions through art and music, 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 engage in dance, art and music making while viewing works of art that clearly speak to issues of racial, gender, ethnic or cultural difference. The presenters, including professors in music, art and art history, will guide participants in dialogue and thus model ways in which discussion about specific topics common to much art and music of the 20th century can open doors to cultural understanding. The topic questions we present 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 those students, staff or 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

Dennis Greene, J.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

9:00–11:30 a.m.
CONTINENTAL BALLROOM
Ballroom 4
“B” Ballroom Level

FILM DEBRIEFING AND TRANSFORMATIVE DIALOGUE



Divided We Fall: Deep Community Dialogues Through Somatic Experiencing

This session is an interactive and experiential that draws upon impact of the film *Divided We Fall: Americans in the Aftermath* to illustrate the value of somatic awareness in human relations training. This is a three-part program designed to (1) introduce a somatic understanding of reflection and dialogue; (2) offer an interactive experience as a personal case study for learning to use and manage experience, emotions, and sensations in producing new insights and healing; and (3) debrief “Divided We Fall” in a deeper way. This session should particularly benefit those who are interested in promoting deeper self-awareness and understanding of the ways physiological and psychological events influence dialogue, healing, and change.

Level of Experience:
Advanced

For Film Description, see page
91

Valarie Kaur, Third generation Sikh American, Filmmaker, Writer, and Graduate Student, Harvard Divinity School—Cambridge, Massachusetts

Tommy Lee Woon, Dean, Multicultural Life, Macalester College—Saint Paul, Minnesota

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
CONTINENTAL BALLROOM
Parlor 2
“B” Ballroom Level

RACETALK: Are We Listening? Are We Being Real?

Talking about race is now becoming commonplace in higher education institutions and beyond. Yet, our understandings of race and racism are shifting, as are our experiences and understandings of RaceTalk, racial justice and inter-racial alliances. We are confronted with examining more deeply the impact of White supremacy and racism not only on relations between people of color, multiracial and White people, but also among communities of color and within White communities. We are challenged to examine the intersectionalities of racism, ethnocentrism, linguisticism and xenophobia with religion, gender, class, sexual orientation, nationality and more.

In this highly interactive session, we will engage with participants in honest, deep and meaningful small group dialogues to grapple with the difficult issues in these changing times. What does it mean to have a voice in dialogue? What does being real look like to you and me? How do we hold the truths of many voices? How do we truly and genuinely listen across our relational

positions of privileges and oppressions? What responsibilities do we carry in listening to each other? How do we move forward together in genuine connection and community that honors the conflicts we face? How do we move from “RaceTalk” to “RaceWalk” for inclusion and justice? Presenters for this dialogue session bring a wealth of experience in developing, facilitating and teaching about intergroup dialogue over the last 18 years. They will provide an overview of intergroup dialogue principles and methods as a foundation for the experiential, small group facilitated conversations. Participants will benefit in experientially engaging with others concerned about similar issues, as well as learning strategies to use in their own efforts to promote meaningful dialogues. We will share a set of printed resources that include intergroup dialogue activities and tools.

Judy Hamilton, Non-Academic Instructor, Reading and Language Arts, Syracuse University—Syracuse, New York

Christopher Hughbanks, Graduate Student, Social Justice Education, University of Massachusetts—Amherst, Massachusetts

Biren (Ratnesh) Nagda, Ph.D., Associate Professor, Social Welfare Doctoral Faculty, School of Social Work, University of Washington—Seattle, Washington

Taryn Petryk, Director, Co-Curricular Initiatives, Program on Intergroup Relations, University of Michigan—Ann Arbor, Michigan

Monita Thompson, Co-Director, Intergroup Relations, Conflict and Community (IGRCC), University of Michigan—Ann Arbor, Michigan

Thomas Walker, Assistant Director, Intergroup Relations Center, Arizona State University—Tempe, Arizona

Ximena Zúñiga, Assistant Professor, Multicultural Education, Social Justice Education, University of Massachusetts—Amherst, Massachusetts

MAJOR WORKSHOP 36

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
CONTINENTAL BALLROOM
Ballroom 5
“B” Ballroom Level

9:00 a.m.–noon

3-HOUR CONCURRENT SESSIONS

9:00 a.m.–noon
**CONTINENTAL BALLROOM
Parlor 7**
“B” Ballroom Level

Levels of Experience:
Advanced

Navigating Diversity: A Shared Responsibility for Infusing Multicultural Competence into Everyday Practice

◆◆Case Studies/Model Programs◆◆

Despite the widespread recognition of the value of diversity in higher education, a need still exists for staff to advance their multicultural competence (e.g., awareness, knowledge, and skills) as a way to develop meaningful relationships with individuals from diverse backgrounds. Offering a variety of workshops and training sessions is a common approach to teaching multicultural competence, yet this approach does not infuse the practice of multicultural competence into one’s daily work. Once an academic division makes a commitment to value diversity, it is often difficult to develop, implement and assess diversity initiatives. This interactive session is designed to introduce tools to develop, implement and assess diversity initiatives from a comprehensive framework of multicultural competency. Through facilitated discussion, participants will learn to use the new tools, create their own diversity strategies, and tailor the tools and strategies for their own institutions. This session should particularly benefit those who are responsible for diversity training, strategic implementation of diversity goals, and those who are looking for ways to further the multicultural Competence of staff members using a comprehensive framework.

Phoebe Kuo-Jackson, Ph.D., Director, Counseling and Psychological Services, and Licensed Psychologist, University of Nevada—Las Vegas, Nevada

Nicole Long, Program Coordinator, Multicultural Programs, University of Nevada—Las Vegas, Nevada

Randy McCrillis, Assistant Director, Student Diversity Programs and Services, University of Nevada—Las Vegas, Nevada

Karen Strong, Associate Vice President, Student Life, University of Nevada—Las Vegas, Nevada

9:00 a.m.–noon
UNION SQUARE 22
Fourth Floor

Levels of Experience: All

Perfect Ladies Don’t Become Provost: A Roundtable for Administrators, Faculty, Students, Staff, and Consultants of Color

◆◆Interactive Training◆◆

This session will provide an overview of the career path and career alternatives of women of color as they reach their 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. The session will benefit women of color and their allies who have achieved five plus year as Student Affairs practitioner/scholars who wish to develop strategic pathways to career longevity and leadership positions.

Lorraine D. 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

Aja Holmes, Area Coordinator, Office of Residence Life, Georgetown University—Washington, D.C.

Belinda Huang, Lecturer, Asian American Studies, Ethnic Studies Department, University of California—Berkeley, California

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

Susan Alexandra Stuart, Doctoral Student, Higher and Postsecondary Education, Teachers College, Columbia University-New York; Coordinator, Affirmative Action, Pluralism, Diversity, and Compliance, City University of New York, Queensborough Community College—St. Albans, New York

Hyon Chu Yi-Baker, Director, MOSAIC Cross Cultural Center; Instructor, MUSE Seminar; and President, California Council of Cultural Centers in Higher Education, San Jose State University—San Jose, California

9:00 a.m.–noon
**UNION SQUARE
17 and 18**
Fourth Floor

Levels of Experience:
Intermediate and Advanced

The Critical Multicultural Initiative (CMI): Student Self-Assessment, Teacher Dispositions, and Best Practices

◆◆Research/Assessment/Evaluation◆◆

It is important for educators to engage in the practice of ongoing multicultural self-evaluation. The focus of this session is fourfold: (1) a first ever assessment tool that measures multicultural teacher dispositions gleaned from a five-year study of graduate and undergraduate teacher and counselor candidates (N=1,100), (2) identification of twelve important human relations dispositions, (3) highlighting philosophical foundations that enhance diversity education and those that don’t, and (4) the identification of teaching strategies and best practices that account for high student ratings of CMI techniques. Discussions over such topics as multicultural missing links, working with learner resistance, race related ego defense mechanisms, race identity development, and the infusion of interactive teaching techniques will take place. The session will set out to prove that meaningful human relations don’t occur by happenstance, but rather by careful efforts to properly instruct and inform. This session should particularly benefit teachers, counselors, and

community activists who wish to supplement the lecture-only method of instruction with strategies that inspire students to go beyond the constraints of feel-good multiculturalism.

Franklin T. Thompson, Ed.D., Associate Professor, College of Teacher Education, University of Nebraska—Omaha, Nebraska

9:00 a.m.–noon
UNION SQUARE
1 and 2
Fourth Floor

Levels 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 both 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 who are responsible for multicultural programming.

Jorge L. Zeballos, Diversity Consultant—Kernersville, North Carolina

MAJOR WORKSHOP 37

Cultural Diversity and Student Achievement in Higher Education

This session develops the premise that race, culture, and ethnicity are critical influences on the quality of educational opportunities students of color receive in colleges and universities, and the resulting achievement they are able to demonstrate. Therefore, these institutions need to be much more deliberate about using instructional programs and practices that are more culturally responsive to ethnically diverse students, from recruitment to retention to academic, social and personal development. Specific reasons for why these relationships are imperative and appropriately responsive strategies are presented for use in different dimensions of the higher education experience.

Geneva Gay, Ph.D., Professor of Curriculum and Instruction, College of Education, and Faculty Associate, Center for Multicultural Education, University of Washington—Seattle, Washington

MAJOR WORKSHOP 38

Classroom Movement: Inspire Students, Deter Hate, Promote Inclusion

When racist graffiti deface campus property...when members of hate groups attempt to recruit on your campus...when professors are members of hate groups...how should you respond? Classroom Movement allows participants to explore the dynamic of hate, learn how it escalates, and discover the ultimate goal hate seeks to achieve each time it strikes. Classroom Movement also offers strategies for responding to hate and bias activity when it strikes. With more than 500,000 hate crimes striking college campuses each year, this session is more than important, but could prevent hate violence from victimizing your campus community.

Brandon Wilson, Higher Education Consultant, Wilbron Institute, LLC—Birmingham, Alabama

MAJOR WORKSHOP 39

Democratizing the Conversation—Amplifying the Voices of Students and Keeping Them Engaged

By transforming the power of the Spoken Word cultural movement into political and educational arenas, this session will confront and engage the civic investment of a local and national population of youth—fighting the increasing rhetoric that has alienated youth (and especially youth of color) as they come of voting age. Participants will walk away with a deep understanding of the power of voice to shift the dynamics of an oppressed situation. Young people's ability to voice their own personal and historical relationship to oppression is an often ignored, but crucial component, of youth development. Through ongoing arts education programs focused on oral literacy, performance, poetry, and critical thinking, Youth Speaks has helped to activate a generation of youth to be engaged in their communities—politically, educationally, and artistically.

LaShawn Route Chatmon, Ph.D., BAYCES Oakland Schools Coordinator—Oakland, California

Hodari B. Davis, Director and Educator, Youth Speaks—San Francisco, California

Chinaka Hodge, Spoken Word Artist and Activist, Youth Speaks—San Francisco, California

Marc Bamuthi Joseph, Spoken Word and Hip-Hop Theater Artist, Lecturer, University of Wisconsin-Madison, and Stanford University—Stanford, California

Lissa Soep, Ph.D., Linguistics and Youth Development—Stanford, and Producer, Youth Radio—San Francisco, California

9:30–11:30 a.m.
UNION SQUARE
15 and 16
Fourth Floor

9:30–11:30 a.m.
UNION SQUARE
19 and 20
Fourth Floor

9:30–11:30 a.m.

