

PROGRAM SCHEDULE AT A GLANCE

	Index #		Index #		
MONDAY, MAY 26					
❑ Registration and On-Site Check-in (1:00–8:00 p.m.)	001	❑ A Conversation With Winona LaDuke (2:00–3:30 p.m.)	357		
(Open 8:00 a.m.–5:00 p.m. daily through Saturday, May 31)		❑ Special Feature: Interactive Presentation and Dialogue:			
❑ Native American Caucus Meeting:		Rinku Sen (4:30–5:30 p.m.)	369		
Organizational Meeting (6:00–7:00 p.m.)	002	❑ JDOTT Summit Meeting (5:30–8:00 p.m.)	370		
❑ Latino/a Caucus Meeting:		❑ Native American Caucus Meeting:			
Pre-Conference Orientation and No Host Social (6:00–7:30 p.m.)	003	Networking Meeting (6:00 p.m.–7:00 p.m.)	371		
❑ National Advisory Committee General Meeting (6:00–7:30 p.m.)	004	❑ Latino/a Caucus Meeting: Roundtable Discussion (6:00–7:30 p.m.)	372		
TUESDAY, MAY 27					
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❑ Pre-Conference Institute Luncheon (11:30 a.m.–1:15 p.m.)	125	❑ Informal Networking Meetings (6:30–8:30 p.m.)	374		
❑ Students and Student Scholars Reception (5:45–8:00 p.m.)	126	❑ Special Event—Keynote Address and Debate:			
❑ APINCORE (Asian/Pacific Islander American) Caucus Meeting: Business Meeting for Executive Board (6:00–7:00 p.m.)	127	Manning Marable & Juan Williams (8:00–9:30 p.m.)	375		
❑ Native American Caucus Meeting:		FRIDAY, MAY 30			
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❑ Latino/a Caucus Meeting:		❑ Exhibitor Showcase (7:30 a.m.–6:00 p.m.)	402		
Pre-Conference Orientation and No Host Social (6:00–7:30 p.m.)	129	❑ National Advisory Committee Sub-Group Meetings (7:45–8:45 a.m.)	403		
❑ JDOTT Board Meeting (6:00–8:00 p.m.)	130	❑ Keynote Address: Shawn Wong (9:00–9:45 a.m.)	404		
❑ Informal Networking Meetings (6:00–8:00 p.m.)	131	❑ Book Signing and Informal Dialogue			
❑ Special Event: Film Preview and Dialogue:		With Shawn Wong (10:00–11:30 a.m.)	405		
Smoke Signals (8:30–10:00 p.m.)	132	❑ Series of Film Previews and Discussions			
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❑ Pre-Conference Institute Sessions (8:30–11:30 a.m.)	101-124	❑ Special Feature: Demystifying the Dilemma: When Trustees Hire Presidents of Color (10:00 a.m.–3:30 p.m.)	406, 455		
❑ Special Feature: Re-embracing Class for Increased Racial and Ethnic Diversity (9:30–11:30 a.m.)	202	❑ Special Feature: The Business Case for Diversity:			
❑ Workshop Sessions (9:30 a.m.–noon)	203-206	A Corporate Perspective (10:00 a.m.–noon)	407		
❑ A Conversation With Angela Oh (10:00–11:30 a.m.)	207	❑ Workshop Sessions (10:00 a.m.–4:15 p.m.)	408-471		
❑ Exhibitor Showcase Opens (10:00 a.m.–6:00 p.m.)	208	❑ A Conversation With Vivian Shuh Ming Louie (10:30 a.m.–noon)	427		
❑ APINCORE (Asian/Pacific Islander American) Caucus Meeting:		❑ Informal Networking Meetings (noon–1:00 p.m.)	436		
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Networking Meeting (11:45 a.m.–12:45 p.m.)	210	❑ Special Feature: Breaking the Bamboo Ceiling: Not Viewed Historically as Academic Leaders, Asian/Pacific Americans are Stepping Forward to Fill the Pipeline to Leadership Positions (1:30–3:30 p.m.)	456		
❑ Networking Meeting for All NCORE Caucus Groups (Mixer)		❑ A Conversation With Sut Jhally (2:00–3:30 p.m.)	458		
Organized by the Latino/a Caucus Group (11:45 a.m.–12:45 p.m.)	211	❑ Special Feature: Interactive Presentation and Dialogue:			
❑ National Advisory Committee General Meeting		Freeman Hrabowski III (4:30–5:30 p.m.)	472		
(11:45 a.m.–12:45 p.m.)	212	❑ Native American Caucus Meeting:			
❑ Welcoming Remarks: Belinda P. Biscoe (12:50–1:05 p.m.)	213	Future Planning (6:00 p.m.–7:00 p.m.)	473		
❑ Opening Keynote Address: Gerald Torres (1:05–1:50 p.m.)	214	❑ Latino/a Caucus Meeting: No Host Social (6:00–7:30 p.m.)	474		
❑ Book Signing and Informal Dialogue		❑ APINCORE (Asian/Pacific Islander American) Caucus Meeting:			
With Gerald Torres (2:00–3:00 p.m.)	215	No Host APINCORE Dinner Social (6:00–8:00 p.m.)	475		
❑ Special Feature:		❑ Informal Networking Meetings (6:30–8:30 p.m.)	476		
Controversial Issues in Higher Education: Debate and Conflict Over Affirmative Action, Diversity and Political Correctness (2:00–3:45 p.m.)	216	❑ Special Event: Film Debriefing and Panel Discussion—			
❑ Workshop Sessions (2:00–3:45 p.m.)	217-242	Follow Me Home (7:30–10:00 p.m.)	477		
❑ Special Feature: Interactive Presentation and Dialogue:		❑ Special Event: Performance—Retrograde			
Jim Northrup (4:00–5:00 p.m.)	243	(The Center for Contemporary Dance) (8:30–10:00 p.m.)	478		
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THURSDAY, MAY 29					
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❑ National Advisory Committee Sub-Group Meetings (7:45–8:45 a.m.)	303	❑ Film Screening and Transformative Dialogue:			
❑ Keynote Address: Angela Davis (9:00–9:45 a.m.)	304	Heart to Heart Conversation®: Mirrors of Privilege:			
❑ Book Signing and Informal Dialogue With Angela Davis		Making Whiteness Visible (9:00 a.m.–3:30 p.m.)	518, 541		
(10:00–11:30 a.m.)	305	❑ A Conversation With Narcisa Polonio (10:00–11:30 a.m.)	519		
❑ Special Feature: Presidents Symposium (10:00 a.m.–3:30 p.m.)	306, 350	❑ A Conversation With Tim Wise (10:00–11:30 a.m.)	521		
❑ Workshop Sessions (10:00 a.m.–4:15 p.m.)	307-366	❑ Special Feature: Panel Discussion—The Freedom Archives Part II (Danny Glover) (10:00–11:30 a.m.)	522		
❑ Series of Film Previews and Discussions (10:00 a.m.–noon)	318, 319	❑ Special Feature: Meet an Olympian—John Carlos (10:00–11:30 a.m.)	523		
❑ A Conversation With Ranjit Sidhu (10:30 a.m.–noon)	326	❑ Closing Luncheon (11:45 a.m.–1:15 p.m.)	531		
❑ Informal Networking Meetings (noon–1:00 p.m.)	332	❑ Exhibitor Showcase (10:00 a.m.–3:30 p.m.)	528		
❑ Series of Film Previews and Discussions		❑ Film Screening and Discussion: Bamako (1:30–3:30 p.m.)	540		
(1:00–4:15 p.m.)	333, 340, 367, 368	❑ Closing Keynote Address: Morris Dees (4:00–4:45 p.m.)	546		
❑ Special Feature: Toxic Campus Climate (1:15–4:00 p.m.)	343	❑ Book Signing and Informal Dialogue			
❑ A Conversation With Evelyn Hu-DeHart (2:00–3:30 p.m.)	356	With Morris Dees (5:00–6:00 p.m.)	547		

NCORE 2008

21st 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 2008 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 2008 Contributors:

- ◆ Minority Business Development, Walt Disney World
- ◆ Public and Community Services Division, College of Continuing Education, The University of Oklahoma
- ◆ College Board
- ◆ Rollins College
- ◆ California Newsreel

Thank you for your contributions and support.

MONDAY, MAY 26, 2008

1:00–8:00 p.m.

EL PASO

North Registration Area

001. REGISTRATION AND ON-SITE CHECK-IN

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

6:00–7:00 p.m.

MONTERREY 3

002. NATIVE AMERICAN CAUCUS

Four meetings are hosted by the Native American Caucus Group organized during NCORE 2007 Conference. During NCORE 2008 the Native American caucus will meet to discuss a series of issues affecting Native Americans in higher education.

Organizational Meeting

For other meetings for Native American Caucus group see Index 128, 210, 371, 473.

6:00–7:30 p.m.

MONTERREY 2

003. LATINO/A CAUCUS

Five meetings are hosted by the Latino/a Caucus Group organized during NCORE Conference. During NCORE 2008 the Latino/a caucus will meet to discuss a series of issues affecting Latinos faculty, administrators, and students in higher education.

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

For other meetings for Latino/a Caucus group, see Index 129, 211, 372, 474.

6:00–7:30 p.m.

MONTERREY 1

004. NATIONAL ADVISORY COMMITTEE (NAC) GENERAL MEETING

NCORE has traditionally focused on the professional interests of its participants. In large part, this is because input from conference participants provides precisely the kind of cutting edge information that is so important to the success of the conference. The **NCORE National Advisory Committee (NAC)** established in 2004. The function of the NAC shall be to assist in setting a vision for the conference or implementing that vision by making recommendations with respect to the conference program, keynote speakers, and special events. As the name suggests, its function shall be advisory.

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

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, 2006–2008 NCORE National Advisory Committee**—Norman, Oklahoma

For other meeting times and dates, see Index 212, 303, 403

TUESDAY, MAY 27, 2008

8:00 a.m.–5:00 p.m.

EL PASO

North Registration Area

REGISTRATION AND ON-SITE CHECK-IN

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

**Tuesday, May 27, 2008—8:30–11:30 a.m. and continuing
1:30–5:30 p.m.**

Wednesday, May 28, 2008—8:30–11:30 a.m.

101-124. PRE-CONFERENCE INSTITUTES

For Pre-Conference Institutes listing, see Pre-Conference at a Glance following page, and for listing, description with time/day of all institutes (Index 101-124).

11:35 a.m.–1:15 p.m.

CORONADO BALLROOM J, K, and L

125. PRE-CONFERENCE INSTITUTE LUNCHEON

Luncheon for Registered Pre-conference Institutes' Participants.

126. COLLEGE BOARD/NCORE 2008 STUDENTS AND STUDENT SCHOLARS' RECEPTION

5:45–8:00 p.m.

ROLLINS COLLEGE

Transportation will be provided. Please check with NCORE Registration Desk **Only for NCORE 2008 Student Scholars and Students (Special admission required)**



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 Rollins College for hosting the Reception.



NCORE 2008 Student Scholars, Student Participants, and National Advisory Committee members are invited to join the Southwest Center for Human Relations Studies Executive Committee members for this reception to honor our Student Scholars.

6:00–7:00 p.m.

CANCUN

127. APINCORE (ASIAN/PACIFIC ISLANDER AMERICAN) CAUCUS

During NCORE 2008, there are four 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 Index 209, 373, 475

6:00–7:00 p.m.

CORONADO BALLROOM T

128. NATIVE AMERICAN CAUCUS

Four meetings are hosted by the Native American Caucus Group organized during NCORE 2007 Conference. During NCORE 2008 the Native American caucus will meet to discuss a series of issues affecting Native Americans in higher education.

Welcome and Conference Overview

For other meetings for Native American Caucus group, see Index 210, 371, 473

6:00–7:30 p.m.

DURANGO 1

129. LATINO/A CAUCUS

Five meetings are hosted by the Latino/a Caucus Group organized during NCORE Conference. During NCORE 2008 the Latino/a caucus will meet to discuss a series of issues affecting Latinos faculty, administrators, and students in higher education.

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

For other meetings for Latino/a Caucus group, see Index 003, 211, 372, 474

6:00–8:00 p.m.

FIESTA BALLROOM 6

130. 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 Index 370

6:00–8:00 p.m.

131. INFORMAL NETWORKING MEETINGS

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

For other Informal Network Meetings, see Index 332, 374, 436, 476

132. FILM PREVIEW AND DIALOGUE:

8:30–10:00 p.m.

CORONADO BALLROOM K and L



Smoke Signals

Written by Sherman Alexie

Directed by Chris Eyre

Released by Miramax Films, June 1999

Featuring the winner of the Audience Award and Filmmaker's Trophy Award at the 1998 Sundance Film Festival, *Smoke Signals*, set in Arizona, is the story of two Indian boys on a journey. Victor (Adam Beach) is the stoic, handsome son of an alcoholic father who has abandoned his family. Thomas (Evan Adams) is a gregarious, goofy young man who lost both his parents in a fire at a very young age. Through storytelling, Thomas makes every effort to connect with the people around him; Victor, in contrast, uses his quiet countenance to gain strength and confidence. When Victor's estranged father dies, the two men embark on an adventure to Phoenix to collect the ashes. Along the way, *Smoke Signals* illustrates the ties that bind these two very different young men and embraces the lessons they learn from one another.



Evan Adams, MD, Aboriginal Health Physician Advisor, Ministry of Health, Office of the Provincial Health Officer—Victoria, BC Canada (Facilitator)

PRE-CONFERENCE INSTITUTES AT A GLANCE

101. Institute on Arab and Muslim Identities, Communities and Racialization, and How American Campuses Can Bridge the Cultural Divide

- PART I—Muslims and Arabs Living in U.S.
Tuesday, May 27—8:30–11:30 a.m.
- PART II—Opening Eyes and Minds
Tuesday, May 27—1:30–5:30 p.m.
- PART III—Bridging Cultural Divides
Wednesday, May 28—8:30–11:30 a.m.

102. Institute on Arts Exploration as a Vehicle for Difficult Conversations About Race, Gender, and Class

- PART I—The Power of Song
Tuesday, May 27—8:30–11:30 a.m.
- PART II—Visual Media: Race, Class and Gender Through the Eyes of Sculpture
Tuesday, May 27—1:30–3:15 p.m.
- PART II—Visual Media: Race in the Media: How Media Can Impact Our Perspectives
Tuesday, May 27—3:30–5:00 p.m.
- PART III—Collage Making as Narrative
Wednesday, May 28—8:30–10:30 a.m.
- PART IV—The Framework
Wednesday, May 28—10:30–11:30 a.m.

103. Institute on the Equity Scorecard: Using Communities of Practice to Address Disparities in Educational Outcomes

- PART I—The Equity Scorecard Model: Background and Theory
Tuesday, May 27—8:30–11:30 a.m.
- PART II—Examining and Analyzing Disaggregated Institutional Data (Hands-on Exercise)
Tuesday, May 27—1:30–3:30 p.m.
- PART III—Practical Implications of Implementing the Equity Scorecard
Tuesday, May 27—3:30–5:30 p.m.

104. Institute on Crisis of Young Black Males

- PART I—The City University of New York Black Male Initiative: an Overview
Tuesday, May 27—8:30–11:30 a.m.
- PART II—Black Males: Anxiety of Excellence
Tuesday, May 27—1:30–5:30 p.m.
- PART III—Understanding the Achievement Gap Facing African American Students: Implications for Research, Policy, and Practice
Wednesday, May 28—8:30–11:30 a.m.

105. Institute on Developing a Comprehensive Recruitment and Retention Programs for Students of Color

- PART I—Overview and Introductions of Problem Statement
Tuesday, May 27—8:30–10:00 a.m.
- PART II—Developing a Successful Recruitment Plan
Tuesday, May 27—10:00–11:30 a.m.
- PART III—Building Your Retention Program From the Ground Up
Tuesday, May 27—1:30–5:30 p.m.
- PART IV—Developing and Implementing a Recruitment and Retention Summit
Wednesday, May 28—8:30–11:30 a.m.

106. Institute on Don't Believe the Stereotypes: Asian and Pacific Islander Americans Make Great Leaders!

- PART I—Tuesday, May 27—8:30–11:30 a.m.
- PART II—Tuesday, May 27—1:30–5:30 p.m.
- PART III—Wednesday, May 28—8:30–11:30 a.m.

107. Institute on Educating Beyond Our Borders: Race, Ethnicity, Identity, and Privilege in a Not-so-flat World

- PART I—Tuesday, May 27—8:30–11:30 a.m.
- PART II—Tuesday, May 27—1:30–5:30 p.m.
- PART III—Wednesday, May 28—8:30–11:30 a.m.

108. Institute on Enhancing Conflict Management Skills to Build a Diverse Campus Environment

- PART I—Building a Conceptual Framework for Conflict Management and Diversity
Tuesday, May 27—8:30–11:30 a.m.
- PART II—Examining Models for Conflict Management and Socialization
Tuesday, May 27—1:30–5:00 p.m.
- PART III—Implementing Conflict Management Models in a University Setting
Wednesday, May 28—8:30–11:30 a.m.

109. Institute for Faculty and Curriculum Transformation: The Critical Need to Get it Right the First Time

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

110. Institute on Identity and Multiracial Issues for Students and College Campuses

- PART I—Racial Identity in Multiracial Students: Models for Understanding the Experience of Multiracial Students
Tuesday, May 27—8:30–11:30 a.m.
- PART II—Describing and Distinguishing a Racial or Multiracial Identity
Tuesday, May 27—1:30–5:30 p.m.
- PART III—Panel Discussion of Multiracial Persons: The Assessment and Development of On-campus Programs Addressing Contemporary Multiracial Issues
Wednesday, May 28—8:30–11:30 a.m.

111. Institute for Examining and Assessing Institutional Progress and Strategies for Maintaining and Advancing Campus Diversity Since the Landmark Supreme Court Decision and State Ballot Initiatives: Lessons Learned and Best Practices

- PART I—Tuesday, May 27—8:30–11:30 a.m.
- PART II—Tuesday, May 27—1:30–5:30 p.m.
- PART III—Wednesday, May 28—8:30–11:30 a.m.

112. Institute on Keeping Your Eyes on the Ultimate Prize: Using the Self as Responsive Instrument for Inclusive Excellence, Equity, and Social Justice

- PART I—Helping the Helpers: Who? What? Why? How?
Tuesday, May 27—8:30–11:30 a.m.
- PART II—Spotlighting the Inside-Out Agenda: Self as Responsive Instrument and Progressive Change Agent Work
Tuesday, May 27—1:30–5:30 p.m.
- PART III—Enacting Authentically Inclusive and Responsive Environments: Putting Wheels Under Your Campus Vision
Wednesday, May 28—8:30–11:30 a.m.

113. Institute on a Model for Teaching About Race and Racism Through Storytelling and the Arts: The Storytelling Project

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

PRE-CONFERENCE INSTITUTES AT A GLANCE

114. Institute on Model Multicultural/Minority Affairs

Departments

- PART I—Foundations of Excellence: Creating the Multicultural Affairs Office
Tuesday, May 27—8:30–11:30 a.m.
- PART II—How Do We Get Them? How Do We Keep Them? Recruitment/Retention Programs That Work!
Tuesday, May 27—1:30–5:30 p.m.
- PART III—Beyond the Borders
Wednesday, May 28—8:30–11:30 a.m.

115. Institute for the Next Diversity Framework: Theories, Models and Applications

- PART I—Critiquing Existing Frameworks
Tuesday, May 27—8:30–11:30 a.m.
- PART II—Building Your Own Theoretical Framework
Tuesday, May 27—1:30–5:30 p.m.
- PART III—How to Launch a “Systemic Change” Project
Wednesday, May 28—8:30–11:30 a.m.

116. Institute on Preparing for a Career as a Chief Diversity Officer

- PART I—Organizational Structure in Higher Education: Strategic Career Planning for Chief Diversity Officers
Tuesday, May 27—8:30–10:30 a.m.
- PART II—Recruitment, Retention and Advancement of Faculty and Staff of Color
Tuesday, May 27—10:30–11:30 a.m.
- PART III—Best Practices in the Recruitment and Retention of Students of Color
Tuesday, May 27—1:30–3:30 p.m.
- PART IV—Accessing Diversity Across the Curriculum and the Campus: The Equity Scorecard
Tuesday, May 27—3:30–5:30 p.m.
- PART V—The Power of an Inclusive Campus: Essential Core Competencies for Diversity Trainers
Wednesday, May 28—8:30–10:30 a.m.
- PART VI—Creating an On-line Diversity Training Program
Wednesday 28—10:30–11:30 a.m.

117. Institute for Women in the Academy: Is Your Cultural Tool Kit Ready for Inclusive Leadership?

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

118. Institute on the Role and Success of Community Colleges in Closing Achievement Gaps

- Enrollments and Attendance Patterns at Community Colleges
Tuesday, May 27—8:30–10:00 a.m.
- Hispanic Urban Community College Students: Gaps, Laps, Maps, and Raps
Tuesday, May 27—10:00–11:30 a.m.
- Pathway to the Baccalaureate: Trends and Implications
Tuesday, May 27—1:30–3:30 a.m.
- Development of a Noncognitive Assessment and Intervention System for Community Colleges
Tuesday, May 27—3:30–5:30 p.m.
- Building New Pathways Between Further Education and Training Colleges and Higher Education Institutions in South Africa
Wednesday, May 28—8:30–10:00 a.m.
- Community Colleges After Grutter and Gratz
Wednesday, May 28—10:00–11:30 a.m.

119. Institute for Senior Leaders Advancing the “Diversity” Agenda by Making Genuine Organizational Change

- PART I—Tuesday, May 27—8:30–11:30 a.m.
- PART II—Tuesday, May 27—1:30–5:30 p.m.
- PART III—Wednesday, May 28—8:30–11:30 a.m.

120. Institute on Talking Class on Campus: Training of Trainers

- PART I—The Complexities of Class
Tuesday, May 27—8:30–11:30 a.m.
- PART II—The Manifestations of Classism
Tuesday, May 27—1:30–5:30 p.m.
- PART III—Late to Class: Including Class in the Diversity Conversation on Campus
Wednesday, May 28—8:30–11:30 a.m.

121. Institute on Teaching for Diversity and Social Justice

- PART I—Continuities in Social Justice Educational Practice
Tuesday, May 27—8:30–11:30 a.m.
- PART II—New Directions in Social Justice Educational Practice
Tuesday, May 27—1:30–5:30 p.m.
- PART III—Principles of Practice and Support in Social Justice Education
Wednesday, May 28—8:30–11:30 a.m.

122. Institute on Waking Up to Privilege Systems: Best Practices in Multicultural Social Justice Education

- PART I—Tuesday, May 27—8:30–11:30 a.m.
- PART II—Tuesday, May 27—1:30–5:30 p.m.
- PART III—Wednesday, May 28—8:30–11:30 a.m.

123. Institute on the Whiteness Wedge: African American and Latino/as in Conflict

- PART I—Understanding the Impact of Whiteness on African American, Latino/a and White Identities
Tuesday, May 27—8:30–11:30 a.m.
- PART II—How Does the Wedge Operate in Our Cross-Racial Relationships?
Tuesday, May 27—1:30–3:30 p.m.
- PART III—Looking in the Mirror: Intra-Group Dialogue
Tuesday, May 27—3:30–5:30 p.m.
- PART IV—Charting a New Path
Wednesday, May 28—8:30–11:30 a.m.

124. Institute on Leadership and Empowering the Activist in Students

- Aspiring to Enlightened Leadership: Students and Administrators Working Together
Tuesday, May 27—8:30–11:30 a.m.
- Activism All Grown Up: Post-College Career Opportunities in Higher Education for the Advancement of Social Justice
Tuesday, May 27—1:30–5:30 p.m.
- What Matters to Student Success in College?
Wednesday, May 28—9:00–11:30 a.m.

PRE-CONFERENCE INSTITUTES

TUESDAY, MAY 27, 2008—8:30-11:30 a.m. & 1:30-5:30 p.m.

WEDNESDAY, May 28, 2008—8:30-11:30 a.m.

A series of 24 Institutes is scheduled all day Tuesday, May 27 and the first half day of Wednesday, May 28. Participants may register for only ONE Pre-Conference Institute of their choice. PRE-ENROLLMENT IS REQUIRED.

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.

101. INSTITUTE ON Arab and Muslim Identities, Communities and Racialization, and How American Campuses Can Bridge the Cultural Divide

A three-part institute will provide an opportunity to explore the cultural, religious and academic issues facing people from the Arab and Muslim East, and how these issues intersect with current political events and realities on American campuses. Discussion probes trends in acculturation and discrimination of this population, the role of media in shaping attitudes about the Middle East and how campus life and curricula have been influenced by post-9/11 factors.

Tuesday, May 27—8:30–11:30 a.m.

CORONADO BALLROOM A

Part I—Muslims and Arabs Living in U.S.

There are over six million Muslims and Arabs living in U.S., many in higher education. This part will highlight their religious beliefs and cultural identities. It will investigate the differences and similarities between sub-group of Muslim and Arab Americans and between them and Eurocentric beliefs and traditions. Discussion will include how individuals and institutions can better meet the challenges of diversity.

Tuesday, May 27—1:30–5:30 p.m.

CORONADO BALLROOM A

Part II—Opening Eyes and Minds

As Americans' perceptions of Islam grow increasingly negative, Muslim and Arab students and professors find themselves educating their college communities. How student leaders and faculty are challenging Islamophobia and discrimination—in the classroom and in campus activities—will be explored and best practices shared. Discussion will include emerging areas of research on Arab and Muslim populations and their integration into American society.

Wednesday, May 28—8:30–11:30 a.m.

CORONADO BALLROOM A

Part III—Bridging Cultural Divides

Colleges and Universities across the country are seeing an overwhelming interest among students in learning about Middle Eastern culture, politics and languages. Is this a passing fad, or is it here to stay? Learn about trends in the field of Middle East studies, from the growth of K-12 language programs to undergraduate studies, and how U.S. government priorities and recruitment goals for "critical language" specialists are influencing the direction of the discipline.

Jen'nan Read, Ph.D., Associate Professor of Sociology, University of California—Irvine, California

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

<http://www.aaiusa.org/foundation>

Nadine Steir, President, Arabic Cultural Association, University of Florida—Longwood, Florida

102. INSTITUTE ON Arts Exploration as a Vehicle for Difficult Conversations About Race, Gender, and Class

A four-part institute will offer a framework using the arts as a vehicle for discussion. The institute proposes diverse artistic explorations that engage the whole person—the intellect through discussion, the emotions through art and music, the body through song and movement. The artistic output of any group reflects its collective attitudes and values. It includes the arts but also language, religion, belief systems, social organizations, necessary skills and every day habits. The study of and reflection on personal encounters with a living, vibrant culture that is different from one's own is a powerful experience, one which forces a person to examine one's own beliefs, prejudices, cultural expressions and history. The encounter brings about deeper understanding of both cultures. Because our deepest understanding of a different culture comes out of a comparison with our own, we will anchor the experiential with suggested readings and discussions related to culture and the academy. Institute participants will engage in art and music making while viewing works of art that clearly speak to issues of racial, gender, ethnic or cultural difference. The topic questions seek to understand common images—people, social spaces and everyday objects—in terms of economic status, cultural space, and gender, racial or ethnic difference. Presenters will offer various resources that include both directed questions and more open-ended discussion themes. All of the topics raise discussion points that lead to deeper understanding about culture and its role in enriching the lives of each who touch it. The Institute encourages people to locate themselves in a narrative larger than themselves and to ask questions like, "what does it mean to be human and to extend respect and grace to people unlike me?"