2-HOUR CONCURRENT SESSIONS

9:30–11:30 a.m.
UNION SQUARE
3 and 4
Fourth Floor

Levels of Experience:
Intermediate

Moving Beyond Talk to Action: Utilizing the Faculty Learning Community as a Pro-Active Model for Improving Classroom and Campus Inclusion and Engagement

◆◆Curricular/Pedagogical Models◆◆

This session examines an innovative approach to creating and implementing inclusive learning environments in the classroom and across campus. The session will explore how a community of faculty, staff, and graduate students, in a Faculty Learning Community (FLC), developed strategies that would encourage students and faculty to embrace the diverse experiences and backgrounds of others in the classroom. The session will trace how the learning community shaped the curriculum and course content, (from inclusive syllabi, textbook selection, to in-class discussions), across fields of study, including more diverse, material teaching, and learning perspectives. Presenters will show how the FLC model can improve teaching practices, course design and content, and facilitate student learning and engagement with inclusivity. The session will also reveal how the FLC model can lead to more active and engaged faculties who can become a campus resource base. This session should particularly benefit those who are interested in training the faculty in the development of more inclusive learning and working environments. The session is designed so that first time attendees, who are looking for a model to begin campus discussions on diversity and inclusion, will find the information on Learning Communities useful for beginning dialogues between faculty and staff. Attendees with more experience or previous conference experience, and looking for ways to move from discussion to direct action, will find both the Learning Community discussion and information on the New Faculty Workshop useful and adaptable to their respective communities.

Richard L. Bretz, Ph.D., Visiting Assistant Professor, Department of Chemistry, Miami University—Oxford, Ohio

Kathy McMahan-Klosterman, Ph.D., Associate Professor, Department of Educational Psychology, School of Education and Allied Professions, and Faculty, CELT (Center for the Enhancement of Learning and Teaching), Learning Community on Inclusion, Miami University—Oxford, Ohio

Lauren S. Morimoto, Ph.D., CELT Faculty (Center for the Enhancement of Learning and Teaching), Learning Community on Inclusion, and Visiting Assistant Professor, Sport Studies, Miami University—Oxford, Ohio

Jerry L. Sarquis, Faculty Associate, CELT (Center for the Enhancement of Learning and Teaching), and Professor, Department of Chemistry and Biochemistry, Miami University—Oxford, Ohio

Ronald B. Scott, Ph.D., Faculty, Teaching Associate, CELT (Center for the Enhancement of Learning and Teaching), and Associate Professor, Department of Communication, Miami University—Oxford, Ohio

Carolyn Slotten, Ph.D., Lecturer, School of Family Studies and Social Work, and Faculty, CELT (Center for the Enhancement of Learning and Teaching), Learning Community on Inclusion, Miami University—Oxford, Ohio

10:00–11:30 a.m.

FRANCISCAN ROOMS D
“B” Ballroom Level

MAJOR WORKSHOP 40

Whiteness and the Professoriate: Perpetual Gate Keepers of Institutional Privileges

The concept of Whiteness refers to the legal, economical, and social privileging of refugees and immigrants who, for the period stretching between 1790 and 1965, were deemed by the Supreme Courts as singularly eligible for U.S. Citizenship; and these people were primarily White and Caucasian (Salyer, 1995). It has also been used to reference those people and institutional processes that, albeit to maintain the status quo, continue to support and sustain this system of social inequalities (Wildman, 1996). A tenured faculty member, by virtue of his/her central and protected status at the Academy, stands as the persistent “gate keeper and champion” of educational standards; and, reflexively, serves to promote and perpetuate that very system-and-culture that legitimates and sustains him/her privileged social role. This interdependent relationship between system and class maintenance inevitably produces resistance to institutional and cultural changes of all sorts. Frequently and often inadvertently, diversity and inclusion initiatives that fostered fundamental changes to cultural norms and standards are met with persistent, polite and rationalized neglect. The invisible hand of privilege maintenance is frequently veiled under a cloak of rhetoric and rationalization.

A panel of tenured faculty members will speak on their frustrations with facilitating changes in the academy. The panel will reflect on the often invisible realities of privilege and Whiteness that permeate the academy, and share stories of their personal and internal struggles with peer acceptance, status maintenance, and taking risks to actualize ethical aspirations. An Associate Dean will highlight examples of resistance to diversity from politically liberal faculty members, and describe how one vehemently defends this behavior. Participants will have an opportunity to discuss about their own struggles with privilege, and discover ways to acknowledge, overcome and/or move beyond the seduction of maintaining social privileges.

Margalynne Armstrong, Associate Professor, Law School, Santa Clara University—Santa Clara, California

Jack Tak Fok Ling, Ph.D., Associate Dean, College of Arts and Sciences; Executive Director, Center for Multicultural Learning, Santa Clara University—Santa Clara, California

Stephanie M. Wildman, J.D., Professor, and Director of Social Justice Program, Law School, Santa Clara University—Santa Clara, California

10:00–11:30 a.m.

90-MINUTE CONCURRENT SESSIONS

10:00–11:30 a.m.
UNION SQUARE 21
Fourth Floor



Hip-Poe-Tics (Conversation with some of the nation's most respected and empowering poets)

Hip-Poe-Tics is a powerful presentation of poetry offered by some of the nation's most respected and empowering poets. From national poetry slams to University audiences to international audiences, this collection of artists has successfully moved minds towards the goal of creative and political thought.

Comprised of poets from all over the nation and abroad, each perspective is delicately crafted to influence activism and accountability in the hearts and souls of the masses. The poetry will speak to the pulse of the people while the riveting performances will capture their imaginations. Hip-Poe-Tics will galvanize the elements of desire, thought and action to inspire future audiences to go home and build a better network and improve the quality of life in their respective communities, work environments and universities—most of all—in themselves!

10:00–11:30 a.m.
POWELL ROOM
Sixth Floor

Decolonizing Methods of Instruction: Understanding One's Past, Present, and Future When Teaching About Issues of Identity Development in a Diverse Classroom Environment

◆◆Curricular/Pedagogical Models◆◆

This session should particularly benefit those who are interested in developing courses which challenge students to critically self-reflect and connect their own experiences while studying the experiences of other racial or ethnic groups, those who are interested in infusing cross-cultural dialogue within the curricula, as well as those individuals in the process of decolonization as an effective method of instruction. College is a prime time to further the development of student identities. Courses are developed to critically engage students in academic material but often neglect the impact it may have on the student. Recently, a course was developed through the Sociology Department at California State University San Marcos addressing the identity development of Filipina/o Americans. This was a historical occasion for the campus as it was the very first Asian American topic course with particular attention to the Filipina/o American experience. Although this course was very specific in covering the experiences of Filipina/o Americans, students from diverse ethnic and cultural backgrounds were asked to critically and actively engage in a process of self-reflection and decolonization. Reconnecting with family and cultural histories, students were able to understand their present situation and examine the impact that their past experiences have had on their individual identity development. This method of instruction proved to be a positive experience for both the instructors and the students.

Patricia L. Guevarra, Graduate Student, Applied Sociology Program, California State University—San Marcos, California

Alexis S. Montevirgen, Instructor of Sociology, and Director, Student Life, Evergreen Valley College—San Jose, California

Carla D. Pineda, Undergraduate Student, Women's Studies Major, California State University—San Marcos, California

Comron Yahyapour, Undergraduate Student, Communication Major, California State University—San Marcos, California

Levels of Experience: All

10:00–11:30 a.m.
UNION SQUARE 14
Fourth Floor

Levels of Experience: Novice

Inserting Diversity Content Into Position Descriptions: Articulating Color-Blind Diversity Expectations of Faculty Teaching, Research, Outreach and Service

◆◆Policy Issues◆◆

The importance of diversity and cultural pluralism in institutions of higher education was confirmed by the U.S. Supreme Court in its 2002 decision, *Grutter v. Bollinger*. The problem in Washington state, which has prohibitions on the consideration of race, sex, color, ethnicity and/or national origin in hiring and even admissions, is how to achieve, and be sensitive to diversity without violating state law. The purpose of this session is to describe concrete strategies for pursuing diversity in the workforce and in student populations without considering the race, sex, color, ethnicity or national origin of applicants. The answer lies in articulating the diversity needs of the institution. Institutions must seek the best qualified job candidates who can meet such requirements and student applicants who possess certain knowledge and/or experience, regardless of the candidates personal characteristics. This session should particularly benefit higher education administrators and faculty from states that have sought to curb affirmative action efforts; however, the ideas to be discussed are important to all colleges and universities that seek to diversify their workforce.

Raúl M. Sánchez, Director, Center for Human Rights, Washington State University—Pullman, Washington

10:00–11:30 a.m.
MASON ROOM
Sixth Floor

Levels of Experience:
Intermediate

Recruitment Strategies of Under-Represented Minority Faculty

◆◆Long- and Short-Range Planning◆◆

This session will present three strategies to increase minority faculty at the University of Texas at Arlington, a predominantly white university. The university has initiated an aggressive and long term effort to increase recruitment and retention of African Americans and Hispanics by using targeted funds available to deans and department heads. The session will explore strategic partnership between the African American Alumni Association and UT. This partnership began acrimoniously and has since developed into a mutually beneficial professional alliance. The session will include supporting background information and point toward the benefits of forming mutually supportive relationships between an African American Alumni Association, African American faculty, community leaders and the university President and Provost. This session should particularly benefit those who are interested in developing innovative approaches to recruiting and retaining African American faculty and staff by engaging African American alumni, African American community leaders and African American faculty who are associated with predominantly white institutions.

Dana Dunn, Ph.D., Provost and Vice President, Academic Affairs, University of Texas—Arlington, Texas

Zeb Strong Jr., Director, Student Activities, Tarrant County College South Campus—Fort Worth Texas

10:00–11:30 a.m.
UNION SQUARE 25
Fourth Floor

Levels of Experience:
Intermediate

Don't Act On It!—Preventing a Prejudicial Thought From Becoming a Discriminating Act

◆◆Theoretical Models◆◆

It is a fact of life that we are all prejudiced. We “prejudge” people, things and situations automatically in ways that seems to be “logical.” This is how we manage the mass of complex information that continuously confronts us. To act on these prejudices is discrimination. Unfortunately, discrimination is often the result of faulty reasoning. This session will encourage participants to reflect on those automatic ways of thinking that cause us to prejudge. We will examine how to recognize and avoid potential pitfalls and improve the quality of daily interactions with people who are different from us to hopefully eliminate, or reduce the probability of, unintentional discrimination. We will challenge ourselves to question our assumptions and acknowledge what role(s) stereotypes play in our daily interaction with people who are different from us. This session should particularly benefit administrators, faculty, student services providers and students who are interested in improving campus climate, work place environment and personal growth in a diverse world. This session is limited to 25 participants to allow for a quality interactive session.

Moji E. Olaniyan, J.D., Assistant Dean, College of Letters & Science, University of Wisconsin—Madison, Wisconsin

Ruby Paredes, Ph.D., Assistant Vice President, Student Affairs, University of Wisconsin—Madison, Wisconsin

10:00–11:30 a.m.
**CONTINENTAL BALLROOM
Parlor 9**
“B” Ballroom Level

PRESENTATION/PERFORMANCE



10 Perfect...Surviving a Lynching and Living to Tell About It

Inspired by the life of Dr. James Cameron, the only known survivor of a lynching in U.S. history, “Ten Perfect” takes us on a journey into the life of Jimmy “The Salmon” Solomon. Born and raised in the heart of northern Ku Klux Klan territory, Solomon revisits his earliest memories as a child growing up with his best friend, Tommy, who is white. As the youths age and society demands their innocence, their troubled friendship comes to a screeching halt on a fateful night in August, 1938. Ten Perfect, a study in character transformation, is a tale that demonstrates the triumph of the human spirit and the healing powers of storytelling.