Tuesday, May 27—8:30–11:30 a.m.

ACAPULCO

PART I—The Power of Song

This session introduces the primary modes of transmission of culture: acculturation (the process of changing the behavior and thinking of an individual or group through contact with another culture) and enculturation (inviting participants to "step into" a different culture and begin to internalize its heartbeat). Music has an incomparable power to unite, uplift and move people. As a "conveyor of cultural knowledge" music has long been an instrument of political, social, spiritual, ethical and intellectual conversations. Through a series of discussions and experiences with song and play games from African and African American culture, participants will explore the transformative power and cultural significance of song.

Tuesday, May 27—1:30–3:15 p.m.

ACAPULCO

PART II—Visual Media: Race, Class and Gender Through the Eyes of Sculpture

This session is designed to demonstrate the ways visual arts (sculpture, painting, drawing, etc.) can be used to facilitate conversations about race, class, and gender issues. Nationally acclaimed sculptors, Kyle and Kelly Helps will demonstrate, through their own personal social-political artwork (slide/power point presentation, and actual art work), how they collaborate to create narrative sculptures that speak about the everyday struggles of minority peoples. Institute participants will gain an insider's view into the process and intent of their works of art as well as have an opportunity to discuss the ways the works challenge their own understanding of poverty, classism, racism and gender inequities.

Tuesday, May 27—3:30–5:00 p.m.

ACAPULCO

PART II—Visual Media: Race in the Media: How Media Can Impact Our Perspectives

This session will examine the capacity of media to serve our society as an extraordinary educational resource or as a force of political and social propaganda. It will also demonstrate how, throughout the Twentieth Century, the media has done both. Through the use of film clips, magazine advertisements and posters from international sources, participants will analyze and discuss the manner in which media for over ninety years has utilized multi-model visual rhetoric as a force of persuasion on targeted audiences around the world.

Wednesday, May 28—8:30–11:30 a.m.

ACAPULCO

PART III—Collage Making As Narrative

This session will introduce art images from a broad range of Chicana artists whose works encourage the viewer to engage emotionally, intellectually, politically and/or spiritually. These artists, using collage as a primary mode of expression capture a wide range of responses to a social problem. Participants will be encouraged to consider the moral and intellectual function of subject matter, narrative, and expressive intention in artistic works. Afterwards, and as a culminating activity, participants will engage in the basic educational activities of inquiry, analysis, discovery, and integration by building a collage that speaks to their own identity. Because artistic production often works apart from the pressures of accountability and pragmatism, new ways of thinking will be practiced. Importantly, those ways of thinking that foster non-linear connections across disciplines or amongst a set of problems enables important synthesis of information that can lead to new analysis and solutions. By producing creative work as a small community while also investigating diverse cultural meanings, participants collectively manifest new social bonds that inspire a more earnest commitment to explore issues of difference.

PART IV—The Framework

Participants will work through a four-step process for using the institute as a model for utilizing the arts as a vehicle for difficult conversations about differences on their home campus. The four key concepts of the framework, Collaboration, Exploration of Materials, Manipulation of Materials and Execution will be discussed at length. Participants will be given an opportunity to consider future uses in small groups. This will be particularly helpful to those institutions having multiple persons attend the institute. The institute and the framework are designed to be practical and immediately useful tools for future engagement of the arts in diversity work.

Donna M. Cox, Ph.D., Professor of Music, University of Dayton—Dayton, Ohio Donna.Cox@notes.udayton.edu

Dennis Greene, Professor of Law, University of Dayton—Dayton, Ohio

Judith Huacuja, 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

103. INSTITUTE ON the Equity Scorecard: Using Communities of Practice to Address Disparities in Educational Outcomes

The Equity Scorecard process is an accountability initiative designed to foster institutional change in higher education using available institutional data. Its goal is to close the achievement gap for historically underrepresented students by assessing the current state of equity in student success measures. 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 educational outcomes. New or intensified awareness of race- and ethnic-based inequalities motivates higher education practitioners to assume individual and collective responsibility for improving educational outcomes for minority students.

A three-part, daylong institute will cover how campus-based teams of faculty and administrators use evidence-based inquiry to become agents of change toward increasing levels of student success at their institutions. 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.

Tuesday, May 27—8:30–11:30 a.m.

YUCATAN 1

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 and interpreting information based on race/ethnicity and gender, the Equity Scorecard process provides concrete information on basic indicators of achievement among different student populations. Disaggregating 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 other administrators review their 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.

Tuesday, May 27—1:30–5:30 p.m.

YUCATAN 1

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

Participants will engage in an interactive hands-on exercise in which they will examine sample institutional data disaggregated by race/ethnicity to simulate how the Equity Scorecard process of examining and interpreting data works in the context of team meetings. This exercise will demonstrate how disaggregated institutional data can be used to highlight gaps in student outcomes.

PART III—Practical Implications of Implementing the Equity Scorecard

The final part will cover the practical and policy implications that institutional administrators must consider to successfully implement the Equity Scorecard process of their campus. Examples will be drawn from the Equity Scorecard project at the University of Wisconsin system. 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.

Hannah Alford, Research Analyst, Institutional Research and Academic Services, Long Beach City College—Long Beach, 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
emacias@usc.edu

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

104. 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, trends and issues—both nationally and from the institute participants' respective campuses. Complex problems will be placed in explanatory sociocultural frameworks, and practical recommendations for effective interventions and collaborative partnerships will be offered.

Tuesday, May 27—8:30–11:30 a.m.

CORONADO BALLROOM B and C

The City University of New York Black Male Initiative: An Overview

The City University of New York Black Male Initiative (CUNY BMI) established a research institute that will explore issues related to social and educational equity for underrepresented students, particularly African American males. The presenter as the central administrator of this important university-wide program expects that university will raise the enrollment, retention and graduation rates of students from groups that are severely underrepresented in higher education, particularly African American, Caribbean and Latino males.

The session will provide an overview of the CUNY BMI—a new program at the nation's largest urban public university, that is open and available to all students, administrators, faculty members and staff and dedicated to increasing the enrollment, retention and graduation rates of students from populations that are severely underrepresented in higher education including African American males. The work that has been done by the talented administrators, faculty members and students throughout the CUNY system whose dedication and commitment has resulted in the creation of programs that we believe will provide additional levels of guidance, direction and support to students from underrepresented populations who are often the first in their families to go to college. The session will focus on the development of what believe will evolve into a model program that is designed to provide an additional level of support to students from populations that are severely underrepresented in higher education including African American males. Often when discussing some of the challenges that African American males face in the present society we focus on the problems and use alarmist language such as the “crisis facing African American young men.” At CUNY BMI what we believe is the colleges should make sure that large numbers of students from underrepresented populations in higher education actually complete college successfully and go on to graduate. For a discussion of the history and purpose of CUNY BMI, please visit <http://www.cuny.edu/academics/oa/initiatives/bmi/history.html> Additional information about CUNY BMI may be found at www.cuny.edu/bmi

Elliott Dawes, J.D., University Director, CUNY Black Male Initiative, Office of Academic Affairs, The City College of The City University of New York—New York, New York

Tuesday, May 27—1:30–5:30 p.m.

CORONADO BALLROOM B and C

Black Males: Anxiety of Excellence

This session will focus on the psychological turmoil often experienced by Black male students attending predominantly white institutions of higher education. This turmoil tends to limit black males participation in the academic and non-academic life of these institutions. Consequently, black males are somewhat more likely than others, to experience self-doubt regarding their worth and value in this institutional setting.

M. Rick Turner, Ph.D., Educational Consultant—Charlottesville, Virginia
<http://mrickturner.com>

Wednesday, May 28—8:30–11:30 a.m.

CORONADO BALLROOM B and C

Understanding the Achievement Gap Facing African American Students: Implications for Research, Policy, and Practice

Recent explanations regarding the achievement gap between African American and White students have centered on cultural explanations, which assert that African American parents and students—even those who live in and attend schools in middle-class and affluent settings—do not value schooling, and that African American students are disengaged from the educational enterprise. Such explanations have created a maelstrom among the U.S. public, in policy and research circles by asserting that African American culture is a major factor contributing to the achievement gap. The larger body of research on Black education, conversely, suggests that a number of factors inform the achievement gap. Some of these influences include structural forces in schools which create differential quality of school experiences (e.g., academic tracking, gifted education, and advance placement), the teacher's low expectations for and pejorative perceptions of African American students, and the inability of district level reforms to improve the schooling of Black students.

Emanating from a multi-year research study that focuses on issues of identity and achievement for Black students in a predominantly Black suburb in the U.S. South, this session will provide an interdisciplinary framework for understanding what is commonly termed the achievement gap facing Black students, particularly Black males, in U.S. schools, and then suggest implications for research, policy, and practice. Conceptually, the presenter suggests that researchers and practitioners cannot focus primarily on the role of a group's or an individual's beliefs about schooling, apart from a careful analysis of how the structure of schooling and the larger social, political, economic, and historical contexts (have contributed to and continue to) influence what happens in schools and classrooms today.

Jerome E. Morris, Ph.D., Research Fellow, Institute for Behavioral Research and Associate Professor, College of Education, University of Georgia—Athens, Georgia jemorris@uga.edu

105. INSTITUTE ON Developing a Comprehensive Recruitment and Retention Programs for Students of Color

A four-part institute will explore a collaborative approach to developing a recruitment and retention action plan for student of color utilizing best practices and many of the programs and services that may already exist on most campuses. This interactive institute will explore using efforts that include collaboration from admissions, orientation, advising, student involvement and leadership, financial aid, housing and multicultural affairs to successfully recruit and retain first year students. The institute will take a holistic approach to recruitment and retention incorporating services and programs that have been identified as best practices. The institute should particularly benefit those faculty, staff, and administrators that work with recruitment and retention programs as we will explore how to implement a Recruitment and Retention Summit as foundation to help with your goals. Learning Outcomes: Participants will have the opportunity to (1) discuss and gather information on targeted recruitment and retention programs for students of color that can be adapted for their institutions; (2) discuss relevant issues that face faculty, academic affairs and student affairs administrators regarding the recruitment and retention of students of color; (3) discuss and gain knowledge on best practices and campus programs that works across academic affairs and student affairs, working in collaboration for the student's success; and (4) have the opportunity to examine an inclusive program that focuses on building bridges between different offices with proven results. This institute is participatory in nature, designed to allow the audience to discuss and develop recruitment and retention plans for their campus within the institute. The program will present a model that has proven success but then move into a discussion phase, exploring other models and programs to help the participants develop a plan of action that will work on their campus.

Tuesday, May 27—8:30–11:30 a.m.

CORONADO BALLROOM D and E

PART I—Overview and Introductions of Problem Statement

This segment will introduce one model program and then explore and identify specific needs of each institution so that participants can develop outcomes that are more targeted and explicit to the institution and groups needs.

PART II—Developing a Successful Recruitment Plan

What is the road map to success in recruiting students of color? Is there one road to follow or many? This interactive session will spend some time in identifying ways to find the best map for you. From crystallizing goals to determining targeted strategies, this session will make a difference in your recruitment work—tomorrow, next week and for the 2008 recruitment cycle.

Tuesday, May 27—1:30–5:30 p.m.

CORONADO BALLROOM D and E

PART III—Building Your Retention Program From the Ground Up

This segment will be an interactive exploration of the realities and challenges of building successful retention programs for students of color. Learn how to design and energize your retention program from the ground up. Participants will examine the planning process and focus on best practices of results-oriented retention plans. Participants will also have the opportunity to share experiences and strategies from your own campuses.

Wednesday, May 28—8:30–11:30 a.m.

CORONADO BALLROOM D and E

PART IV—Developing and Implementing a Recruitment and Retention Summit

This segment will explore how to take all the information you have developed along with an assessment of your campus programs and needs, and prepare a plan of action through as you develop your Recruitment and Retention Summit. By using collaboration and the assessment of campus needs you will be able to develop strategies that will prove to be more efficient and effective to your campus demographics and environment.

Robert N. Page Jr., Director, Office of Multicultural Affairs, University of Kansas—Lawrence, Kansas rpage@ku.edu

Brenda R. Williams, Ph.D., Representative, Noel Levitz Inc.—Centennial, Colorado

106. INSTITUTE ON Don't Believe the Stereotypes: Asian and Pacific Islander Americans Make Great Leaders!

This day and half-long institute is designed to provide attendees with an in-depth understanding of the leadership complexities and challenges of Asian Pacific Islander Americans in higher education. Presenters will review the critical issues that impact Asian Pacific American educators, as well as campus-based challenges that impact hiring and promotion decisions. Stereotypes and myths as well as cultural values will be explored in a context of leadership profiles within higher education. A mini-version of the successful Leadership Development Program in Higher Education for Asian/Pacific Americans will be presented. Additionally, participants will have an opportunity to have hands-on practice in enhancing presentation and interviewing skills. Strategies for dealing with campus politics will also be shared. Participants will also have the opportunity to explore ways to develop leadership programs on their campuses—for Asian/Pacific Islander American staff, faculty, and management as well as students.

CORONADO BALLROOM T

Part I—Tuesday, May 27—8:30–11:30 a.m.

Part II—Tuesday, May 27—1:30–5:30 p.m.

Part III—Wednesday, May 28—8:30–11:30 a.m.

Judy K. Sakaki, Ph.D., Vice President, Student Affairs, University of California System, Office of the President—Oakland, California

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

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

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. What are the connections between intercultural issues—including race, ethnicity, color, class, gender identity, etc.—in the United States and those in any other country? When we seek to understand how to best work internationally, are we considering these intercultural issues as integral to this process, or are we just thinking in terms of “national cultures”? 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.

CORONADO BALLROOM F and G

Part I—Tuesday, May 27—8:30–11:30 a.m.