The play will be followed by discussion with the Director and Patrick Sims. To learn more about the life of Dr. James Cameron, please visit <http://www.blackholocaustmuseum.org/founder.html>

Patrick Sims—an actor, director and scholar—is a man of many talents. Currently, he is an Assistant Professor of Acting and Director of the Theatre for Cultural and Social Awareness (TCSA) program in the Department of Theatre & Drama at the University of Wisconsin-Madison. Before joining the faculty, Patrick was a company member of the prestigious Oregon Shakespeare Festival where he portrayed Burgundy in KING LEAR and Balthazaar in COMEDY OF ERRORS. Prior to his time in Oregon, Patrick was a Faculty Associate at the University of Wisconsin-Milwaukee where he served as a founding member and Artistic Director of the Human Experience Theatre (HET). TCSA and HET are interactive theatre-based training models that dramatize sensitive subject matters for universities, corporate and non-profit organizations in the United States. Patrick has helped train employees at Miller Brewing Company, Harley Davidson, Wisconsin Energies, WI State Department of Workforce Development, in addition to several institutions of higher education throughout the state of Wisconsin. Under Sims’ leadership, HET received critical acclaim as a UW-Milwaukee Cultures & Communities program and was selected as a featured presentation at the National Conference on Race & Ethnicity (NCORE) in 2003. On the stage, Sims is also an accomplished actor and playwright. His most recent credits include *Doc Gibbs* in Madison Repertory’s OUR TOWN; Neal in THE STORY at the Goodman and Milwaukee Repertory Theatre; Hippolytus in PHAEDRA; Jorge in EL OLOR DE POPCORN, a bilingual production in Spanish and English with the Professional Theatre Training Program; and Priam in THE GREEKS with the Shanghai Theatre Academy.



10:00–11:30 a.m.
**UNION SQUARE
23 and 24**
Fourth Floor

FILM PREVIEW AND TRANSFORMATIVE DIALOGUE



Mirrors of Privilege: Making Whiteness Visible

A new film Produced and Directed by
Dr. Shakti Butler

World Trust Educational Services Inc., invites you to its first experiential conference session using its powerful and long awaited new video, *Mirrors of Privilege: Making Whiteness Visible*. This new film features the experiences and stories of white women and men—of various ages and backgrounds—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 of the participants provide access to their journeys of learning and transformation. Their conversations reveal what was required of them and what actions they have taken to move through the common first stages of denial, defensiveness, guilt, fear and shame into making solid commitments toward ending racial injustice. The session is part of World Trust’s *Heart-to-Heart Conversations* Program that catalyzes powerful dialogue in order to support learning, change and healing for all people. This video session provides harbor for white people who want to begin or continue the internal transformation that white allies must undergo to participate in the necessary work required to undo race-based oppression. It also provides powerful healing for people of color who are interested to exploring issues of internalized oppression.

Shakti Butler, Ph.D., Executive Director, Producer/Director, *The Way Home* and *Light in the Shadows*, World Trust Educational Services, Inc.—Oakland, California www.world-trust.org

EXHIBITOR SHOWCASE AND RESOURCE CENTER

(For more information on Exhibitor Showcase, see page 32)

10:00 a.m.–4:00 p.m.
YOSEMITE A, B, and C
“B” Ballroom Level

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

10:30–11:45 a.m.
LOMBARD ROOM
Sixth Floor

Levels of Experience: Novice

Assessing the Mental Health Status and Needs of Asian American Students at Stanford University

◆◆Research/Assessment/Evaluation◆◆

This session examines a study conducted by the Asian American Activities Center at Stanford University in collaboration with university staff and students from several departments to assess the mental health and well being of Asian American undergraduate and graduate students. Information on the background and rationale for the study will be provided, as well as some preliminary findings. This session should particularly benefit those who are interested in gaining a better understanding of the mental health needs of Asian American students, staff and administrators from institutions with large Asian American student populations, and those who are concerned with the campus climate in relation to student's mental health needs.

I-Chant A. Chiang, Doctoral Candidate, Department of Psychology, Stanford University—Stanford, California

Alejandro De Los Angeles, Undergraduate Student, Biology Major, Stanford University—Stanford, California

Janey Hong, Ph.D., Lecturer Fellow, Department of Psychology, Stanford University—Stanford, California

Kenneth Y. Hsu, Assistant Dean, Graduate Life Office, Stanford University—Stanford, California

Caroline C. Lee, Doctoral Student, School of Education, Stanford University—Stanford, California

Cynthia Ng, Assistant Dean of Students and Director, Asian American Activities Center, Stanford University—Stanford, California

Shelley S. Tadaki, Assistant Director, Asian American Activities Center, Stanford University—Stanford, California

10:30–11:45 a.m.
FRANCISCAN ROOMS A
"B" Ballroom Level

Levels of Experience: Novice and Intermediate

Applying Critical Race Theory in the Context of a Predominantly White Campus

◆◆Theoretical Models◆◆

This session explores the basic tenets and principles of critical race theory (CRT) and its application to Eastern Washington University, a predominantly white college campus. This theory developed in the mid-1970s, attempts to address the subtler forms of racism that had come to gradually overtake the gains of the 1950s and 1960s civil rights movement. In the context of race, racism, and power, presenters will use CRT to examine the dynamics of today's race relations from six different angles. These six themes are overlaid and applied to the experiences and observations of Eastern Washington University's Africana Education Program as represented by its director, professor, and recruiter/counselor. This session should particularly benefit those who are interested in issues involving white privilege, race and power, affirmative action, articulating oppression effectively, and the complexities of racism in American society on an introductory and practical level.

Scott M. Finnie, Ph.D., Assistant Professor, Africana Education Program, Eastern Washington University—Cheney, Washington

LaMar Jackson, Graduate Student, Physical Education; and Coordinator, Ethnic Program, Eastern Washington University—Cheney, Washington

Nancy Nelson, Ph.D., Director, Africana Education Program, Eastern Washington University—Cheney, Washington

10:30–11:45 a.m.
UNION SQUARE
5 and 6
Fourth Floor

Levels of Experience: Novice

Minority-Majority Privilege on a Binational Border

◆◆Case Studies/Model Programs◆◆

This session examines how diversity is or isn't acknowledged for students and staff of color and explores minority-majority privilege at the University of Texas at El Paso (UTEP). UTEP is a major research university with approximately 20,000 students located on the U.S.-Mexico border. El Paso, Texas is a growing community of 800,000 people adjacent to Ciudad Juárez, Mexico, a city of more than 1.5 million people. The binational nature of this community provides a variety of unique cultural and intellectual opportunities. UTEP is the country's only doctoral research intensive university with 72 percent of its students being Latino and another 10 percent Mexican nationals. This session will focus on three areas of diversity from a Student Affairs perspective. These areas include the experience of African American, Latino and White/Caucasian students, and the experience of staff of color on a predominantly Latino campus, and the opportunities of working on a binational border. This session should particularly benefit those individuals who are interested in working at a minority-majority campus, want to hire, train, and retain a diverse staff, have an interest in initiating leadership development for students of color, and want to empower students who are the minority-majority on their campus.

Tonya Dawson, Coordinator, Student Development, University of Texas—El Paso, Texas

Edith Fernández, Ph.D., Director, Student Development Center, University of Texas—El Paso, Texas

Julie M. Wong, Ph.D., Associate Vice President and Dean of Students, University of Texas—El Paso, Texas

10:30–11:45 a.m.

TAYLOR ROOM

Sixth Floor

Levels of Experience:

Intermediate

Titanically Speaking: Sink or Swim

◆◆Interactive Training◆◆

The journey to cultural competence is a long, yet conquerable one with no free rides. This simulation is designed to challenge and strengthen the cultural competence and leadership abilities of students, staff, faculty and administrators within and beyond the world of higher education. The session will discuss the *Titanically Speaking: Sink or Swim* training program. This experiential training provides first-hand experiences which will help participants to understand their roles as integral players in the pursuit of a genuine multicultural community. Presenters will lead participants to think critically about the influence of cultural forces and to reflect upon their own system of cultural values. This section should particularly benefit those who want to examine cultural issues in a nonthreatening yet exploratory and informative way.

Rhae-Ann Y. Booker, Doctoral Candidate, Evaluation, Measurement and Research Design, Department of Educational Studies, Western Michigan University; Vice-President/CFO, National Christian Multicultural Student Leaders Conference, Inc.—Grand Rapids, Michigan

Venessa A. Brown, Ph.D., Department Chair and Associate Professor, Department of Social Work, Southern Illinois University—Edwardsville, Illinois

10:30 a.m.–noon

CONTINENTAL BALLROOM

Parlor 3

“B” Ballroom Level

A CONVERSATION WITH CASSANDRA MANUELITO-KERKVLJET



Shedding Light on Dark Corners: Mentoring Women Leaders in Higher Education

Cassandra Manuelito-Kerkvliet, Ph.D., Former President, Diné College, Tsaile, Arizona, President, Antioch University—Seattle, Washington

Cassandra Manuelito-Kerkvliet the first woman President of the Navajo Nation's Diné College (2000-2003), a tribal college with eight campuses, serving 2000 students on Navajo reservations in Arizona and New Mexico. She has also worked for over 16 years in Indian higher education at the University of Wyoming, New Mexico State University, University of New Mexico, University of Oregon, and Oregon State University. While there, she successfully negotiated with the Navajo Nation a 242-percent increase in tribal appropriations for the college. She founded and directed the Indian Education Office at Oregon Sate University and has worked in various student service and counseling positions at Oregon State University, University of Oregon, University of New Mexico and University of Wyoming. In July 2006, Dr. Manuelito-Kerkvliet assumed leadership of the Institute of American Indian Arts in Santa Fe as college President. Dr. Manuelito-Kerkvliet, chosen to be president of Antioch University Seattle in April, is believed to be the first Native American woman to ascend to the presidency of an accredited university outside the tribal college system. Dr. Manuelito-Kerkvliet is the great, great granddaughter of Navajo Chief Manuelito. Recently, she served on the Biological Sciences advisory board for the National Science Foundation and as a consultant for the American Indian Higher Education Consortium and Alliance for Equity in Higher Education's initiative to train future administrators in the Minority Serving Institution's Leadership Fellows Institute. She received her B.A. in Social Work and M.S. in Counselor Education from the University of Wyoming and her Ph.D. in Educational Policy and Management with a specialization in higher education administration from the University of Oregon. Dr. Tony Murdock, former Antioch University's Seattle campus president, noted "She will be a great asset to the Seattle campus and wonderful addition to the University Leadership Council. She brings with her presidential experience and a strong commitment to higher education."

10:30 a.m.–noon
IMPERIAL BALLROOM A
“B” Ballroom Level

A CONVERSATION WITH JOY DEGRUY-LEARY



How Does the Past, Affect Our Future?

Joy DeGruy-Leary, Ph.D., Assistant Professor, Graduate School of Social Work, Portland State University—Portland, Oregon

How does the past, affect our future? What issues impact the notion of collective work within the black community? Why does there seem to be issues with trust among African Americans? Do we need to re-examine how we discipline children of color?

Dr. Leary provides challenging, energetic and relevant information to the many issues of diversity, cultural competency, identity, collaboration, privilege and race relations discussed throughout NCORE. For more information on Dr. DeGruy Leary please visit www.joyleary.com

Those who have experienced **Dr. Joy DeGruy Leary's** lectures have been stimulated, enlightened, educated, and more during her workshops. Dr. DeGruy Leary's seminars have been lauded as the most dynamic and inspirational currently being presented on the topics of culture, race relations and issues of social justice. Clients have included Harvard University, Columbia University, Fisk University and the University of Chicago. She has also presented to federal and state agencies such as The FBI, Probation and Parole agencies, the Juvenile Justice Judges Association and Police departments. Dr. DeGruy Leary has worked with major corporations and companies such as Nordstrom's, Nike, the NBA's Rookies Camp and the renowned G-CAPP program in Atlanta. Other noteworthy appearances include keynotes for the "United Nations Conference for Africans and Their Descendants" held in Barbados in 2002 and the "Essence Music Festival" that same year. Dr. DeGruy Leary holds a Bachelor of Science degree in Communications, a Master's Degree in Social Work, a Master's Degree in Psychology, and a Ph.D. in Social Work Research. Dr. DeGruy Leary has twenty years of practical experience as a professional in the field of social work provides insight into various cultural and ethnic groups that form the basis of contemporary American society.



Dr. DeGruy Leary's workshops go far beyond the topic of cultural sensitivity; she provides specialized clinical work in areas of mental health and ecological resilience.

For Book signing of *Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing*, please visit the Exhibit area.

11:45 a.m.–1:15 p.m.
GRAND BALLROOM
Salon B and A
Grand Ballroom “GB” Level

LUNCHEON

Co-Sponsored by

University of California Office of the President

It starts here



NCORE would like to acknowledge the contribution made by the University of California Office of the President in support of this event.

1:30–3:00 p.m.
CONTINENTAL BALLROOM
Ballroom 4
“B” Ballroom Level

SPECIAL FEATURE PRESENTATION



Legacy of Torture: The War Against the Black Liberation Movement

The same people who tried to kill me in 1973 are the same people who are here today, trying to destroy me. I mean it literally. I mean there were people from the forces of the San Francisco Police Department who participated in harassment, torture and my interrogation in 1973... none of these people have ever been brought to trial. None of these people have ever been charged with anything. **John Bowman, former Black Panther** (now deceased)

Four of the participants in this video, Ray Boudreaux, Richard Brown, Hank Jones, and Harold Taylor were arrested on January 23, 2007 on charges stemming from the shooting of a police officer in 1971. These same charges were thrown out over 30 years ago because of the torture used to extract false statements. Another participant in the video, John Bowman, would have been charged except for his untimely passing in December 2006. Five other Black activists are also charged, with four in custody—Richard O’Neal and Francisco Torres have been arrested, Jalil Muntaqim and Herman Bell have been political prisoners for over 30 years, and Ronald Stanley Bridgeforth is still being sought. The sweeping conspiracy charges appear to be aimed at rewriting history in an attempt to brand the Black Panther Party for Self Defense—and much of the Black Liberation Movement from 1968 to 1973—as “terrorist.”

Torture and Human Rights, 2007

A grave development in the history of U.S. racism is the renewed public advocacy of government torture in the name of protecting the citizenry from terrorism and crime. In 1973, FBI and police used classic torture techniques over several days to compel three Black Panthers to sign confessions to a police homicide in San Francisco in 1971. In 1974 and 1975, two courts threw out the case on grounds that it was built on coerced testimony. Having advanced a rationale for torture from Abu Ghraib to Guantanamo, the government is once again trying to resurrect this 34-year-old case. On January 23, 2007, eight former Black Panthers were imprisoned and await trial. Sensational media is being used to rewrite the history of the Black movement as criminal activity. A screening of a new film, *Legacy of Torture: the War Against the Black Liberation Movement*, will be followed by discussion with the presenters. How can education play a central role in stopping the rising tide of authoritarianism?

J. Soffiyah Elijah, J. D., Deputy Director, Criminal Justice Institute, Harvard Law School—Boston, Massachusetts

Danny Glover, Actor, Honorary Ph.D., San Francisco State University, also affiliated with numerous organizations including TransAfrica Forum (chair of the Board) and Vanguard Foundation—San Francisco, California

Claude Marks, Director, the Freedom Archives—San Francisco, California

1:30–3:00 p.m.

90-MINUTE CONCURRENT SESSIONS

1:30–3:00 p.m.
UNION SQUARE
3 and 4
Fourth Floor

CRIT Walking: Dismantling the Trappings of Institutional Racism in Higher Education

◆◆Theoretical Model◆◆

Race and racism continues to have structural, ideological, and practical significance in all educational settings. Therefore new tools are needed to advance our understanding of the dynamics of race in America, and around the globe. Many issues of race are distinctly American and may appear to be a normal part of American culture. In this interactive session we introduce the audience to Critical Race Theory (CRT), a theoretical model that challenges institutional norms of racism. CRT offers a progressive perspective and controversial voice tailored for social change and social justice for marginalized groups. This session should particularly benefit those who are interested in advancing the discourse on race in classroom environments and practitioners and students who are interested in critical conversations using an exciting framework for emancipatory thinking and action in multiple settings, especially higher education.

Mark Giles, Ph.D., Assistant Professor, Educational Leadership, Miami University—Oxford, Ohio
Robin Lee Hughes, Ph.D., Assistant Professor, School of Education, Indiana University—Indianapolis, Indiana

Levels of Experience:
Intermediate and Advanced

1:30–3:00 p.m.
**UNION SQUARE
19 and 20**
Fourth Floor

Levels of Experience: Novice
and Intermediate

Identifying Barriers and Creating Opportunities for Advancement in Academe

◆◆Interactive Training◆◆

This session will focus on creating a positive campus climate for Asian/Pacific Islander college students and address issues of equity and inclusion for Asian/Pacific Islander Student Affairs staff and faculty. Session topics will include: gender inequity—the double bind of being female and minority in academia—campus climate, professional development, academic credentialing, and social, leadership and communication skills for Asian/Pacific Islanders. Presenters will discuss current research on Asian/Pacific Islander students, Student Affairs staff and faculty, lead an interactive discussion, and give their insights about working as faculty/staff on public and private campuses. This session should particularly benefit those who are interested in working with and helping Asian/Pacific Islander students, Student Affairs administrators and faculty who want to support and empower Asian/Pacific Islanders, equity and retention officers, and Multicultural Affairs staff.

Belinda J. Huang, Lecturer, Asian American Studies, Ethnic Studies Department, University of California—Berkeley, California

Sarah R. Khan, Manager, Organizational Development and Training, San Jose State University—San Jose, California

Hyon Chu Yi-Baker, Director, MOSAIC Cross Cultural Center, San Jose State University—San Jose, California

1:30–3:00 p.m.
UNION SQUARE 14
Fourth Floor

Levels of Experience: All

Free Your Mind: A Creative Approach to Diversity Training

◆◆Interactive Training◆◆

This session will examine an innovative and creative diversity program that was designed for resident assistant training at Western Carolina University. This program is intended for students, faculty and staff. The focus of the program is to explore new insights and ideas as students, faculty and staff learn about diversity in an interactive setting. Information about diversity topics and issues that affect college campuses will be provided. There will also be time for session attendees to share their own creative diversity programs. This session should particularly benefit those who are interested in the topic of diversity and want to find energetic and creative ways to discuss the topic with students, faculty and staff.

Venus Miller, Resident Director, Western Carolina University—Cullowhee, North Carolina

1:30–3:00 p.m.
**UNION SQUARE
15 and 16**
Fourth Floor

Levels of Experience: Novice
and Intermediate

WE BELONG HERE TOO! Advocating for Inclusion for Undocumented Multicultural Immigrant Students

◆◆Case Studies/Model Programs◆◆

Immigrant students face profound personal and institutional barriers to college educations, nowhere more pronounced than in the cases of students who are undocumented. The confusion and bias among university personnel about legal status of undocumented students add to the challenges—linguistic, cultural, and economic among others—and outright discriminations most immigrant students face some time in their college careers. Using first-hand accounts, research and interactive exercises, staff and immigrant student facilitators from the U.C. Berkeley Immigrant Student Issues Coalition will present a model through which advisors, academic counselors, students and faculty can become informed allies and advocates for undocumented students, supporting and facilitating their full inclusion into the college community. This session should particularly benefit immigrant students, those who work with or encounter documented and undocumented immigrant students on college campuses and those interested in immigrant student retention on campus, as well as immigrants' rights advocates seeking to build coalitions with campus groups.

Allan Creighton, Educator, Social Justice/Violence Prevention Health, University Health Services, University of California—Berkeley, California

Alberto Ledesma, Coordinator, Writing Program, Student Learning Center, University of California—Berkeley, California

Fabrizio Mejia, Academia Counselor/Coordinator, Student Life Advising Services, Cesar Chavez Student Center, University of California—Berkeley, California

Nora Sandoval, Director, Summer Bridge program, Residential and Student Services, University of California—Berkeley, California

Jere Takahashi, Ph.D., Director, Multicultural Student Development, Cesar Chavez Student Center, University of California—Berkeley, California

Several documented and undocumented immigrant students from U. C. Berkeley will also present.

1:30–3:00 p.m.
**UNION SQUARE
1 and 2**
Fourth Floor

Levels of Experience: All

REACH One, Teach One: Students Optimizing Success (SOS)

◆◆Curricular/Pedagogical Models◆◆

This session is based on a class that we are co-teaching entitled “Images of the Black Male,” from the Middle Passage through the present for students involved in the REACH Pilot Mentoring Program that was initiated at Wright State University in November of 2006. REACH translates into Reaching Early to Assist African-American Students to Achieve. This class will approach the study of Black males in society from both a socio-political and psychological perspective, while focusing on various aspects of African American male identity. It is imperative that young Black males connect philosophically with intellectual traditions that help clarify their perspectives to increase the likelihood that more of them matriculate through college with positive experiences. The course will

encompass journaling, field trip experiences, films, breakout-sessions, and etc. Our panel will also include 3-4 students enrolled in this class who will share their experiences and insights. We will explore strategies for ensuring academic success. This session should particularly benefit those who are seeking to employ pedagogical tools to readdress the retention of African American males and those institutions that are contemplating or have designed programs to recruit this demographic in response to the “crisis” concerning Black males in the academy.

Stanford Baddley, Director, Academic Support Programs for Minority Students, Wright State University—Dayton, Ohio

Martin Gooden, Ph.D., Assistant Professor, Department of Psychology, Wright State University—Dayton, Ohio

Tracy Snipe, Ph.D., Associate Professor, Department of Political Science, Wright State University—Dayton, Ohio

Students from the REACH Program, Wright State University—Dayton, Ohio

1:30–3:30 p.m.
UNION SQUARE
23 and 24
Fourth Floor

FILM PREVIEW AND DISCUSSION



Mirrors of Privilege: Making Whiteness Visible

A new film Produced and Directed by
Dr. Shakti Butler

A brilliant documentary and a must-see for all people who are interested in justice, spiritual growth and community making. It features the experiences 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.

Shakti Butler, Ph.D., Executive Director, Producer/Director, *The Way Home* and *Light in the Shadows*, World Trust Educational Services, Inc.—Oakland, California www.world-trust.org

1:30–3:30 p.m.
UNION SQUARE 22
Fourth Floor

FILM PREVIEW AND DISCUSSION



RACE IS THE PLACE

Produced and Directed by
Raymond Telles and Rick Tejada-Flores

What does it mean to be a U.S. Citizen when you're a Pacific Islander? A Native American? Or an African American, Latino or Asian American? Going beyond the buzzwords of “multiculturalism” and “diversity,” *RACE IS THE PLACE* is a hip-hop, fast-moving documentary jam, where the political becomes personal. Using spoken word, song and just plain rants, a diverse group of performers and visual artists take on the topic of race in America.