Part II—Tuesday, May 27—1:30–5:30 p.m.

Part III—Wednesday, May 28—8:30–11:30 a.m.

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 participate in exercises and experiences designed to build cognitive understanding of how these issues may fail to translate across both psychological and geographic boundaries.

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

Carl E. James, Ph.D., Professor and Director of the Graduate Program, Sociology, York University—Toronto, Canada

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

Victor Savicki, Ph.D., Professor of Psychology, Western Oregon University—Monmouth, Oregon <http://www.wou.edu/~savickv/>

108. INSTITUTE ON Enhancing Conflict Management Skills to Build a Diverse Campus Environment

A three-part institute will offer participants an intense and comprehensive overview of conflict management, with a view toward enhancing the climate for diversity and social justice on college and university campuses. The institute will engage participants in a discussion on conflict management and share a faculty professional development model (AWS Model) for training faculty and administrators to be mediators.

Tuesday, May 27—8:30–11:30 a.m.

CORONADO BALLROOM M and N

PART I—Building a Conceptual Framework for Conflict Management and Diversity

Presenters will provide an overview of conflict management and strategies for thinking about how diversity and social justice impact conflict in an organizational culture. Through the use of self-assessment exercises and case study scenarios, participants will identify and learn how their mental models influence their conflict management style.

Tuesday, May 27—1:30–5:00 p.m.

CORONADO BALLROOM M and N

PART II—Examining Models for Conflict Management and Socialization

Presenters will discuss the advantages and disadvantages of conflict management models used in mediation practice, including an overview of the AWS Model that is now being used at a public research institution to successfully mediate conflicts in an academic setting. Through the use of a role-play conflict scenario, participants will be provided with an opportunity to observe the AWS Model procedures and process in mediating conflicts.

Wednesday, May 28—8:30–11:30 a.m.

CORONADO BALLROOM M and N

PART III—Implementing Conflict Management Models in a University Setting

Presenters will engage participants in thinking about the culture of their institutions and how to work on creating a conflict management model that is suited for their environment. Participants will be provided with an opportunity to hear testimonies from faculty and administrators, including a department head who has been trained to use the AWS Model. Presenters will work with participants to develop an implementation plan for their campus.

Nancy E. Algert, Ph.D., President, Center for Change and Conflict Resolution and Visiting Assistant Professor, Educational Psychology, 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
cstanley@coe.tamu.edu

Valerie Taylor, Ph.D., Department Head and Professor, Department of Computer Science, College of Engineering, Texas A&M University—College Station, Texas

Karan L. Watson, Ph.D., Dean of Faculties and Associate Provost and Regents Professor of Electrical Engineering, Texas A&M University—College Station, Texas

109. INSTITUTE FOR Faculty and Curriculum Transformation: The Critical Need to Get it Right the First Time

How receptive are faculty and academic departments to the argument that they have an ethical responsibility to address diversity in the classroom? How can faculty concerns about diversity's impact on academic freedom be addressed while also trying to depoliticize the discourse? Some would argue that curriculum and instruction that is devoid of diversity and globalization runs the risk of creating a high "GPA" academic underclass that underachieves. How can one find balance in this discussion?

This daylong institute will explore in-depth the implementation of successful models of faculty and curricular transformation. Participants will examine proven models that work as they construct a model for their own institution. The focus will be on five critical areas of examination: (1) examining the construction of models appropriate for your type of campus. Generating the seminal questions that promote campus buy-in, ownership and both extrinsic and intrinsic values associated with teaching, learning, and curricular transformation; (2) understanding that the real work of faculty and curriculum transformation must be couched in measurable outcome statements that can be assessed and can overlap with more traditional curricular outcomes; (3) how do we assure that faculty have the strongest voice in the discussion on faculty and curricular transformation? What should happen when there is dissonance among varied campus groups about the direction and content of transformation; (4) curricular transformation should/must be accompanied by instructional transformation and faculty development. Do students need a baseline of analytical tools to benefit from a transformed course; (5) reshaping the Teaching and Learning Discourse to account for the increasing diversity of learners. Can faculty stay true to their disciplines while they explore the inclusion of curricular transformation? Will progress toward promotion and tenure be threatened?

Tuesday, May 27—8:30–11:30 a.m.

CORONADO BALLROOM P and Q

Institute continues 1:30–5:30 p.m.

James A. Anderson, Ph.D., Chancellor, Fayetteville State University—Fayetteville, North Carolina

For Book Signing by Dr. Anderson, visit Styles Publishing Exhibit Booth.

110. INSTITUTE ON Identity and Multiracial Issues for Students and College Campuses

A three-part highly interactive institute designed to provide participants with a greater understanding of racial identity development for multiracial people and the issues surrounding multiracial people as they interface 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 inter-group dialogue and coalition building between different racial groups and multiracial people on campuses and in community settings. The institute includes dialogue with a panel of multiracial people 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. Following the institute, time will be set aside for continuing discussions of larger issues raised over the course of the institute. Participants are encouraged to share resources related to multiracial students, identity, and organizational development.

Tuesday, May 27—8:30–11:30 a.m.

MONTERREY 2

PART I—Racial Identity in Multiracial Students: Models for Understanding the Experience of Multiracial Students

This session provides an overview of different models of racial identity in Multiracial people to enhance participants' understanding of multiracial students and their experiences on campus. Through interactive presentation, small- and large-group discussion, and case studies, participants test, analyze, and apply the theoretical frameworks to their own practice of teaching, advising, or counseling multiracial students. This session also raises for discussion key questions related to racial identity, including: What constitutes race and racial identity? Can a person choose his or her racial identity? What roles do factors such as physical appearance, cultural expression, family background, and political orientation play in the development of an individual's racial identity? And how does our own sense of racial identity affect our ability to work effectively with multiracial students? Handouts include summaries of models covered and additional material that participants can use on their own campuses.

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

Tuesday, May 27—1:30–5:30 p.m.

MONTERREY 2

PART II—Describing and Distinguishing a Racial or Multiracial Identity

As a way to realize and anchor theories of multiracial identity presented in Part I, we will draw on creative arts therapy structures. Interdisciplinary theories such as Howard Gardner in education, Maxine Greene in philosophy, Pierre Bourdieu in sociology, and mirror neurons and symbolic communication in dance/movement therapy will inform our exploration of multi-racial identity. Each participant can self-define his or her unique individuality through an experiential creative arts therapy process. Such tangible self-identification serves as a personal frame of reference within the many images of how race is represented. As David Mura says, "Reality is not simply knowing who we think we are, but also what others think of us." Through this experience we will reclaim the multiple aspects of ourselves in order to apply them empathically in our work with students, faculty, and co-workers.

Meg H. Chang, Ed.D., (ADTR) Faculty, Creative Arts Therapies Program, The New School University—New York, New York
mhchang3@gmail.com

Wednesday, May 28—8:30–11:30 a.m.

MONTERREY 2

PART III—Panel Discussion of Multiracial Persons: The Assessment and Development of On-campus Programs Addressing Contemporary Multiracial Issues

This session is an interactive panel discussion designed to give participants a greater understanding of racial identity development for multiracial people through a discussion of their lived experiences. Faculty, staff, and students representing a range of multiracial backgrounds (e.g., Black/Asian, Asian/Latino, Hispanic/Native American) will examine the similarities and differences between multiracial people attending school, working, or residing in a college or university setting. 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. Through small- and large-group work, participants will be provided measurement tools, comparison opportunities, and direct feedback for the multiracial programs at their respective institutions. Using simple assessment instruments and/or other measurement designs, participants will identify strategies for applying information from the NCORE Institute to issues confronted by their own institutions. In addition, all participants will have time to create beginning action plans for forming more inclusive environments for multiracial students at their institutions.

Dennis Leoutsakas, Ph.D., Assistant Professor, Department of Communication and Theatre Arts, Salisbury University—Salisbury, Maryland
(Moderator) dxleoutsakas@salisbury.edu

111. INSTITUTE FOR an Examining and Assessing Institutional Progress and Strategies for Maintaining and Advancing Campus Diversity Since the Landmark Supreme Court Decision and State Ballot Initiatives: Lessons Learned and Best Practices

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 matters relative to diversity unresolved. Over the years, opponents of Affirmative Action have had considerable success in initiating public ballot initiatives that amends state constitutions to eliminate race and gender consideration in campus admission, recruitment, financial aid and scholarship, pre-college and academic successes programs and policies in Michigan, California and Michigan (a voter referendum was passed in November 2007). Furthermore, it is expected that more states will be targeted in the future. 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 judicial and voter mandates. It is essential that campuses have comprehensive institutional approaches to achieving the long terms goals of diversity, despite the challenges.

The purpose of this day and half-long interactive institute is to have in-depth discussions on what Michigan and other public institutions in states that have been impacted by ballot initiatives and court decisions have done over the years. It builds on last year's successful institute. Participants will discuss strategies that have worked as well as those that have not worked in critical areas that influence campus climate. Key campus leadership representing different institutional areas will guide and explore diversity progress in various areas such as the legal responses to campus diversity, diversity programs including outreach, retention, pre-college and student success; leadership, communications, research and assessment, and multicultural teaching and learning. The experts will explore various successes, strategies and challenges over the past four years and into the future. Presenters and participants will discuss the critical role of information sharing and networking between various campuses. For example, institutions in Washington, Michigan, California, and Texas have had meeting between students, faculty and staffs share lessons learned. The targeted audience for this institute are the faculty, staff, administrators and diversity practitioners to collaborative explore strategies, successes and challenge and best practices for advancing comprehensive institutional approaches to diversity on their campuses. The institute also will involve significant interaction between presenters and participants.

DURANGO 1

Part I—Tuesday, May 27—8:30–11:30 a.m.

Part II—Tuesday, May 27—1:30–5:30 p.m.

Part III—Wednesday, May 28—8:30–11:30 a.m.

Pamela Fowler, Executive 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
matlock@umich.edu

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 Monts, Ph.D., Senior Vice Provost for Academic Affairs, and Senior Counselor to the President for the Arts, Diversity, and Undergraduate Affairs, University of Michigan—Ann Arbor, Michigan

Theodore L. Spencer, Associate Vice Provs 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

Additional co-presenters from the University of Washington-Seattle, University of California-Berkeley, and the University of Texas-Austin have also been invited.

112. INSTITUTE ON Keeping Your Eyes on the Ultimate Prize: Using The Self as Responsive Instrument for Inclusive Excellence, Equity, and Social Justice

Educational processes and practices are inextricably bound up with culture and context. Educators are privileged authorities with social powers to define reality and make impactful judgments about others. Yet, from our privileged standpoints, we often look but still do not see, listen but do not hear, touch but do not feel. Such limitations handicap our truth-discerning, trust-building, teaching/learning and “judging” capacities. When we fail to systematically address the ways our sociocultural lenses, filters and frames may obscure or distort more than they illuminate, we do violence to others’ truths and erode our capacities for actualizing inclusive excellence and success for all. To address these issues, we must constantly expand our understandings of self in dynamically diverse contexts within power and privilege hierarchies and our understandings of the contexts embodied in the self across time. This institute spotlights the need for calibrating and cultivating our most valuable instrument—the SELF—as an open and expansively learning-centered, responsive instrument. This is an ethical responsibility as well as an essential pathway for professional excellence.

A three-part institute introduces participants to an intensive capacity-building intervention that systematically addresses self-as-instrument and inclusive excellence issues—the Excellence Through Diversity Institute (EDI). EDI is one of the five year-long diversity-grounded professional development opportunities serving the full workforce at the University of Wisconsin-Madison—faculty, classified staff, academic staff and administrators. While all address the critical need for a world-class educational institution to move beyond simply acknowledging and celebrating diversity towards proactively engaging diversity for excellence, EDI focuses on seasoned practitioners and capacity-builders. This community of practice advances higher education’s diversity and multicultural vision beyond a basic access agenda towards a much more challenging success-for-all agenda: notably, cultivating and sustaining authentically inclusive and vibrantly responsive teaching, learning, living and working environments that are conducive to success for all.

Tuesday, May 27—8:30–11:30 a.m.

CORONADO BALLROOM R and S

PART I—Helping the Helpers: Who? What? Why? How?

This module provides a comprehensive campus climate improvement framework for examining the “self-as-instrument” personal homework agenda as embodied in the Excellence Through Diversity Institute. EDI is an intensive train-the-trainers/facilitators learning community and organizational change support network organized around responsive assessment at multiple levels: self-to-self, self-to-others and self-to-systems. The Institute cultivates connections among four core elements to foster conceptual and experiential learnings that help participants build capacity in others, as well as themselves, and promote organizational transformation for inclusive excellence. Participants will sample some of the best of EDI processes and exercises and start mapping climate improvement initiatives on their own campus and beyond.

Tuesday, May 27—1:30–5:30 p.m.

CORONADO BALLROOM R and S

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

The Excellence Institute focuses on the “Textbooks of the Self” rather than the usual fixation on “Textbooks on the Shelf.” EDI mindfully and heartfully cultivates multilateral self-awareness through knowing and using SELF as equity-grounded instrument within systems of power and privilege as well as other situational, relational and spatial contexts. EDI embeds assessment and evaluation processes in order to support development of border-crossing bridge-building proficiencies that enhance capacities for keeping one’s eyes focused on the ultimate prize. Participants will complete selected assessments and explore their implications for cultivating and sustaining vibrant intercultural/multicultural relations.

Wednesday, May 28—8:30–11:30 a.m.

CORONADO BALLROOM R and S

PART III—Enacting Authentically Inclusive and Responsive Environments: Putting Wheels Under Your Campus Vision

This session draws together deliberations from the previous two sessions as a foundation for small groups brainstorming and exploring the implications for their campus community. Participants will build upon the mapping of their campus climate improvement initiatives started in session one. We will zero in on the workforce-focused initiatives and examine the extent to which those approaches are vertically and horizontally aligned and synergistic. We will explore ways to embed developmental assessment/evaluation processes into the natural rhythms of programmatic initiatives so that all three key drivers—inform, improve and prove—work for and within one’s interventions. More specifically, they magnify the benefits of relevant knowledge creation and ongoing development towards excellence as well as for the benefits of accountability compliance verification.