Funny, angry and profound, *RACE IS THE PLACE* offers the perspectives of a wide group of artists, poets, rappers, performance artists and stand-up comedians from different backgrounds—Native Americans, African Americans, Latinos, Arab Americans, Asian Americans, Pacific Islanders and many with mixed backgrounds—on the often unspoken issue that has defined our country since its inception and continues to separate us: race. *RACE IS THE PLACE* is a one-hour jam that combines racially-slanted clips from old movies with interviews and performances that dare to examine one of the most emotionally explosive issues in American life, busting stereotypes by using humor and poetry to say things traditionally left unsaid. <http://www.pbs.org/independentlens/raceistheplace/>

1:30–3:30 p.m.
CONTINENTAL BALLROOM
Parlor 2
“B” Ballroom Level

MAJOR WORKSHOP 41

The Play's the Thing to Catch the Dean: Preparing Actors and Creating Interactive Scripts for Multicultural Faculty Development

In this session, participants will learn and practice CRLT Theatre Program's approach to an interactive Theatre. The University of Michigan's Center for Research on Learning and Teaching's Theatre Program uses interactive Theatre techniques and sketches to engage audiences in discussion and reflection on pedagogical and institutional climate issues related to diversity. In a typical interactive Theatre performance, actors perform a sketch that dramatizes issues of diversity in the classroom or academic setting. Following the scene, faculty audience members engage in a conversation with the characters (that actors continue portraying the character they played in the sketch) to explore the dynamics in the classroom scene or academic setting. Eventually strategies are generated for changing the dynamics or outcome of the previous scene. In some performances, audience members themselves take turns stepping into the role of the instructor to act out proposed strategies. Participants will learn how to prepare actors, craft scenarios, and begin to strategize on possible applications. This session should particularly benefit those who seek a creative, 'safe', and yet powerful format for community engagement and/or institutional transformation as well as an innovative way to present qualitative research.

Jeffrey Steiger, Director, CRLT Theatre Program, Artist-in-Residence, Center for Research on Learning and Teaching, Office of the Provost and Executive Vice President for Academic Affairs, University of Michigan—Ann Arbor, Michigan

1:30–3:30 p.m.
FRANCISCAN ROOMS C
“B” Ballroom Level

MAJOR WORKSHOP 42

The Truth About Diversity Faculty Searches: A Study Based on Over Three Dozen Cases

The first part of this session will include a critical reflection of preliminary findings from a study of more than thirty affirmative searches at different Liberal Arts Colleges. Many of these would be considered by objective standards as “promising inclusive searches.” Proper and affirmative recruitment and selection procedures were used in more than half the cases, which includes tenure-track searches in the Humanities, Physical and Social Sciences. Almost half of the search Chairs were identified as politically liberal or progressive, and known to be supportive of diversity. National Availability Data will be used to frame the examination of these cases. Participants will have an opportunity to engage in the discussion and problem-solving portion of this session.

Jack Tak Fok Ling, Ph.D., Associate Dean, College of Arts and Sciences; Executive Director, Center for Multicultural Learning, Santa Clara University—Santa Clara, California

1:30–3:30 p.m.

2-HOUR CONCURRENT SESSIONS

1:30–3:30 p.m.
VAN NESS ROOM
Sixth Floor

Looking Back...Looking Ahead: A Model Mentoring Program for New and Not-So-New Faculty of Color

◆◆Case Studies/Model Programs◆◆

This session presents an innovative program for mentoring minority newly hired tenure-track faculties at Buffalo State College. After recruitment to positions in higher education, many new minority faculty in Traditionally White Institutions (TWI) are left to navigate the road to promotion and tenure without sufficient knowledge of the underlying structure, processes and politics of the academic environment. As a result many minority faculty are not successful in reaching tenure and/or promotion to higher academic ranks. To increase retention and advancement of minority personnel, an innovative program was instituted at Buffalo State College to mentor new faculties through the first two years of their academic appointments. The program focuses on teaching, writing and selecting appropriate services to complement the road to promotion and tenure. The session will discuss issues that faculty wished they had known as they started their academic careers and issues that surprised them about their first semester as faculty. This session should particularly benefit those who are interested in retention and advancement of minority faculty in higher education, as well as doctoral candidates planning to seek employment as faculty in higher education.

Dolores E. Battle, Ph.D., Senior Advisor to the President for Equity and Campus Diversity, and Professor, Speech-Language Pathology, Buffalo State College—Buffalo, New York

Carol Patitu, Ph.D., Professor and Chair, Student Personnel Administration, Buffalo State College—Buffalo, New York

Constance Dean Qualls, Ph.D., Professor and Chair, Speech-Language Pathology, Buffalo State College—Buffalo, New York

1:30–3:30 p.m.
POWELL ROOM
Sixth Floor

Native American Teaching and Learning Strategies

◆◆Case Studies/Model Programs◆◆

Nationally, Native American students exhibit the lowest rates of academic success in the American educational process. Fifty-percent of Native American students complete high school, 25 percent of them enter college, and with only 10 percent of those students complete a college degree program. The first part of this session will provide information on SUNY Potsdam’s Office of Native American Affairs and how the efforts of the program have helped to increase the enrollment of Native American (largely Mohawk) students which have tripled over 20 years. Mohawk student retention rates exceed those of the white student populations. Specifically designed support services, intergenerational involvement on campus and teaching and learning strategies designed specifically for Native students have assisted in bridging the gap between college and community. The second part of the session will examine the critical skills that should be part of a Native American Studies program and classes. Participants will engage in a critical thinking activity utilizing materials focusing on Native American history. This session should particularly benefit those who are interested in the success of Native American students, practitioners who provide direct services to Native students and those who are concerned with retention issues related to Native American and other underrepresented populations.

Sheila Marshall, Director, Center for Diversity, State University of New York—Potsdam, New York

Susan Stebbins, Ph.D., Associate Professor, Anthropology Department, and Director, U.S. & Global Studies, State University of New York—Potsdam, New York

1:30–3:30 p.m.
SUTTER ROOM
Sixth Floor

Levels of Experience: Novice

Recruitment and Retention of Faculty of Color

◆◆Research/Assessment/Evaluation◆◆

This session focuses on the recruitment and retention of the faculty of color in Oklahoma. Based on a formal dissertation, participants will view a video documentary which exposes many of the realities experienced by the faculty and administrators of color working in higher education institutions. Twenty-four professors and administrators of color discuss some of the difficulties associated with being minority at predominantly white higher education institutions. This session should particularly benefit people of color who are interested in finding a job or seeking a promotion. Additionally, administrators interested in diversifying their faculties and staffs may be interested in picking up tips to recruit and retain people of color.

Rodney L. Clark, Ed.D., Assistant Professor of English, Theatre and Speech Communication, Berea College—Berea, Kentucky

1:30–3:30 p.m.
TAYLOR ROOM
Sixth Floor

Levels of Experience:
Intermediate and Advanced

The Campus Biopsychosocial Environment: Impact on Students of Color and Implications for Campus Climate

◆◆Theoretical Models◆◆

This session will assist participants in understanding the impact of institutional racism on the emotional experiences of students of color exposed to racist situations. Research shows racism affects health and well being can lead to depression and poor mental health and is correlated with stress. By better understanding how these components create a campus biopsychosocial environment, institutions can begin to create more inclusive spaces. By understanding negative outcomes, institutions can build models of cultural trust, adaptive coping mechanisms and lower levels of stress—experiences students should have while their focus is on learning, engagement, and active participation in college classrooms. The session will enable individuals to discuss ways in which current research can help students, faculty, and staff better understand campus climate and how to put pressure on institutions to create change. This session should particularly benefit those who are interested to have better understanding the impact of racism on the emotional experience of students of color.

Joél Arvizo, Graduate Student, Education, Culture and Society; Project Coordinator, Department of Education, Culture and Society, Office of Diversity & Community Outreach, University of Utah School of Medicine—Salt Lake City, Utah

1:30–3:30 p.m.
UNION SQUARE
17 and 18
Fourth Floor

Levels of Experience: All

Interactive Teaching Techniques for Diversity Education

◆◆Interactive Training◆◆

Research shows that the best multicultural education takes place when knowledge, skills, and affective components are interwoven. Many instructors concentrate mostly on the former. This session examines various teaching strategies aimed at getting students to make a head-to-heart connection when studying diversity education. Students more often take ownership of the educational process when they are allowed to interact in real situations which increases awareness of personal world views and allows the student to engage in social transformation. Praxis (the art of discovering practical truth) is established as instructors and students use dialogue to redefine “social meaning.” Techniques employed are based on the works of Paulo Freire (critical pedagogy), Augusto Boal (image and forum theater), the University of Nebraska-Omaha Pathways to Harmony program, and Anti-Defamation League Prejudice Elimination workshop principles. This session should particularly benefit classroom educators, counselors, and community activists who wish to supplement the lecture-only method of instruction and encourage others to become reflective learners. Participants must be willing to actively give and receive in the learning process.

Franklin T. Thompson, Ed.D., Associate Professor, College of Teacher Education, University of Nebraska—Omaha, Nebraska

4:00–4:45 p.m.
GRAND BALLROOM
Salon B
Grand Ballroom “GB” Level

For Informal Dialogue and
Book Signing, see below
5:00–6:00 p.m.

CONFERENCE CLOSING PLENARY SESSION

Keynote Address:

Lift Every Voice



Lani Guinier, Legal Professor, Law School, Harvard University; and Civil Rights Expert —Cambridge, Massachusetts

In 1998, Lani Guinier became the first black woman to be appointed to a tenured professorship at Harvard Law School. Before joining the faculty at Harvard, she was a tenured professor for ten years at the University of Pennsylvania Law School. During the 1980s, she was head of the voting rights project at the NAACP Legal Defense Fund, and served in the Civil Rights Division during the Carter administration as special assistant to then-Assistant Attorney General Drew S. Days. Guinier came to public attention when she was nominated by President Bill Clinton in 1993 to head the Civil Rights Division of the Department of Justice, only to have her name withdrawn without a confirmation hearing. Guinier turned that incident into a powerful personal and political memoir, *Lift Every Voice: Turning a Civil Rights Setback into a New Vision of Social Justice*. Dean of Yale Law School Anthony Kronman calls *Lift Every Voice* a “moving personal testimony, a story of dignity and principle and hope, from which every reader can take heart.” While a member of the faculty of the University of Pennsylvania Law School, Guinier investigated the experience of women in law school, leading to the publication of a book, *Becoming Gentlemen: Women, Law School and Institutional Change*. She and her co-authors found that women were not graduating with top honors, although women and men came to the school with virtually identical credentials. The author of many articles and op-ed pieces on democratic theory, political representation, educational equity, and issues of race and gender, Guinier has written *The Tyranny of the Majority* (Free Press, 1994) about issues of political representation; *Who’s Qualified?* (Beacon Press, 2001) written with Susan Sturm about moving beyond affirmative action to reconsider the ways in which colleges admit all students; and *The Miner’s Canary* (Harvard Press, 2002), written with Gerald Torres about the experience of people of color as a warning or “canary” signaling larger institutional inequities. A graduate of Radcliffe College of Harvard University and Yale Law School, Guinier has received numerous awards, including the 1995 Margaret Brent Women Lawyers of Achievement Award from the American Bar Association’s Commission on Women in the Profession; the Champion of Democracy Award from the National Women’s Political Caucus; the Rosa Parks Award from the American Association for Affirmative Action; the Harvey Levin Teaching Award, given to her by the 1994 graduating class at the University of Pennsylvania; and the 2002 Sacks-Freund Teaching Award from Harvard Law School. She is the recipient of eight honorary degrees from schools which include Smith College, Spelman College, Swarthmore College, and the University of the District of Columbia.

5:00–6:00 p.m.
GRAND BALLROOM
Salon B
Grand Ballroom “GB” Level

INFORMAL DIALOGUE WITH LANI GUINIER AND BOOK SIGNING

Listing of 2007 Concurrent Sessions by Category

Page #

THEORETICAL MODELS: Sessions that focus on concepts, principles, ideas, theories, or ways of formulating apparent relationships or underlying principles of certain observed phenomena. Examples might include discussions of the intersection of race and class or the application of personal and political empowerment theories to ethnic consciousness building.

- Measuring Hate Crimes and Diversity: Working Toward a Diversity Index 35
- Standardization and Diversity: Tensions in Professional Health Sciences Training, Lessons From Professional Schools of Social Work 48
- Minority Student College Choice Process in a New Era of Affirmative Action: A Conceptual Framework 55
- SOUTH ASIAN (DESI) AMERICAN IDENTITY:
 - Part I—You Don't "Look" Asian!: South Asian (Desi) Identity on a College Campus 61
 - Part II—Who "Gets to be" Asian American? Reframing Asian American Identity Development Through a South Asian (Desi) Lens. 61
- Paranoids can be Prosecuted: Reparative Transitional Justice 65
- Revisiting Activism in the Age of Conformity 67
- Self-Determination: A Debate of Culturally and Linguistically Diverse (CLD) Definition and Application for Transition Practice, Curriculum Development, and Parent Involvement 68
- The Declaration of Privilege—America and the Racial Divide 75
- Black-White Interracial Marriage: Family Responses 76
- The Intra-racial Generation Gap: The Implications for Teaching and Learning on the University Campus. 86
- Institutional Change Using Critical Race Theory and Research. 96
- Racial Rhetoric: The Reclamation of Victimization and Affirmative Black Subjectivity 100
- Don't Act On It!—Preventing a Prejudicial Thought From Becoming a Discriminating Act. 108
- Applying Critical Race Theory in the Context of a Predominantly White Campus 110
- CRIT Walking: Dismantling the Trappings of Institutional Racism in Higher Education 113
- The Campus Biopsychosocial Environment: Impact on Students of Color and Implications for Campus Climate 117

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.

- Immigration and Higher Education: The *Dream Act* and State Initiatives 67
- Bias-Related Incident Policies: Can They Transform a Campus Climate?. 80
- American Indian Identity: Effects of Institutional Identification Policies for American Indian Faculty, Staff, and Students 82
- University and Community Partnership: The Case for University Purpose and Service Learning in a Multicultural Society 94
- *The Dream Act*: Should it be Part of the New Immigration Reform? 96
- Inserting Diversity Content Into Position Descriptions: Articulating Color-Blind Diversity Expectations of Faculty Teaching, Research, Outreach and Service 108

LONG- AND SHORT-RANGE PLANNING: Sessions that treat and emphasize the formulation, content, and implementation of specific, tactical, strategic, or comprehensive plans. Examples might include institutionwide or systemwide diversity plans and/or departmental or program unit plans that include specific objectives, goals, and timelines.

- Linking Quality, Excellence and Institutional Change: How the Pennsylvania State System of Higher Education's Strategic Plans, 'Model' Accountability Program and Measurable Performance Data Enhanced Diversity 34
- Multicultural Student Retention Summit: Building a University-Wide Understanding and Commitment to Address Multicultural Student Persistence, Achievement, and Graduation 49
- Regional Diversity and Inclusion Initiatives With the Construction Industry in Dayton, Ohio: Further Strengthen Campus Community Initiatives at the University of Dayton 56
- Sustainable University-School Partnerships: A Tool for Effective Community Engagement 59
- HAWK Link, a Comprehensive Retention Program for Students of Color 59
- National Center for Institutional Diversity: Past, Present, and Future Agenda Setting 68
- Outcome Evaluations: Assessing Diversity Initiatives in Higher Education 83
- Agents of Change: Advancing Faculty Development That Promotes Inclusive Learning and Teaching, Cultural Competence and a Diverse Learning Environment 85
- Chief, Senior, and Diversity Officers: Strategy Structure and Change Management—A Quantitative Picture of the Landscape 87
- Creating a Theatrical Activism Component for First Year Orientation and Peer Education Using Multi-Media. 94
- Recruitment Strategies of Under-Represented Minority Faculty 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.

- Making Diversity and Inclusion a Common Session Notion: 30 Years Done, 30 to Go. 34
- Third Conference on Race Relations on New England Campuses Focus on the Future: Strategies, Actions and Alliances. 35
- The Community Scholars Program: The Soul of Georgetown—The Evolution of a Bridge Program. 35
- Assessing the Impact of the Office of Multicultural Affairs at an Elite PWCU With One of the Highest African American Male Graduation Rates in the Nation 36
- If We're So Successful...Where Are We?—The Asian Pacific Islander American Leadership Void. 36
- Dynamism Delivered: Holistic Development of Communities, Students, and Institutions 37
- North Carolina State University Freshman Advancement Seminar 37

Case Studies/Model Programs (Continued)

▪ It Takes More Than a Village to Get Them There: An Approach to Increasing Student Diversity in Two- and Four-year Colleges and Universities, and Strategies for Keeping Them There	41
▪ Building a Diversity Infrastructure: Commissions, Advisory Boards, and Institutional Funding	47
▪ Shoring up the Faultline: Impact of Community Partnerships on Increasing Latino Student Access to Higher Education	47
▪ The Model for American Indian School Administrators: A Replica for Success in Higher Education	48-49
▪ INTERCULTURAL SESSIONS: Part I—How To Build An Intercultural Campus	52
▪ Recruiting and Retaining a Culturally Diverse Faculty: The CUNY Experience	53
▪ Developing an Institutional Commitment and Appreciation for Diversity Awareness	54-55
▪ Creating a “Diversity” Center: Lessons Learned	55
▪ Changing the Face of Aggie Teachers: A Case Study for Increasing Diversity at Texas A&M University	56
▪ Creating Model Multicultural Affairs/Minority Affairs Departments	58
▪ Finding U at ONU and at Other Institutions: A Synopsis of an Innovative Mentoring Program for Students of Color at a Small Private Comprehensive Liberal Arts University	58
▪ Building Coalitions Across Tennessee Universities to Increase Minorities in Science, Technology, Engineering, and Mathematics	59
▪ INTERCULTURAL SESSIONS: Part II—Citizenship and Social Change	61
▪ The WellsLink Program: A Radical and Rhetorical Model of Retention	68
▪ Pathways to Opportunity: A Campus-Corporate Collaboration to Advance Pre-Health Students of Diverse and First Generation Backgrounds	69
▪ Beyond Survival, Destination Excellence: A Critical Exploration of the Policies/Practices Shaping the University of Washington Office of Minority Affairs and Diversity’s Comprehensive Retention and Graduation System	75
▪ WHY IS EVERYONE LAUGHING? Racial-Comedy: Analyzing Dave Chappelle and Others’ Impact on Student Development (Race-based Humor in Popular Culture)	75
▪ Revising the Context: Socio-Economic and Cultural Issues of Transition to College for Students From Low-Income and Under-Represented Ethnic and Racial Backgrounds—Stories From Two College Access Models	76
▪ A Series of Unfortunate Events: Working Against the Grain to Improve Campus Race Relations	81
▪ Creating Rich and Successful Dialogues: The Faculty and Diversity Affairs Partnership at the University of Redlands	82
▪ Get Involved With Cultural Celebration at OSU: Community and Leadership Development Through Cultural Celebration	85
▪ Creating Change: Putting Students at the Center of Our Practice	88
▪ Finish Your Homework—People in China and India are Starving for Your Job: A Paradigm for Enhancing Diversity and Closing the Minority Achievement Gap	92-93
▪ In Our Own Voices: A Culturally-Specific Recruiting and Retention Technique	93
▪ Crossing Borders, Discovering Home: Using Transborder Experiences as Pedagogy and Praxis for Social Justice	93
▪ Piecing Together a Picture of Inclusion	95
▪ Navigating Diversity: A Shared Responsibility for Infusing Multicultural Competence into Everyday Practice	104
▪ Minority-Majority Privilege on a Binational Border	110-111
▪ WE BELONG HERE TOO! Advocating for Inclusion for Undocumented Multicultural Immigrant Students	114
▪ Looking Back...Looking Ahead: A Model Mentoring Program for New and Not-So-New Faculty of Color	116
▪ Native American Teaching and Learning Strategies	116

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.

▪ Incorporating Diversity Education in the Classroom Using Fun Activities	36
▪ Developing Middle-East Dialogues On Campus: Creating Inclusion Through Practical Understanding	38
▪ Creating a Global Community of Passionate Scholar Practitioners: How Doctoral Students are Tailoring Academic Programs to Promote Social Justice in Local Communities	41
▪ Preparing for a Career as a Diversity Officer	42
▪ Developing Critical Humility: A Dialogic Practice for White People	53
▪ One Better World: Race, Skin Color, Privilege and Identity in the U.S.—For Student Participants Only	61
▪ A CAMPUS OF DIFFERENCE™: An Anti-Bias and Diversity Training Program of the Anti-Defamation League’s A WORLD OF DIFFERENCE® Institute	62
▪ A Winning Balance: Understanding and Valuing Attitudes Towards Differences	63
▪ Tools Matter—Equipping Students of Color for Academic Excellence at UW-Madison Academic Advancement Program	77
▪ Hip-Poe-Tics	79-80
▪ Lessons in Our Leadership: Helping Black Women Navigate Professional Success	80-81
▪ A Conflict Management Training Model for Mediating Diversity Conflicts in University Settings	88
▪ Sustained Dialogue: It’s Not Just Talk—Students Committed to Changing Campus Climate	89
▪ Ties That Bind or Sever: The Politics of and Power Struggles in Higher Education Settings	94
▪ Model Asian American—Internalizing the Myth	95
▪ Peeking Behind the Wall of Difference: Experiencing the Arts as a Vehicle for Conversation	102
▪ Perfect Ladies Don’t Become Provost: A Roundtable for Administrators, Faculty, Students, Staff, and Consultants of Color	104
▪ Cosmic Race, Rainbow People and Other Myths: An Exploration of Race and Racial Identity in the Latino Community	105
▪ Hip-Poe-Tics (Conversation with some of the nation’s most respected and empowering poets)	107
▪ Titanically Speaking: Sink or Swim	111
▪ Identifying Barriers and Creating Opportunities for Advancement in Academe	114
▪ Free Your Mind: A Creative Approach to Diversity Training	114
▪ Interactive Teaching Techniques for Diversity Education	117

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.

Training of Trainers (Continued)

- Facilitating Curricular Change: Negotiating Institutional Structures and Teaching Faculty to Transform Courses53
- Cultural Competence: The Nuts and Bolts of Diversity and Inclusion89

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.

- Teaching White Privilege at a Predominantly White Institution: Challenges and Opportunities34
- An Endangered Species: The African-American Fraternity and SororitySM38
- Teaching Health and Social Justice: Documentary Film and Innovative Pedagogies42
- “Multicultural America” and the Core Curriculum: A Course Model for Interdisciplinary Change48
- Using the Online Diversity Portfolio to Assess Multicultural Online Learning56
- Examining Diversity Through Film: An Innovative Approach to Implementing the University’s Commitment to Diversity and Social Justice . . . 62-63
- Confronting Epistemological Change at the Institutional Level: Professors of Color at the Forefront of Teacher Education Reform76
- New Trends in Writing a Multicultural Counseling Text83
- The Bystander Mentality: Learning to Take a Moral Stand101
- Moving Beyond Talk to Action: Utilizing the Faculty Learning Community as a Pro-Active Model for Improving Classroom and Campus Inclusion and Engagement106
- Decolonizing Methods of Instruction: Understanding One’s Past, Present, and Future When Teaching About Issues of Identity Development in a Diverse Classroom Environment107
- REACH One, Teach One: Students Optimizing Success (SOS)114-115

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.