Hazel Symonette, Ph.D., Senior Policy and Program Development Specialist, Offices of the Dean of Students and Office of Human Resource Development, University of Wisconsin—Madison, Wisconsin
symonette@bascom.wisc.edu

113. INSTITUTE ON a Model for Teaching About Race and Racism Through Storytelling and the Arts: The Storytelling Project

This daylong institute will engage participants with The Storytelling Project: A Model for Teaching about Race and Racism through Storytelling and the Arts. This innovative, interdisciplinary curriculum model was developed by a racially diverse team of artists, teachers, and university faculty working under the auspices of Barnard College and the Third Millennium Foundation. In the Storytelling Model 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 in teacher professional development and in middle and high school classrooms. The session will introduce the model, provide opportunities for participants to experience the arts-based content of the curriculum, allowing time to investigate and critique the model as a tool for curriculum and professional development. We will discuss our team process, issues that emerged over the course of our collaboration and what we have learned about using the arts to teach challenging social content such as racism. Critique from and discussion with the audience will be welcome as well as time to discuss back home application of the model. Participants who attend this institute will leave with a working knowledge of the Storytelling Project Model, experiential engagement with aspects of the curriculum, and ideas for potential use of the model in their back home curriculum and professional development activities.

Tuesday, May 27—8:30–11:30 a.m.

BAJA

Institute continues 1:30–5:30 p.m.

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

Zoe Duskin, Teacher, Storytelling Project Creative Team—San Francisco, California

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

Brett Murphy, Teacher, Storytelling Project Research Team—New York, New York

114. INSTITUTE ON Model Multicultural/Minority Affairs Departments

A three-part institute will offer the necessary building blocks and resources that will assist our colleagues in creating Multicultural/Minority Affairs departments at institutions across the nation. The institute will focus on theoretical, practical, and innovative solutions to give credence to the evolving grass roots work of putting diversity into action in higher education settings.

Tuesday, May 27—8:30–11:30 a.m.

MONTERREY 3

PART I—Foundations of Excellence: Creating the Multicultural Affairs Office

University personnel (faculty, professional staff, and administrators) have an increasing responsibility for training culturally competent global leaders. Similarly, these professionals have the challenge of being more aware of the various aspects (theoretical, intellectual, developmental, and otherwise) faced by underrepresented student populations. At Predominantly White Institutions (PWIs) the trend is shifting to creating Multicultural Affairs Offices that embrace and enhance multiracial and multiethnic populations instead of the “either/or” “majority/minority” mindset. Whether establishing a new Multicultural Affairs Office or seeking innovative ways to enhance existing office; this session will assist Multicultural Affairs professionals with creating a theoretical framework, mission statement, and implementing the most recent evidence-based research into best practices. Discussion will have a central focus on creating strategic plans, goal setting and adopting management practices that will create a solid foundation of excellence for diversity offices.

Tuesday, May 27—1:30–5:30 p.m.

MONTERREY 3

PART II—How Do We Get Them? How Do We Keep Them? Recruitment/Retention Programs That Work!

Creating signature programs that seek to recruit, retain, and graduate students of color at PWIs has been a widely used tool on many college campuses. Research suggests that support networks, mentoring relationships, academic strategies, and other consistent and high quality educational/social activities are major factors in successful recruitment and retention efforts. This session will focus on the programmatic aspect of diversity work. Discussion will have a central focus on formulating strategies to develop comprehensive model recruitment/retention programs, creating campus and community collaborations, enhancing meaning opportunities for cross-cultural interactions, encouraging civic engagement, and maintaining sustainability. This session will examine program conceptualization, program design, marketing, assessment tools, and post program reports. This session will also examine the relevance of cultural centers and their significance at PWIs.

Wednesday, May 28—8:30–11:30 a.m.

MONTERREY 3

PART III—Beyond the Borders

In the spirit of inclusive education, diversity professionals realize that holistic success with diverse populations extends beyond recruitment and retention efforts. Validation, growth, and expansion of the work of Multicultural Affairs offices often hinges on building internal and external partnerships and relationships. These partnerships provide resources (human capital, political, financial, etc.) that serve to strengthen the assets of these offices. This session will examine how partnerships broaden the friends and alumni-base, enhance power brokering around critical decision making processes, and strengthen funding streams by friend giving and major gifts. Discussion will also have a central focus on the role of the Multicultural Affairs office with crisis management as it relates to divisive, “hot-button” diversity issues that may arise, as well as offer a decision matrix when response to natural disasters. Finally, the session will allow participants to provide recommendations that can be used to further diversity work at their respective institution.

Katrice A. Albert, Ph.D., Vice Provost, Equity, Diversity and Community Outreach, Office of Academic Affairs, Louisiana State University—Baton Rouge, Louisiana kalber2@lsu.edu

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

115. INSTITUTE FOR the Next Diversity Framework: Theories, Models and Applications

While many have called for a fresh diversity orientation that rebuilds egalitarian spaces on campuses after the era of affirmative action, this three-part institute engages participants in constructing their own “blueprints” for such a revitalized framework. Designed for participants who direct diversity programs on their campuses—or research how to change how diversity is practiced—this institute will ask attendees to share what they believe will be the components of the “next shift” in diversity work and then co-plan how those new components will be translated into campus programs and policies. The institute will conclude with a brief discussion of how diversity education can be used to develop a wholly new “theory of the self” based in “mutuality” rather than the selfish individualism presumed under a free market capitalist based society of NCLB.

Tuesday, May 27—8:30–11:30 a.m.

YUCATAN 2

PART I—Critiquing Existing Frameworks

This year’s institute will begin with a new storytelling exercise that asks participants in small groups to identify weaknesses in current diversity approaches on college and university campuses—and then indicate how their own institution might correct for these deficiencies in an ideal world. In Socratic style, presenters will lead a discussion of the limitations linked to the category-based approaches, deficit-based models, and “resistance theory” of today’s campus.

Tuesday, May 27—1:30–5:30 p.m.

YUCATAN 2

PART II—Building Your Own Theoretical Framework

This segment of the institute will take the participant’s proposed blueprint for diversity and translate that into an action plan for organizational change on his/her campus. In this segment, participants will learn how institutions can move out of “essentializing” categories, depart the “us-against-them” relation between white students and students of color, and use their diversity courses to prepare students for full participation in a global society. Attendees will also learn how to use grants and pre/post assessment to initiate and track this change on their campuses.

Wednesday, May 28—8:30–11:30 a.m.

YUCATAN 2

PART III—How To Launch A “Systemic Change” Project

The last segment of this institute will describe three current change projects and ask attendees to design a similar change project of their own. Putting in motion ideas explored earlier in the institute, this segment will describe ongoing change projects that seek to: (1) better protect minority faculty from racism on college campuses, (2) replace No Child Left Behind (NCLB) with a new law that corrects for inadequacies linked to race and class, and (3) close the achievement gap for African American teenagers by providing them with knowledge of computer literacy, two foreign languages and global economics.

Laila Aaen, Ph.D., Specializes in identity development for white college students and has been an organizational change consultant for colleges and universities for over 20 years; Chair, Human Development Distance Learning Department, Pacific Oaks College—Pasadena, California

ReGena Booze, Ph.D., Diversity Consultant for 20 years; Professor, Department of Human Development, Pacific Oaks College—Pasadena, California

Greg Tanaka, Ph.D., Leading proponent of intercultural education in the U.S.; Professor, Department of Human Development, Pacific Oaks College—Pasadena, California gtanaka@pacificoaks.edu

116. INSTITUTE ON Preparing for a Career as a Chief Diversity Officer

A six-part institute offers comprehensive, hands-on training for diversity professionals in higher education. The institute examines the concepts of diversity and leadership, using researched techniques, best practices and current resources in an interactive, small group setting. Experienced facilitators will assist emerging and experienced diversity officers in their quest to further diversity, inclusion and academic excellence throughout their institutions.

Tuesday, May 27—8:30–11:30 a.m.

YUCATAN 3

PART I—Organizational Structure in Higher Education: Strategic Career Planning for Chief Diversity Officers

1. The Culture of Higher Education
2. Aligning your position with your personal/professional interests
3. Servant Leadership: The Reciprocity of Service
4. The Twelve Key Competencies of an Emerging Diversity Officer

PART II—Recruitment, Retention and Advancement of Faculty and Staff of Color

1. Leadership, Faculty Governance and the Search Committee
2. Innovative ways and technology to Recruit and Engage People of Color
3. From Fellowships to Internships: 360 Degree Retention Programs
4. Diversity Matters: Re-Thinking Faculty-in-Residence and Sabbatical Programs to Attract Scholars of Color

Tuesday, May 27—1:30–5:30 p.m.

YUCATAN 3

PART III—Best Practices in the Recruitment and Retention of Students of Color

1. How Racism, Oppression and Privilege Impact Retention
2. Customizing Mentoring Programs for People of Color
3. Begin with the End in Mind: From Fellowship to Professorship
4. Critical Connections with HBCU's/HACU/Tribal Colleges Faculty
5. Strategies to Strengthen the High School-to-College Pipeline: The "Seamless" Process

PART IV—Accessing Diversity Across the Curriculum and the Campus: The Equity Scorecard

The Equity Scorecard is an effective diversity assessment tool developed specifically for institutions of higher education. Designed to benchmark, measure, and foster institutional change, the Equity Scorecard tracks incremental progress across the institution through a consultative process customized to the needs of the organization, as well as to the individualized needs of colleges, schools, units and strategic programs. The outcome of this dynamic, evaluative process has been instrumental in providing the data to close the achievement gap for historically underrepresented students.

Wednesday, May 28—8:30–11:30 a.m.

YUCATAN 3

PART V—The Power of an Inclusive Campus: Essential Core Competencies for Diversity Trainers

1. Gender Equity and the Numbers Games
2. Religion and Spirituality: Complexities and Commonalities
3. Understanding the Sexuality Orientation and Gender Identity Continuum
4. Generational Diversity: Cultivating an Inclusive Campus
5. Intercultural Communication: The Globalization Imperative
6. Disability Protocol: No "DIS" respect for Persons with Disabilities
7. Can You Hear Me Now?: The Challenges of First Generation College Students
8. Living with Diversity: The Residential Experience
9. The Greater Campus Community: Critical Collaboration and Partnership

PART VI—Creating an On-line Diversity Training Program

Carla D. Gary, J.D., Assistant Vice Provost, Office for Institutional Equity and Diversity, University of Oregon—Eugene, Oregon

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

Bruce A. King, Assistant Vice President for Academic Affairs, Chief Diversity Officer, Academic Affairs and Diversity, University of South Dakota—Vermillion, South Dakota

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

E. Rahim Reed, J.D., Associate Executive Vice Chancellor-Campus Community Relations, Offices of the Chancellor and Provost, University of California—Davis, California

Abbie Robinson-Armstrong, Ph.D., Vice President, Intercultural Affairs, Loyola Marymount University—Los Angeles, California

Hazel G. Rountree, J.D., Assistant Director, Affirmative Action, Wright State University—Dayton, Ohio hazel.rountree@wright.edu

117. INSTITUTE FOR Women in the Academy: Is Your Cultural Tool Kit Ready for Inclusive Leadership?

This daylong institute will engage participants in a set of interactions designed to examine and deepen the understanding of the nuances of inclusive leadership for women of color in the academy. Is being inclusive a different proposition for women of color? How are experiences different for women of color compared to those of white women? What are the inherent risks as women of color develop and become allies, seek and provide mentorship, analyze and critique their individual location within larger systems, advocate and champion social justice issues, understand and use cultural resources as integral to building effective leadership, and use emerging spheres of influence to build the kind of institutions that nurture success? And, are those risks different for white women? Presenters will also address the issues of horizontal relationships among women of color as a source of complication but also a source of strength. Through self-reflection, dialogue, and capacity building exercises, the institute experience will stimulate a reinterpretation of what inclusive leadership might be. This is a continuation of previous institutes supported by Campus Women Lead, an affiliation of AAC&U that explores new ways of navigating the complexity of diverse collegial interactions that result in richer dialogue and greater ability to influence change.

Tuesday, May 27—8:30–11:30 a.m.

DURANGO 2

Institute continues 1:30–5:30 p.m.

Rusty Barceló, Ph.D., Vice President For Equity, and Vice Provost, University of Minnesota—Minneapolis, Minnesota

Patricia M. Lowrie, Director, Women's Resource Center, Michigan State University—East Lansing, Michigan lowrie@cvm.msu.edu

Linda Marchesani, Ed.D., Manager, Workplace Learning and Development, University of Massachusetts—Amherst, Massachusetts

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

118. INSTITUTE ON the Role and Success of Community Colleges in Closing Achievement Gaps

This Institute will examine the challenges that community colleges are facing and are addressing in ensuring that students succeed. The institute will focus on the research and development, and innovative policies and practices being developed and that are needed for community colleges to succeed in fulfilling this role of narrowing gaps. The institute will include research devoted to addressing the challenges and opportunities offered by community colleges. Among the topics are the following:

Tuesday, May 27—8:30–11:30 a.m.

FIESTA BALLROOM 7 and 8

Enrollments and Attendance Patterns at Community Colleges

Community Colleges enroll almost half of the undergraduate students in America's colleges and universities and they are among the most diverse by race and ethnicity. For many students community colleges are the only means of access to higher education and they are relying upon the colleges to be a route to narrowing gaps in the workplace, and in baccalaureate and higher levels of degree attainment. As moderator, Dr. Nettles will present some trends, issues and challenges that will be addressed in this institute.