- (Black)Facebook: Assessing Campus Climate Through Virtual Communities38
- Behind the Scenes: The Impact of Diversity Education on Faculty and Students42
- The Burden of Acting White: Experiences of Six Black Students Identified as At-risk for School Failure56
- Lessons From a Multi-Campus Diversity Initiative on Monitoring Progress Toward Excellence and Diversity62
- Who’s Interacting With Whom? And What is the Nature of This Interaction?: Assessing Intercultural Interaction Among Racially/Ethnically Different University Students66-67
- A Ranking of the Best Colleges and Universities for African-Americans, Based on the Success of Alumni: A Comparison of the Impact of Historically Black Colleges and Universities (HBCUs) and Traditionally White Institutions (TWIs) on the African American Community68-69
- Like Water Rolling Down a Mountain: Findings and Conclusions From the 22nd Annual Status Report on Minorities in Higher Education82
- Challenges and Strategies Identified by Students of Color in Science, Technology, Engineering, and Mathematics (STEM) Classrooms83
- Promoting a “Sense of Belonging” for Black and Latino Students at Predominantly White Institutions: Lessons From a National Study100
- Deepening the Dialogue on White Privilege Attitudes: Using an Assessment to Enhance Multicultural Training100
- The Critical Multicultural Initiative (CMI): Student Self-Assessment, Teacher Dispositions, and Best Practices104-105
- Assessing the Mental Health Status and Needs of Asian American Students at Stanford University110
- Recruitment and Retention of Faculty of Color117

NCORE 2007 Exhibitor Listing

Yosemite Room, Ballroom Level

Exhibit Hours:

Wednesday, May 30, 9:00 a.m.- 6:00 p.m.
 Thursday, May 31 & Friday, June 1, 7:30 a.m.-6:00 p.m.
 Saturday, June 2, 9:00 a.m.-4:00 p.m.

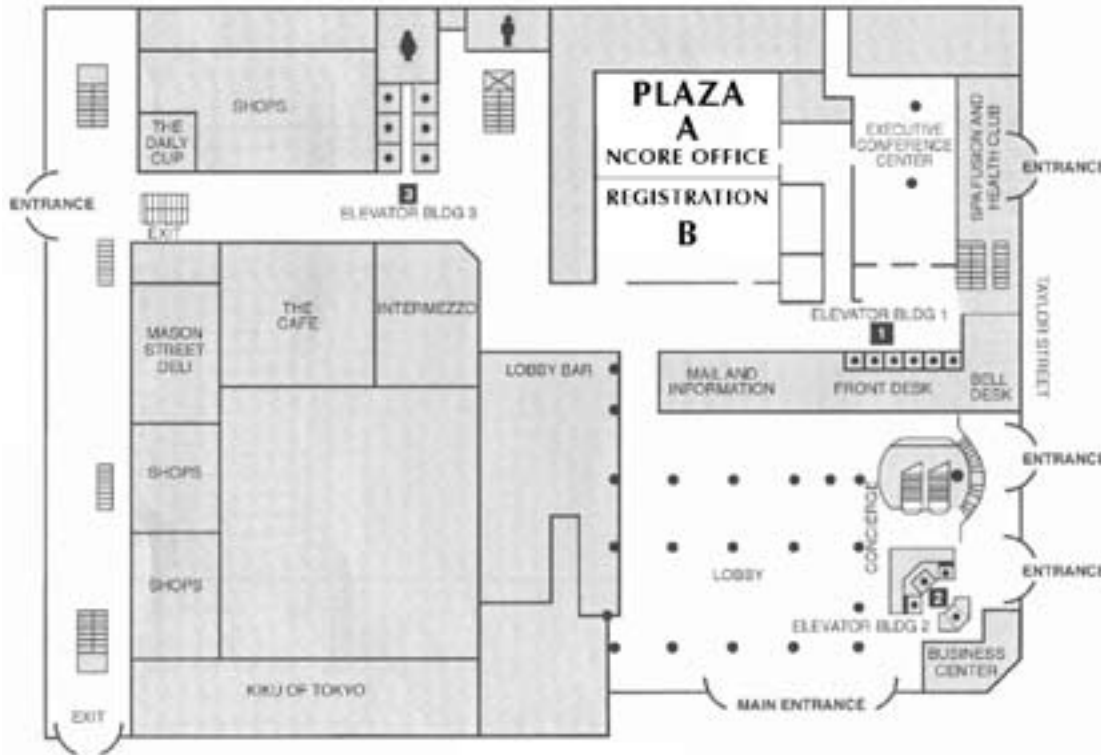
Alliant International University
 American Program Bureau
 Asian American Curriculum Project, Inc.
 Awear Clothing
 Bia-Maranatha
 Bloomsburg University of Pennsylvania
 Center for Asian American Media
 Daff’s Specialties
 Evelyn’s Creations, Inc.
 Gilman International Scholarship Program
 Griggs Productions
 Harper College
 Hispanic Outlook Magazine
 John D. O’Bryant Think Tank (JDOTT)
 Mixcoat Arts & Crafts
 National Center for the First Year Experience

National Research Council/The National Academies
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 Royce Carlton, Inc.
 Social Justice Training Institute
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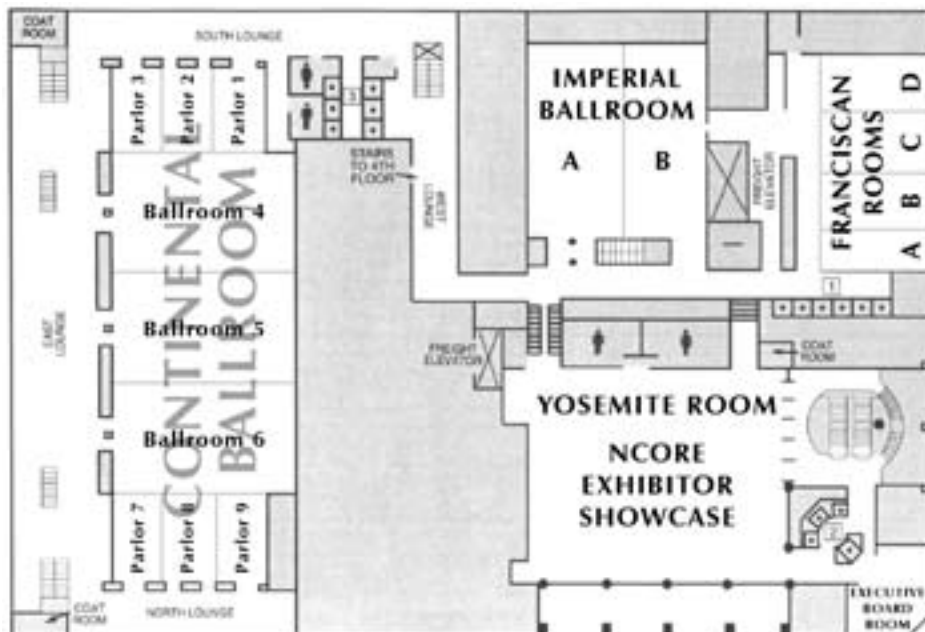
MEETING ROOM LOCATIONS LOBBY LEVEL

- Plaza A (NCORE Registration Desk)
- Plaza B (NCORE Headquarters Office)



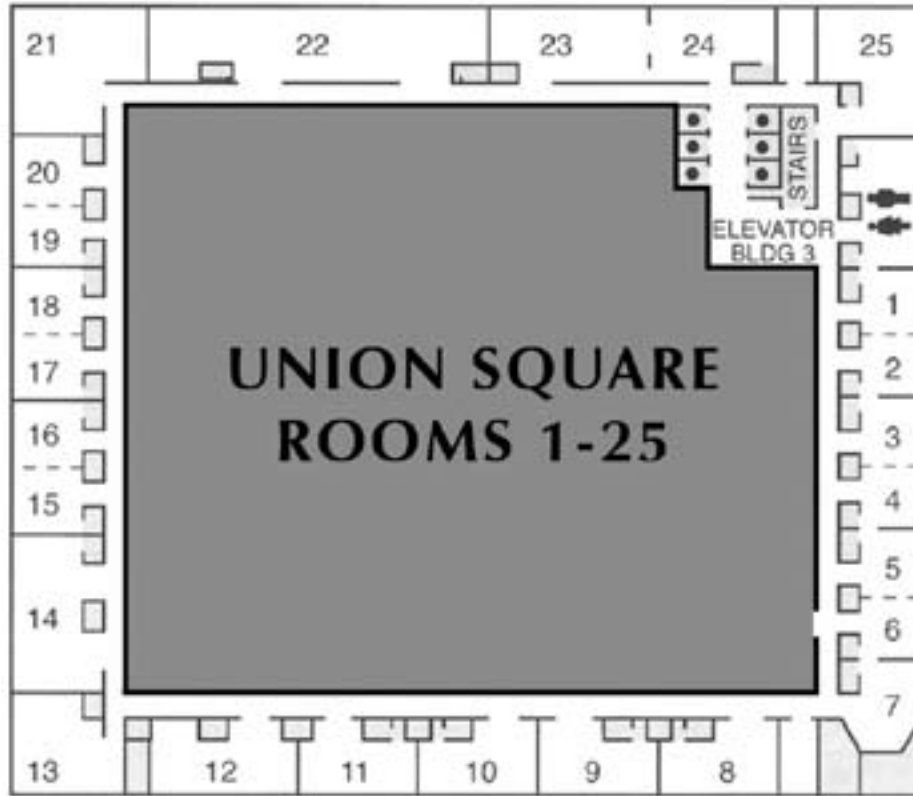
MEETING ROOM LOCATIONS "B" BALLROOM LEVEL

- Yosemite Room (Exhibit, Common Area, and Internet Café)
- Imperial Ballroom A and B
- Franciscan Rooms A, B, C, and D
- Continental Ballroom: Parlor 1, Parlor 2, Parlor 3, Ballroom 4, Ballroom 5, Ballroom 6, Parlor 7, Parlor 8, Parlor 9



**MEETING ROOM LOCATIONS
4TH FLOOR: UNION SQUARE ROOMS**

Union Square Rooms: ● 1 and 2 ● 3 and 4 ● 5 and 6 ● 7 ● 13 ● 14 ● 15 and 16
● 17 and 18 ● 19 and 20 ● 21 ● 22 ● 23 and 24 ● 25

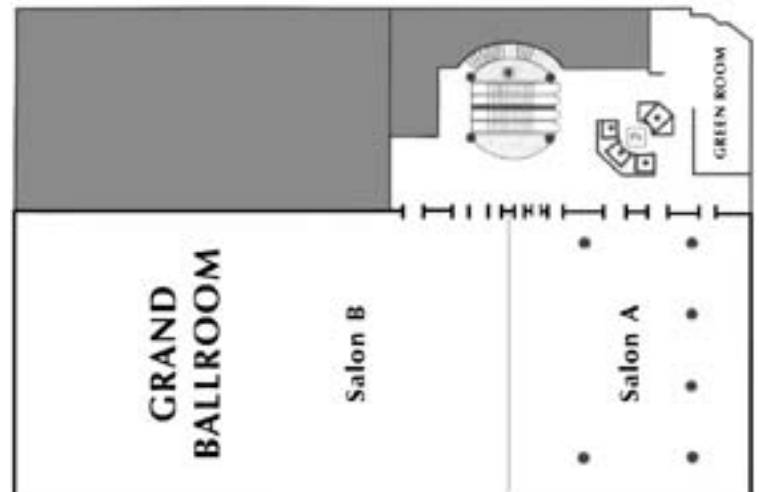
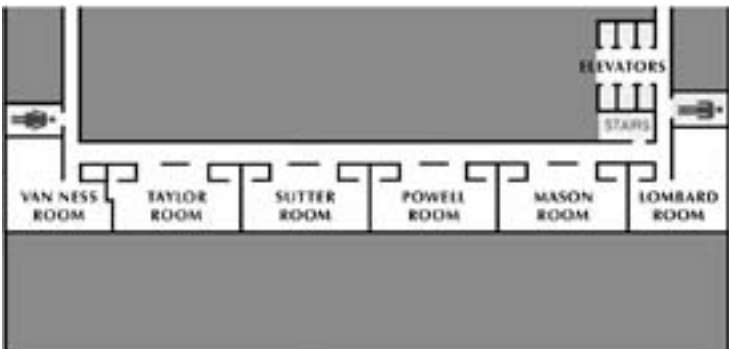


**MEETING ROOM LOCATIONS
SIXTH FLOOR**

● Lombard Room ● Mason Room
● Powell Room ● Sutter Room ● Taylor Room
● Van Ness Room

**MEETING ROOM LOCATIONS
GRAND BALLROOM "GB" LEVEL**

● Grand Ballroom: Salon B and Salon A



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- OU is number one in the nation per capita among public universities in the number of National Merit Scholars enrolled. Approximately 600 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 \$960 million.