Michael T. Nettles, Ph.D., Senior Vice President and Edmund W. Gordon Chair of Policy Evaluation and Research Center, Educational Testing Service—Princeton, New Jersey Mnettlles@ETS.ORG

Hispanic Urban Community College Students: Gaps, Laps, Maps, and Raps

The presenter will use data collected from a five year longitudinal project, The Transfer and Retention of Urban Community College Students (TRUCCS), to understand the unique successes and barriers experienced by Hispanic students in the Los Angeles Community College District. This presentation will cover issues of course taking, time to complete remedial sequences, and the policies that either help or complicate the way for students. Examining data and the resulting analyses, the presenter challenges some of the myths that surround America's largest "minority" group.

Linda Serra Hagedorn, Ph.D., Chair and Professor, Department of Educational Administration and Policy, University of Florida—Gainesville, Florida hagedorn@coe.ufl.edu

Tuesday, May 27—1:30–5:00 p.m.

FIESTA BALLROOM 7 and 8

Pathway to the Baccalaureate: Trends and Implications

This presentation will discuss current trends in the research about the transfer process from community colleges to four-year institutions. Specifically, the presentation will cover the following topics: transfer and articulation policies, role of faculty and support services in facilitating student transfer, challenges and barriers to transfer, and successful strategies. Data from the Laanan-Transfer Students' Questionnaire (L-TSQ) will be used to understand the experiences and transfer adjustment process of students. A component of the presentation will address the role of community colleges in increasing women and ethnic minorities in STEM baccalaureate majors. Finally, recommendations will be addressed that will inform community college and four-year institution leaders, faculty, and staff.

Frankie Santos Laanan, Ph.D., Associate Professor Department of Higher Education, Educational Leadership and Policy Studies, College of Human Sciences, Iowa State University—Ames, Iowa laanan@iastate.edu
www.cclp.hs.iastate.edu

Development of a Noncognitive Assessment and Intervention System for Community Colleges.

Many students beginning community college are at risk for attrition because they lack basic skills and have competing demands (e.g., work) that threaten the likelihood of completing their degree. This session will present a web-based self-help tool designed to assist students to plan for and meet college objectives. This system comprises assessments and feedback on several topics, providing students with advice tailored to their proficiency level. The topics covered are time management, text anxiety, working with others, test-taking strategies, and career planning (Interests). In this session, the presenter will discuss data from various studies providing preliminary validity evidence for these assessments. Also the presenter will describe the development of feedback and action plans that are an integral part of the complete assessment system, as well as future plans to develop institutional reports

Richard Roberts, Ph.D., Senior Research Scientist, Center for New Constructs, Educational Testing Service—Princeton, New Jersey
rroberts@ets.org

Wednesday, May 28—8:30–11:30 a.m.

FIESTA BALLROOM 7 and 8

Building New Pathways Between Further Education and Training Colleges and Higher Education Institutions in South Africa

Carolyn G. Williams, Ph.D., President, Bronx Community College, The City University of New York—Bronx, New York Carolyn.Williams@bcc.cuny.edu

Community Colleges After Grutter and Gratz

A good deal of attention since Grutter and Gratz has gone to how selective 4-year institutions will be affected. Very little has been said about the impact on community colleges or ways in which community colleges can be useful. This presentation will examine ways in which community colleges, given their population of low-income and minority students, can provide solutions to problems stemming from decisions of Grutter and Gratz.

Ronald A. Williams, Ph.D., Vice President, College Board—Washington, D.C. mcushman@collegeboard.org

119. INSTITUTE FOR Senior Leaders Advancing the "Diversity" Agenda by Making Genuine Organizational Change

So often there is a commitment to creating a genuinely diverse and hospitable institution but there is a lack of clarity about how to get there. This frequently leads to frustration for many and a question about whether the institution is really serious about making change.

This day and half-long institute will provide opportunities and tools for senior leaders—staff, administrators, and faculty—to revisit principles of planned change and how to bring about lasting change; identify where their institution is now and where they would like it to be; carry out a series of assessments to get an objective sense of the organization and its readiness for change; explore approaches to providing leadership themselves and bringing along other leaders on issues of "diversity;" and look at strategies for educating the governing board.

CANCUN

Part I—Tuesday, May 27—8:30–11:30 a.m.

Part II—Tuesday, May 27—1:30–5:30 p.m.

Part III—Wednesday, May 28—8:30–11:30 a.m.

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

120. INSTITUTE ON Talking Class on Campus: Training of Trainers

A three-part institute is designed to explore the issues of socio-economic class and classism, the final frontier. In the U.S., class is confusing and is rarely talked about. Discussions involving issues of class and money are often taboo. 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 it has been since 1929. Issues of class clearly intersect with every other form of oppression, however 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? Participants will engage in a variety exercises and dialogues designed to explore these issues and will discuss how to use them back on their own campuses. Participants in the institute will also receive copies of exercise designs, handouts, as well as a bibliography of resources. Join us to learn language and skills for raising the issue of class on campus.

Tuesday, May 27—8:30–11:30 a.m.

FIESTA BALLROOM 3 and 4

PART I—The Complexities of Class

We will explore class in our own lives as a way of getting a greater understanding of all the factors that comprise class. We will explore the strengths and limitations that came along with our class upbringings, the “un-named privileges and obstacles.” Differences in class culture will be experienced and named. We will generate a variety of class indicators, and explore frameworks for understanding class. These activities will serve as models of educational approaches for raising class issues on campus.

Tuesday, May 27—1:30–5:30 p.m.

FIESTA BALLROOM 3 and 4

PART II—The Manifestations of Classism

We will explore the larger economic context that impact our discussions of class and the classist attitudes and dynamics that underlie the policies and practices that fuel the extreme economic divide that exists today. We will also look at how classism plays out in institutions of education. By making visible the structural factors that impact success/failure we hope to provide a useful response to the cult of individualism that has grown dominant over the last few decades. Again, these activities will serve as models of educational approaches for raising issues of classism on campus.

Wednesday, May 28—8:30–11:30 a.m.

FIESTA BALLROOM 3 and 4

PART III—Late to Class: Including Class in the Diversity Conversation on Campus

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 and racism. However dialogues and education about issues of classism are virtually absent from campus life. Without adequate information and an opportunity to un-learn classism, our campuses perpetuate it. We will explore what we can do to help make this powerful invisible force more visible and explicit on our campuses.

Rhonda Soto, Program Coordinator, Race/Class Intersections, 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

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 www.classism.org

121. INSTITUTE ON Teaching for Diversity and Social Justice

A three-part institute reflects both the continuity and the new directions will take an experiential, interactive, hands-on approach to social justice education, in which participants experience and reflect upon various social justice education pedagogies. Continuity is based on the principles of practice that shape our understanding and analysis of social justice issues, as well as our interactive, experiential social justice pedagogy. New directions include emergent social justice issues such as “Racism and Immigration,” “Religious Oppression,” “Transgender Oppression,” and “Ageism and Adulthood,” issues that have not been analyzed and discussed as broadly as other social justice issues. This institute, like the book *Teaching for Diversity and Social Justice*, takes an experiential, interactive, hands-on approach to social justice education. The three parts of the institute are based on (1) continuities in social justice educational practice (the overarching conceptual frameworks and pedagogy), (2) new directions in social justice education (newly emergent topics), and (3) participant applications for practice in different social justice education settings. *Teaching for Diversity and Social Justice* (New Edition, Routledge, 2007).

Tuesday, May 27—8:30–11:30 a.m.

FIESTA BALLROOM 1 and 2

PART I—Continuities in Social Justice Educational Practice

The first part will focus on conceptual and pedagogical frameworks for social justice education curricular or workshop content and facilitation. Participants will have opportunities to explore these conceptual and pedagogical frameworks in the context of their own home settings, anticipated course or workshop topics, and current pedagogical practices.

Maurianne Adams, Ph.D., Professor of Education, Social Justice Education Concentration, University of Massachusetts—Amherst, Massachusetts adams@educ.umass.edu

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

Bailey W. Jackson, Ed.D., Professor of Education and Chair, Social Justice Education Concentration, University of Massachusetts—Amherst, Massachusetts

Barbara J. Love, Ed.D., Professor of Education, Social Justice Education Concentration, University of Massachusetts—Amherst, Massachusetts

Tuesday, May 27—1:30–5:00 p.m.

FIESTA BALLROOM 1 and 2

PART II—New Directions in Social Justice Educational Practice

The second part will focus on the application of established conceptual and pedagogical frameworks to several new social justice education topics and designs—Ageism and Adulthood, Racism and Immigration, Religious Oppression, Transgender Oppression. Participants will have the opportunity to work in small groups on social justice topics of interest related to each of these four broad emerging areas. Presenters will work with participants in small groups on the hands-on details of developing new curricular and workshop designs for these relatively new social justice topics.

Wednesday, May 28—8:30–11:30 a.m.

FIESTA BALLROOM 1 and 2

PART III—Principles of Practice and Support in Social Justice Education

In this part, presenters will work with participants to apply models of facilitator and institutional readiness and support for new social justice education practices in the specific school, higher education, or community contexts that are of interest to participants. This session builds on the conceptual and pedagogical frameworks presented in the preceding two parts. Participants will explore their challenges, supports, and potential networks anticipated in their home institutions or communities, and prepare an implementation plan for a specific area of social justice education to be implemented in their home institutions or communities.

Maurianne Adams, Ph.D., Professor of Education, Social Justice Education Concentration, University of Massachusetts—Amherst, Massachusetts
adams@educ.umass.edu

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

Chase Catalano, Doctoral Student, Social Justice Education Concentration, University of Massachusetts—Amherst, Massachusetts

Bailey W. Jackson, Ed.D., Professor of Education and Chair, Social Justice Education Concentration, University of Massachusetts—Amherst, Massachusetts

Khyati Y. Joshi, Ed.D., Assistant Professor of Education, Fairleigh Dickinson University—Teaneck, New Jersey

Barbara J. Love, Ed.D., Professor of Education, Social Justice Education Concentration, University of Massachusetts—Amherst, Massachusetts

Davey Shlasko, Masters Alum, Social Justice Education Concentration, University of Massachusetts—Amherst, Massachusetts

122. INSTITUTE ON Waking up to Privilege Systems: Best Practices in Multicultural Social Justice Education

In our pursuit of social equity and deep community in the world of education and society, one of the persistent stumbling blocks to progress is the usually unconscious defense and exercise of unearned and institutionalized social advantage, or “privilege.”

This day and half-long institute will explore the challenges and opportunities in using the personal experience of unearned social privilege and the lack thereof to create new knowledge and to develop and strengthen intergroup solidarity. We will engage in three levels of exploration: Personal awakening to privilege—how does one’s personal privilege come into awareness? How do we facilitate this awareness? How do we anticipate common challenges and pitfalls in teaching about systems of power and privilege? How do we effectively intervene as educators and organizational leaders? Leadership development concerns for social justice educators and activists—how to we stay sharp and get sharper, while becoming more emotionally resilient? Presenters will address issues such as how to create a positive and inclusive climate for social learning, how to productively elicit the voices from the margins in any group and how to strengthen the voices for change within resistant groups and individuals. A major tool in this approach is that of critical autobiographical reflection, especially about “the things that we were not supposed to know,” about the privilege that we have. Presenters will share autobiographical reflections on their own coming to understand the workings of privilege in their lives, including privilege based on race, gender, sexual identity and age. We will explore the use of generative metaphors, egalitarian, counter-hegemonic pedagogical practices and autobiographical reflection among other tools for teaching and learning about privilege in educational and workplace settings. In addition to presenting and modeling practices which aid in the “discovery” of social privilege by those that have it, we will present an integrated approach to dealing with such common issues as guilt, defensiveness, lack of systems-awareness, timidity, fear of conflict, in ways that free up energy for creative and courageous action. We will use portions of media such as *The Color of Fear* and the Hollywood film, *Crash* to illustrate points of tension

and crisis in the learning process and how to make good use of them. Finally, the institute will present a summary of “best practices” from our collective personal experience relevant to the issue of developing our leadership for greater stamina, resilience, flexibility, humor and effectiveness. We will emphasize an approach to strengthening our powers as leaders and educators for social justice that narrows the gap between our espoused personal ideals and our personal and social practices, and provide guidelines for further exploration in this area.

MONTERREY 1

Part I—Tuesday, May 27—8:30–11:30 a.m.

Part II—Tuesday, May 27—1:30–5:30 p.m.

Part III—Wednesday, May 28—8:30–11:30 a.m.

Michael Benitez Jr., Director for Intercultural Development, and Director of Portlock Black Cultural Center, Lafayette College—Easton, Pennsylvania

Victor Lee Lewis, Co-Director and Founder, Center for Diversity Leadership—Berkeley, California
victorlewis@diversitywork.org

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

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

123. INSTITUTE ON the Whiteness Wedge: African American and Latino/as in Conflict

A four-part institute is designed to help participants better understand how whiteness and white cultural identity creates conflicts between African Americans and Latino/as. Because both groups are victims of discrimination and share some common heritages, many expect that creating alliances would be an easy task. Yet, the historical experiences of each group have led to radically different views on racial identity. The different ways the groups have internalized aspects of white culture, including rugged individualism, rationalism, European aesthetics and history is key to understanding how African Americans and Latino/as see the racial landscape. Through the use of experiential exercises, participants will have the opportunity to understand how white culture and the concepts of whiteness have affected African American and Latino/a relationships. Participants will leave with a clearer sense of what steps they can take to build more authentic relationships across the racial and ethnic divide.

Tuesday, May 27—8:30–11:30 a.m.

FIESTA BALLROOM 9 and 10

PART I—Understanding the Impact of Whiteness on African American, Latino/a and White Identities

In order to have a meaningful dialogue, participants need to have a common understanding of the way whiteness has impacted the sense of self for these three groups. Through short lectures, participants will explore the historical and contemporary forces that shape their relationships with whiteness and white culture.

Tuesday, May 27—1:30–5:30 p.m.

FIESTA BALLROOM 9 and 10

PART II—How Does the Wedge Operate in Our Cross-Racial Relationships?

This part will help participants take an honest look at how the wedge impacts our cross-racial relationships. Through the use of an interactive exercise and facilitated dialogue, participants will explore questions such as: How do we see the wedge playing out in our lives? What are the messages we receive about each other? How do we compete with each other? Do we work inclusively or against each other?

PART III—Looking in the Mirror: Intra-Group Dialogue

This part of the institute will lead participants into same race/ethnicity conversations to explore the impact of whiteness within our specific groups. We will also look at the ways we struggle within our groups to create sustainable alliances with other racial/ethnic groups. Participants who do not identify as Black, white or Latino/a will form a group to investigate the impact of the topic on them and discuss ways they can support Blacks and Latino/as as they work to dislodge the wedge.

Wednesday, May 28—8:30–11:30 a.m.

FIESTA BALLROOM 9 and 10

PART IV—Charting a New Path

The final part of the institute will lead participants in an exploration of how African Americans, Latino/as and Whites can remove the whiteness wedge in order to create honest and sustainable cross-racial relationships in our lives and in our institutions. After some caucus work where we will discuss the steps we each need to take to remove the wedge, we will come back as a whole group to share with each other how we are committing ourselves to chart a new path. Participants will leave with concrete steps each of us can take to forge a healthier dynamic in our relationships.

Pamela Smith Chambers, Training Director, Beyond Diversity Resource Center—Mount Laurel, New Jersey

Robin Parker, Executive Director, Beyond Diversity Resource Center—Mount Laurel, New Jersey

Shelly Tochluk, Ph.D., Assistant Professor of Education, Mount St. Mary's College—Los Angeles, California

Jorge Zeballos, Latino Community Coordinator and Diversity Consultant, Guilford College—Greensboro, North Carolina cholo62@nativeweb.net

124. 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.

Tuesday, May 27—8:30–11:30 a.m.

FIESTA BALLROOM 5

Aspiring to Enlightened Leadership: Students and Administrators Working Together

Presenters will share those experiences that have shaped their leadership styles, offering suggestions as to how students and administrators can work in deeper partnership to achieve mutual goals. The session will include two presentations, a group exercise, and group discussion.

James Montoya, Ph.D., Vice President for Higher Education Assessment and Services, and Regions, the College Board; and former Vice Provost for Student Affairs at Stanford University—New York, New York

jmontoya@collegeboard.org

Lori White, Ph.D., Vice President, Student Affairs, Southern Methodist University—Dallas, Texas

Tuesday, May 27—1:30–5:30 p.m.

FIESTA BALLROOM 5

PART II—Activism All Grown Up: Post-College Career Opportunities in Higher Education for the Advancement of Social Justice

Some of the most significant advances for social justice on college and university campuses have been led by students. This activism could be sustainable beyond the undergraduate years. Specifically, those who seek to illuminate consciousness regarding the inequitable distribution of power, privilege, and resources in higher education can do so longer term by becoming faculty members and administrators. This session will cover career options that enable agency for social justice. The presenter will describe the trajectories from undergraduate student leaders to long-term activists who teach, produce justice-oriented scholarship, act on behalf of marginalized and politically oppressed populations, and employ equity-mindedness in administrative practice on college campuses. The ultimate goal is to excite greater interest among student activists to consider professional careers at colleges and universities in order to advance their social justice missions in the long-term.

Shaun R. Harper, Ph.D., Assistant Professor, Higher Education Management, Graduate School of Education, University of Pennsylvania—Philadelphia, Pennsylvania sharper1@upenn.edu

Wednesday, May 28—9:00–11:30 a.m.

FIESTA BALLROOM 5

PART III—What Matters to Student Success in College?

Creating the conditions that foster success in college is more important than ever. Much progress has been made during the past two decades in using active, collaborative, and problem-based learning, learning communities, student-faculty research, service learning, internships, and other pedagogical innovations to enrich student learning and promote educational attainment. Despite all this activity, too often these and other effective educational practices are underutilized. In this session, the presenter will review what matters to student success in college and illustrate the kinds of policies and “high impact” practices that channel student and institutional effort toward educationally purposeful activities.

George D. Kuh, Ph.D., Chancellor's Professor and Director, Center for Postsecondary Research, Indiana University—Bloomington, Indiana

NOTES

DAY AT A GLANCE • WEDNESDAY, MAY 28

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

201. REGISTRATION AND ON-SITE CHECK-IN

9:30-11:30 a.m.

202. SPECIAL FEATURE PRESENTATION: THE COLLEGE BOARD

Re-embracing Class for Increased Racial and Ethnic Diversity

203. MAJOR WORKSHOP: The Changing Shape of the River: Affirmative Action and Recent Social Science Research

204. MAJOR WORKSHOP: Navigating Your Career in Higher Education

9:30 a.m.-noon

205. MAJOR WORKSHOP: The Revolving Door of Underrepresented Minority Faculty in Higher Education

206. MAJOR WORKSHOP: How the Media Teach About Diversity

10:00-11:30 a.m.

207. A CONVERSATION WITH ANGELA OH

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

208. EXHIBITOR SHOWCASE AND RESOURCE CENTER OPENS

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

209. APINCORE (Asian/Pacific Islander American) CAUCUS: Welcome and Conference Overview

210. NATIVE AMERICAN CAUCUS: Network Meeting

211. NETWORKING MEETING FOR ALL NCORE CAUCUS GROUPS Organized by Latino/a Caucus Group

212. NATIONAL ADVISORY COMMITTEE (NAC) General Meeting

12:50-1:50 p.m.

213. CONFERENCE OPENING WELCOMING REMARKS—Belinda P. Biscoe

214. CONFERENCE OPENING PLENARY SESSION KEYNOTE ADDRESS: Gerald Torres

2:00-3:30 p.m.

215. BOOK SIGNING AND INFORMAL DIALOGUE with Gerald Torres

2:15-3:45 p.m.

216. SPECIAL FEATURE PRESENTATION:

Controversial Issues in Higher Education: Debate and Conflict
Over Affirmative Action, Diversity and Political Correctness

2:00-4:00 p.m.

217. MAJOR WORKSHOP: Unpacking Christian Privilege: Historical and Contemporary Religious Oppression in the U.S.

2:15-3:45 p.m.

218. MAJOR WORKSHOP: Advice for Minority Professors on the Tenure Track

219. MAJOR WORKSHOP: Intersection, Identities, and Inequalities in Higher Education

220. MAJOR WORKSHOP: Stereotyping of Arabs in the Media

221. Improving the Strategic Planning Process for Diversity: A Framework to Foster Diversity at Penn State

222. Facilitating Communication Among Racially/Ethnically Diverse Members of the Campus Community: Rochester Institute of Technology's Partnerships in Pluralism Initiative and Global Leadership Certificate Program

224. Diversity Officers Professional Skills Development Series: A Pioneering Training Model for Diversity Officers

225. Making it Through, Doing My Own Thing, Pulling From Within, and Relying on My Homies: Coping Strategies of Engineering Students of Color

226. White Privilege Conference: The Institution, Community and Beyond

227. A Student Peer Advisor Approach to Diversity and Social Justice in Campus Residence Halls

228. The Dot Game and More: Nurturing Intellectual Empathy and Otherness—Looking Through My "Ism" to Feel Your "Ism" Breaking Down the Schism

229. Education for Liberation: College Preparation as a Means for Social Justice

230. Universal Design and Student-Centered Advising

231. The Mis Education of the Black Greek™

232. Seizing Institutional Milestones for Student and Alumni Engagement, Assessment, Outreach and Development

233. Bridging the Cultural Divide: Using Multicultural Theater as a Tool to Create Effective Communication and Learning Outcomes

2:30-3:45 p.m.

234. Campus Conversations on Race: A Talk Worth Having®—A Program Model for Engaging Student Led Discussions on Race and Ethnicity

235. The Spectrum Initiative: Advancing Diversity in the American College Presidency

236. Border Crossings: Engaging Students in Diversity Work and Intergroup Relations

237. Before and After the Memorandum of Understanding: A Case Study of Tribal/University Relations

238. Geographical Diversity of Asian America

239. Building a Core of Latinos in Higher Education Through Collaboration and Partnerships

240. Personalization Over Critical Learning: The Outcomes of White Students Learning About White Privilege

241. Recruiting and Retaining the I.P.O.D Generation

242. Connecting Health Care and Cultural Competency: Creating Awareness in Prospective and Practicing Health Care Professionals

4:00-5:00 p.m.

243. SPECIAL FEATURE: Interactive Presentation and Dialogue Jim Northrup

5:00-9:30 p.m.

244. WELCOMING RECEPTION at Epcot®

WEDNESDAY, MAY 28, 2008

8:00 a.m.–5:00 p.m.

201. REGISTRATION AND ON-SITE CHECK-IN

SPECIAL FEATURE PRESENTATION: THE COLLEGE BOARD

9:30–11:30 a.m.

CORONADO BALLROOM H

202. Re-embracing Class for Increased Racial and Ethnic Diversity

The session will focus on the familiar and unknown relationships between class, race, and ethnicity in American higher education. Of special interest will be the impact of class in a students' educational trajectory: college readiness, admissions, financial aid, persistence, transfer and ultimately graduation. The College Board's national initiatives on low income students, community college students and Asian-Pacific American students will be highlighted in the session. The following are questions to consider: What do we as educators need to know about these students to help them meet their educational goals? What characteristics must we be sensitive to in developing models and programs that serve these students? Join us for a lively discussion about the ways in which we can serve these students most effectively in our nation's colleges and universities.

Stephen Handel, Ph.D., Director, National Office of Community College Initiatives, the College Board—New York, New York

Evelyn Hu-Dehart, Ph.D., the College Board Trustee; Professor of History and Ethnic Studies, and Director, Center for the Study of Race and Ethnicity in America, Brown University—Providence, Rhode Island

James Montoya, Ph.D., Vice President for Higher Education Assessments and Services, and Regions, the College Board—New York, New York

Youlanda Copeland Morgan, the College Board Trustee-Vice Chair; Former Vice President and Dean, Admissions and Financial Aid, Harvey Mudd College—Claremont, California

Jonell Sanchez, Director, Academic Outreach and Program Development, the College Board—New York, New York (**Moderator**) jsanchez@collegeboard.org



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tile) than even their much lower entering SAT scores would have predicted, Bowen and Bok strongly defend “race sensitive admissions” on the grounds that it has helped to create a thriving black leadership class, has greatly enhanced the overall atmosphere on college campuses by its contribution to student diversity, and has the support of students of all races. Since the publication of *The Shape of the River* in 1998 a fair amount of research has been done by economists, political scientists, and others which does not always support the sanguine picture of race-based admissions policies promoted by Bowen and Bok. In this session, the presenter will describe some of this recent critical literature, and will contend that it confirms many of the claims and warnings about racial preferences in university admissions that were made in the past by early critics of the policy such as Thomas Sowell and Shelby Steele. I hope, this presentation will provoke lively discussion and debate.

Russell Nieli, Ph.D., Lecturer, Politics Department, Princeton University—Princeton, New Jersey russniel@princeton.edu

For Book Signing of *The Shape of the River*, visit the NCORE Book Exhibit Booth (Teaching for Change)

MAJOR WORKSHOP

9:30–11:30 a.m.

YUCATAN 1

204. Navigating Your Career in Higher Education

This session provides the tools and strategies necessary to successfully navigate the job search process and guide your long-term career planning. Learn how to create a compelling cover letter, resume or curriculum vitae, select references, position yourself to emerge from the interview stage as the leading candidate, successfully negotiate a win-win package, and then smoothly transition into your next position. In addition, you will better understand the role of search consultants and how to secure them as your allies. The session is designed for early through mid-career professionals by providing an opportunity to engage with others on the topic of career pathways.

Nancy Archer-Martin, Principal, Nantucket Coaching Network—Nantucket, Massachusetts nantucketnetwork@gmail.com

Sharon J. Washington, Ph.D., Executive Director, National Writing Project, University of California—Berkeley, California www.nwp.org

MAJOR WORKSHOP

9:30–11:30 a.m.

DURANGO 2

203. The Changing Shape of the River: Affirmative Action and Recent Social Science Research

The Shape of the River is a study of race-based admission policies (affirmative action) at 28 selective colleges and universities published by two former Ivy League presidents, Princeton's William Bowen, and Harvard's Derek Bok. During their tenure as university presidents, Bowen and Bok were energetic supporters of what they call “race sensitive admissions” that were designed to increase the enrollment of minority students, particularly African Americans, at elite universities by making race a huge “plus-factor” in the overall admissions process. Although acknowledging some troubling developments with this policy, especially the fact that the African American students admitted to the elite institutions they surveyed did considerably worse in terms of their final class rankings (average class rank: 23rd percent-

MAJOR WORKSHOP**9:30 a.m.–noon**

CORONADO BALLROOM P and Q

205. The Revolving Door of Underrepresented Minority Faculty in Higher Education

Most colleges and universities have established faculty diversity as an institutional goal but steps toward recruitment are often not articulated, few are asked to be responsible for improvements, rarely is someone held accountable for search outcomes, and retention is assumed. Since new hires typically occur at the departmental level, faculty members need to accept responsibility and develop the skills and networks to advance both the recruitment and retention of a diverse faculty. In this session presenters will engage participants in an exploration of the specific challenges they face in their campus efforts, present strategies to meet the challenge, and share recent research that indicates that in order to make progress, part of which is to pay as much attention to retention as to recruitment of underrepresented minority faculty.