- 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 6 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 12 years, the number of endowed faculty positions has quadrupled, increasing from 100 to 420, 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 171 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.

- 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 Seed Sower sculpture stands at the head of the South Oval with a full display of thousands of mums in bloom and Bizzell Memorial Library in the background.

- The OU Cousins program matches U.S. and international students to share informal and social experiences. Students may volunteer to live on international floors with half of the residents from the United States and half from other countries.

- More Native American languages are taught for college credit at OU than at any other university in the world.

- OU has been recognized as an outstanding university for Hispanic students by *Hispanic Outlook in Higher Education* magazine.

- The Fred Jones Jr. Museum of Art's collections total more than 8,000 works of art, including OU's Weitzenhoffer Collection of French

Impressionism, the single most important gift of art ever given to a U.S. public university; major works by the Taos Colony of artists; the former U.S. State Department Embassy art collection; and the Dorothy Dunn collection of Native American art.

- The University has created an Honors College with one of the largest honors programs among public universities in the United States. More than 2,600 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 stressing 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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Assistant Vice President
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20th Annual National Conference on Race & Ethnicity in Higher Education 2007

21st Century Initiatives

- Professional Development in the Fields of Disability Education, Bilingual Education, and Early Childhood Education
- American Indian Initiatives in Language and Cultural Preservation, Substance Abuse Prevention, and Development of Tribal Leadership
- Mentoring Program for Children of Incarcerated Parents
- Early Head Start program for American Indian Children and Children with Disabilities

- Advocates for Migrant Students and English Language Learners
- Creates Certification Program for State's Child Care Workers

1990's

- Focuses Aid on Health Issues of American Indians
- Initiates First NCORE Conference

1980's

- Brokers Services to Displaced/Disadvantaged Workers
- Develops Trainers for Persons with Disabilities

1970's

- Brokers Plans for Desegregation of Public Schools
- Mediates Conflict and Trains Police in Race Relations

1960's

- Advocates American Indian Rights and Equality Regionally
- Launches "School of the Future -The Integrated School" Institute

1950's

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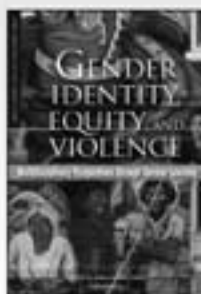
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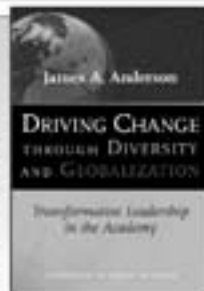
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STUDENT SCHOLARSHIP RECIPIENTS

Currently in its 14th 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 2007 Student Scholars and their institutions are listed below:

Megan Anderson
Undergraduate Student
General
Kansas City Kansas Community College
Kansas City, Kansas

Katherine Arias
Undergraduate Student
Ethnic Studies and Psychology
University of California
San Diego, California

Burcu Ates
Doctoral Candidate
Curriculum Instruction
Texas A&M University
College Station, Texas

Elizabeth J. Bowers-Cook
Graduate Student
Higher Education Administration
The University of Oklahoma
Norman, Oklahoma

Penny Cantley
Doctoral Student
Special Education
The University of Oklahoma
Norman, Oklahoma

Jeremiah Augustus Chin
Undergraduate Student
Social Justice
University of Utah
Salt Lake City, Utah

Megan Crissman
Graduate Student
Higher Education and Student Personnel
University of Mississippi
Oxford, Mississippi

Dehra Ann Di'Fiore-Moles
Undergraduate Student
Ethnic Studies, Spanish
California State University
Sacramento, California

Amanda Ducach
Undergraduate Student
Hospitality Management
Johnson & Wales University
Providence, Rhode Island

Cynthia M. Edison
Undergraduate Student
Child and Family Studies
Portland Community College
Portland, Oregon

Rebecca Hamilton
Graduate Student
Education-Middle School Special/General Education
Bank Street College of Education
New York, New York

Alana S. Hamlett
Graduate Student
Higher Education and Student Affairs
Indiana University
Bloomington, Indiana

Frances Kay Holmes
Doctoral Student
Department of Education
University of California
Davis, California

Christopher E. Hughbanks
Graduate Student
Social Justice Education
University of Massachusetts
Amherst, Massachusetts

Mayra Ibarra
Undergraduate Student
Anthropology, History/Linguistics
Scripps College
Claremont, California

Katrina N. Lee
Graduate Student
Higher Education/Student Personnel Administration
New York University
New York, New York

Miaomiao Li
Graduate Student
MBA in Global Business Leadership
Johnson & Wales University
Providence, Rhode Island

Allison Neal Martin
Undergraduate Student
Chemistry and Psychology
University of Louisville
Louisville, Kentucky

Charlotte M. McCloskey
Doctoral Student
Educational School and Counseling Psychology
University of Missouri
Columbia, Missouri

Devin Moore
Undergraduate Student
Industrial Engineering
University of Dayton
Dayton, Ohio

Amal Munayer
Undergraduate Student
Psychology
Sonoma State University
Rohnert Park, California

Rhana Natour
Graduate Student
Political Science and Near Eastern Studies
University of Michigan
Ann Arbor, Michigan

Tista Nayak
Undergraduate Student
English, Language Policy and Post Colonialism
Connecticut College
New London, Connecticut

Lauren Odino
Undergraduate Student
Marketing
Iowa State University
Ames, Iowa

Michael A. Ojibway
Undergraduate Student
Psychology, American Indian Studies
University of Wisconsin
Eau Claire, Wisconsin

Hannah Oluwakemi Oliha
Doctoral Student
Intercultural Communication
University of New Mexico
Albuquerque, New Mexico

Juan C. L. Portley
Doctoral Student
Special Education
University of Oklahoma
Norman, Oklahoma

Juhanna N. Rogers
Graduate Student
Higher Education Student Affairs
Indiana University
Indianapolis, Indiana

Samantha Jane Schenk
Undergraduate Student
Psychology, Women and Gender Studies
Grand Valley State University
Allendale, Missouri

Jessica Solyom
Graduate Student
Communication (Interpersonal & Cultural Studies)
University of Utah
Salt Lake City, Utah

Long Thao
Undergraduate Student
Economics, Pre-Dental Emphasis
University of Wisconsin
Madison, Wisconsin

Emily J. Thulier
Undergraduate Student
Philosophy
University of Louisville
Louisville, Kentucky

Mai Yang Vang
Undergraduate Student
Biology and Sociology, Asian Studies
University of San Francisco
San Francisco, California

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

Erin M. Wilfong
Doctoral Student (M.D.)
Organic Chemistry-Med Scientist Training Program
Duke University
Durham, North Carolina

NCORE 2007 UNIVERSITY OF OKLAHOMA STUDENT INTERNS:

Zachary Carlisle Davidson, Undergraduate Student, Studio Arts, African Studies & Art History
Chauncey D. Goff, Doctoral Student, Special Education
Anita A. Hopson Malone, Doctoral Candidate, Instructional Leadership Academic Curriculum
Brittany Shanel Norwood, Graduate Student, Instructional Leadership & Academic Curriculum
Sedelta Oosahwee, Graduate Student, Adult and Higher Education

National Advisory Committee (NAC)

National Conference on Race & Ethnicity in American Higher Education

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

Appointment NCORE 2007—2008

Mamta Motwani Accapadi, Ph.D., Assistant Director
Multicultural Information Center
University of Texas—Austin, Texas

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

Jacqueline McMillan, Executive Assistant to President/Board of Trustees
Wright State University—Dayton, Ohio

Janice D.M. Mitchell, Ph.D., Professor
German Linguistics and Intercultural/International Education
Gallaudet University—Washington, D.C.

Alicia Montoya, Ph.D., Associate Professor
Elementary Education Department
Kutztown University—Kutztown, Pennsylvania

Grayson Noley, Ed.D., Chair and Associate Professor
Educational Leadership and Policy Studies
The University of Oklahoma—Norman, Oklahoma

G. Dean Patterson Jr., Assistant Vice President
Student Affairs, Case Western Reserve University—Cleveland, Ohio

Leonard Perry, Associate Dean of Students
Director, Multicultural Student Affairs, Iowa State University—Ames, Iowa

Jacquelyn V. Reza, Ed.D., Professor/Counselor
De Anza Community College—Cupertino, California

Shari Saunders, Ph.D., Assistant Professor
Educational Studies, School of Education,
University of Michigan—Ann Arbor, Michigan

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

Student Appointment NCORE 2007

Anita Hopson Malone, Student
The University of Oklahoma
Norman—Oklahoma

Juan C.L. Portley, Student
The University of Oklahoma
Norman—Oklahoma

Mai Yang Vang, Student
University of San Francisco
San Francisco—California

Jessica Solyom, Student
University of Utah
West Valley City—Utah

***Jennifer Horace**, Graduate Student
Indiana University—Indianapolis, Indiana

***Michael F. Pesko**, Research Coordinator and Student
Multicultural and International Student Affairs
Hamline University—St. Paul, Minnesota

**Alternate*

Appointment NCORE 2008—2009

Joel Arvizo, Project Coordinator
Office for Diversity and Community Outreach
The University of Utah—Salt Lake City, Utah

Kim Lee Autio-Halula, Ph.D., Associate Dean
College of Health Sciences
Marquette University—Milwaukee, Wisconsin

Catherine Batsche, Ph.D., Associate Dean
Florida Mental Health Institute
University of South Florida—Tampa, Florida

Jane Bello-Brunson, Director
Office of Multicultural Programs
Valparaiso University—Valparaiso, Indiana

Karen S. Cockrell, Ed.D., Associate Professor
Dept of Educational Leadership & Policy Studies
University of Missouri—Columbia, Missouri

Debbie Corsino-Moore, Director
Multicultural Initiatives, Salt Lake Community College
Salt Lake City, Utah

Donna M. Cox, Ph.D., Chair and Professor
Department of Music
University of Dayton—Dayton, Ohio

Susan Davis, Ph.D., Employee Services Coordinator
Fischler School of Education
Nova Southeastern University—North Miami Beach, Florida

Dona Fletcher, Professor/Chairperson
Sociology, Geography, Social Work
Sinclair Community College—Dayton, Ohio

Noelle Goodwin, Special Event Coordinator
Campus Visits-IUPUI
Indiana University—Indianapolis, Indiana

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

Evelyn M. Jacobson, Ph.D., Associate Vice Chancellor
Academic Affairs
University of Nebraska—Lincoln, Nebraska

Connie W. Lee, Associate Professor
School of Nursing
Clemson University—Clemson, South Carolina

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

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Counseling Center
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