Alma Clayton-Pedersen, Ph.D., Vice President, Education and Institutional Renewal, Association of American Colleges and Universities (AAC&U)—Washington, D.C. <http://www.aacu.org>

José Moreno, Ed.D., Assistant Professor, Department of Chicano and Latino Studies, College of Liberal Arts, California State University—Long Beach, California jmoreno7@csulb.edu

MAJOR WORKSHOP**9:30 a.m.–noon**

BAJA

206. How the Media Teach About Diversity

This highly interactive session will address the various ways that media organize ideas and disseminate values related to diversity. The session will involve the analysis of a broad range of media and will focus on the treatment of specific groups, intergroup relations, and of the theme of diversity itself. Emphasis will be on how to become more analytical media consumers and how to help others to more actively interact with the media.

Carlos E. Cortés, Ph.D., Professor Emeritus, Department of History, University of California—Riverside, California carlos.cortes@ucr.edu

For Book Signing visit the NCORE Book Exhibit Booth (Teaching for Change)

A CONVERSATION WITH ANGELA OH**10:00–11:30 a.m.**

FIESTA BALLROOM 6



207. How Open and Sincere are People About Wanting to Change in a Direction That Will Make it Possible for Us to Live With a Measure of Peace

Angela Oh, Esquire, Attorney, Teacher, and Public Lecturer. Her law firm, Oh & Barrera, LLP is based in Los Angeles. The firm offers representation in state and federal criminal matters and civil rights

Angela Oh, a nationally-recognized attorney, public lecturer, and community leader, is of Counsel to the Century City law firm of Bird Marella in Los Angeles, California. Formerly a name partner and trial attorney at Beck DeCorso Barrera & Oh, she has represented individuals and entities in all

facets of state and federal court litigation. During her years in public service and private practice, Oh has built a reputation as an effective advocate and negotiator, drawing upon a wide breadth of experiences in the community, legal, and political arenas. In 1992, Oh gained national prominence as a spokesperson and mediator for the Asian American community in connection with the Los Angeles riots. Thereafter, she was appointed by President Bill Clinton to serve as one of seven Advisory Board Members on the President's Initiative on Race, which was charged with identifying and resolving problems relating to race relations in the United States. In 2002, Oh founded her own law firm, which focused on civil rights and criminal litigation. Throughout her career, Oh has served in leadership positions in numerous select commissions and boards, including as Chairperson of United States Senator Barbara Boxer's Federal Judicial Nominations Committee for the Central District of California; a Member of the Los Angeles City Commission on Human Relations; a Lawyer Delegate to the 9th Circuit Judicial Conference; and Commissioner on the ABA Commission on Women in the Legal Profession. Previously, Oh was also a founding member of the National Asian Pacific American Bar Association, and a recipient of its Trailblazer Award. In returning to the full-time practice of law, Oh's practice will focus on the litigation and criminal matters. In addition, she will continue her engagements as an independent monitor in matters involving the EEOC, by providing training, advice, and counsel to organizations on issues relating to race and gender discrimination in the workplace. Oh's public lectures and writings reflect the opportunities and challenges that diversity presents. Her lectures have taken her into both national and international arenas, including China, Korea, the Middle East, Northern Ireland, and the United Kingdom. Her teaching appointments have been at UCLA School of Law, UCLA Asian American Studies Department, and UC Irvine School of Social Sciences and Political Science. Oh is also an ordained Priest, Zen Buddhist Priest - Rinzai Sect.

10:00 a.m.–6:00 p.m.

VERACRUZ EXHIBIT HALL C

208. EXHIBITOR SHOWCASE AND RESOURCE CENTER

Open daily Wednesday, May 28 (10:00 a.m.–6:00 p.m.); Thursday, May 29 and Friday, May 30 (7:30 a.m.–6:00 p.m.); Saturday, May 31 (10:00 a.m.–4:00 p.m.)

(FOR A COMPREHENSIVE LISTING OF EXHIBITORS and their product and services, see page 96)

11:45 a.m.–12:45 p.m.

ACAPULCO

209. APINCORE (ASIAN/PACIFIC ISLANDER AMERICAN) CAUCUS

During NCORE 2008, there are three meetings hosted by the APINCORE (Asian/Pacific Islander American) Caucus Group.

Welcome and Conference Overview

(Open to all)

For other meetings for APINCORE Caucus group, see Index 373, 475

11:45 a.m.–12:45 p.m.
CORONADO BALLROOM T
210. NATIVE AMERICAN CAUCUS

Four meetings are hosted by the Native American Caucus Group organized during NCORE 2007 Conference. During NCORE 2008 the Native American caucus will meet to discuss a series of issues affecting Native American sin higher education.

Networking Meeting

For other meetings for Native American Caucus group, see Index 371, 473

11:45 a.m.–12:45 p.m.
CANCUN
211. 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.–12:45 p.m.
LAREDO 1 and 2

212. NATIONAL ADVISORY COMMITTEE (NAC) GENERAL MEETING

(For more information about the National Advisory Committee (NAC), see Index 004)

NAC Members will receive a Box Lunch at the meeting

For other meeting times and dates, see Index 303, 403

213. CONFERENCE OPENING AND WELCOMING REMARKS

12:50–1:50 p.m.
CORONADO Ballroom J, K, and L



Belinda P. Biscoe, Ph.D., Director, Mid-Continent Comprehensive Center, Assistant Vice President, University Outreach, Public and Community Services, College of Continuing Education, The University of Oklahoma—Norman, Oklahoma

214. CONFERENCE OPENING PLENARY SESSION



Keynote Address:
Community Action, Social Change and the Law

Gerald Torres, J.D., Bryant Smith Chair in Law, Professor, School of Law, University of Texas—Austin, Texas

Professor Torres is former president of the Association of American Law Schools (AALS). A leading figure in critical race theory, Torres is also an expert in agricultural and environmental law. He came to University of Texas Law in 1993 after teaching at the University of Minnesota Law School, where he also served as associate dean. Torres has served as deputy assistant attorney general for the Environment and Natural Resources Division of the U.S. Department of Justice in Washington, D.C., and as counsel to then U.S. Attorney

General Janet Reno. His latest book, *The Miner's Canary: Enlisting Race, Resisting Power, Transforming Democracy* (Harvard University Press, 2002) with Harvard law professor Lani Guinier, was described by Publisher's Weekly as "one of the most provocative and challenging books on race produced in years." Torres' many articles include "Translation and Stories" (Harvard Law Review, 2002), "Who Owns the Sky?" (Pace Law Review, 2001) (Garrison Lecture), "Taking and Giving: Police Power, Public Value, and Private Right" (Environmental Law, 1996), and "Translating Yonnonndio by Precedent and Evidence: The Mashpee Indian Case" (Duke Law Journal, 1990). Torres has served on the board of the Environmental Law Institute, the National Petroleum Council and on EPA's National Environmental Justice Advisory Council. He is a member of the Council on Foreign Relations and the American Law Institute. Torres was honored with the 2004 Legal Service Award from the Mexican American Legal Defense and Educational Fund (MALDEF) for his work to advance the legal rights of Latinos. He has been a visiting professor at Harvard and Stanford law schools.

For Informal Dialogue with Gerald Torres, see Index 215.

2:00–3:30 p.m.
CORONADO Ballroom K, and L
215. BOOK SIGNING AND INFORMAL DIALOGUE WITH GERALD TORRES

For Book Signing by Gerald Torres, visit the NCORE Book Exhibit Booth (Teaching for Change)

SPECIAL FEATURE PRESENTATION

2:15–3:45 p.m.
CORONADO BALLROOM H

216. Controversial Issues in Higher Education: Debate and Conflict Over Affirmative Action, Diversity and Political Correctness

In recent years, there have been considerable debate and conflict over issues surrounding affirmative action, diversity and political correctness in higher education. California and other states have passed laws prohibiting programs based on race, ethnicity, or gender, effectively curtailing, if not eliminating, affirmative action and diversity programs. The U.S. Supreme Court has also issued rulings curbing affirmative action programs, except under specific conditions. Does this mean we are moving toward a color-blind society in which race, ethnicity, and gender can no longer be considered in efforts to achieve equity for under-represented groups, or is color-blindness a form of institutional racism? Moreover, are campus codes banning racist and sexist speech necessary and appropriate, or do they amount to sanctioning political correctness in violation of the First Amendment? Our distinguished panel of experts will address these and other issues, and participants will have the opportunity to dialog and share perspectives to reach a fuller understanding of the issues.

Roger Clegg, President and General Counsel, Center for Equal Opportunity—Falls Church, Virginia <http://www.ceousa.org>

Leslie Houts Picca, Ph.D., Assistant Professor, Department of Sociology, Anthropology and Social Work, University of Dayton—Dayton, Ohio Piccaleh@notes.udayton.edu

Peter Schmidt, Deputy Editor, Business & Politics, Chronicle of Higher Education—Washington, D.C. Peter.Schmidt@chronicle.com

Bob H. Suzuki, Ph.D., President Emeritus, California State Polytechnic University—Pomona—Los Angeles, California bsuzuki1@charter.net

MAJOR WORKSHOP

2:00–4:00 p.m.
DURANGO 2

217. 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 ramifications of this ongoing tradition of religious privilege present a challenging social justice issue in current American society. Especially in higher education as well as in public schooling it is an area for teachers and administrators to explore, from the perspectives of their own and their students' religious identity perspectives. Such exploration can aid in designing classroom curricula and school policy that acknowledges the pluralism and diversity of students from non-Christian 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, political and legal advantage or disadvantage, and often conflated with race and ethnicity. Though 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 examination often occurs without challenging Christian hegemony.

This session will include several brief formal presentations to frame the historical and Constitutional basis for Christian hegemony and privilege in U.S. patterns of religious domination and subordination. The greater part of the session will be devoted to interactive, experiential and small group activities. We will focus on historical and Constitutional backgrounds, efforts to contest Christian hegemony, and the challenges for Hindu and Muslim students in U.S. schools and colleges. Participants will be provided an opportunity to examine their own socialization relative to Christian hegemony and the development of attitudes, beliefs and behavior patterns that support and reinforce Christian hegemony. 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. Participants will be encouraged to consider how they might bring issues of Christian privilege into classroom curricula, develop more equitable religious programs and policies, and consider ways that institutional policies and procedures contribute to the maintenance of Christian hegemony.

Maurianne Adams, Ph.D., Professor of Education, Social Justice Education Concentration, University of Massachusetts—Amherst, Massachusetts
adams@educ.umass.edu

Khyati Y. Joshi, Ed.D., Assistant Professor of Education, Fairleigh Dickinson University—Teaneck, New Jersey

Barbara J. Love, Ed.D., Professor of Education, Social Justice Education Concentration, University of Massachusetts—Amherst, Massachusetts

See 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 Curriculum Design." (authors: Maurianne Adams and Khyati Joshi)

MAJOR WORKSHOP

2:15–3:45 p.m.
ACAPULCO

218. Advice for Minority Professors on the Tenure Track

This session will focus on understanding and appreciating both the explicit and implicit yet subtle and embedded requirements of tenure track positions. Strategies will be presented to build effective support systems that include mentoring teams and networking within departments and colleges. Advice will be shared about avoiding and coping with pitfalls and sources of negativity that confront ethnic minority faculty. A case study will be used to illustrate how substantive diversity within the faculty can occur in a university that has strong, proactive leadership from key upper level academic administrators.

Blannie E. Bowen, Ph.D., Vice Provost for Academic Affairs, Pennsylvania State University, served as a Department Head, Associate Dean, and Senior Faculty Mentor for Minority Faculty—University Park, Pennsylvania
BXB1@obradom.psu.edu

MAJOR WORKSHOP

2:15–3:45 p.m.
DURANGO 1

219. Intersection, Identities, and Inequalities in Higher Education

This session draws from work which synthesizes insights of academics that were at the forefront of the development and institutionalization of intersectional work in the U.S. academy. Based on data and findings from conversations with intersectional scholars in a variety of higher educational institutions conducted in 2000, it discusses their efforts to integrate new forms of interdisciplinary knowledge around race, class, and gender into their own academic institutions. Some of the issues discussed are network building, financial resources, personal sacrifice, leadership, strategic alliances and institutional support. The essay derives a set of lessons both for a subsequent generation of scholars who will, hopefully, continue this work and administrators who have the will to assure diverse perspectives in the production and dissemination of knowledge about difference and persistent patterns of inequality in the United States. Though the findings from the interviews convey the belief that intersectional work remains today at the margins of the academic enterprise, they also demonstrate that the ability to grow and sustain intersectional scholarship has depended to a large extent on faculty whose personal commitments and intellectual interests led them to leadership positions where—by dint of hard work, sacrifice and strategic alliances—they successfully garnered university support for these initiatives.

Bonnie Thornton Dill, Ph.D., Professor and Chair, Department of Women's Studies, and Director, Consortium on Race, Gender and Ethnicity, University of Maryland—College Park, Maryland
choward3@umd.edu

For Book Signing visit the NCORE Book Exhibit Booth (Teaching for Change)

MAJOR WORKSHOP**2:15–3:45 p.m.**

BAJA

220. Stereotyping of Arabs in the Media

The presenter's presentation and screening of his documentary, *Reel Bad Arabs* exposes damaging stereotypes of the Arab people, and Islam. The groundbreaking documentary *Reel Bad Arabs* dissects a slanderous aspect of cinematic history that has run virtually unchallenged. Dr. Shaheen will discuss how the persistence of these images over time has served to naturalize prejudicial attitudes toward Arabs and Arab culture, in the process reinforcing a narrow view of individual Arabs and the effects of specific U.S. domestic and international policies on their lives. By inspiring critical thinking about the social, political, and basic human consequences of leaving these Hollywood caricatures unexamined, the film challenges viewers to recognize the urgent need for counter-narratives that do justice to the diversity and humanity of Arab people and the reality and richness of Arab history and culture. Continuously repeated, the media narrow our vision and distort reality, denigrating an entire people—Arabs, Asians, Blacks, Jews, Native Americans and others.

Jack Shaheen, Ph.D., Professor Emeritus, Mass Communications, Southern Illinois University—Edwardsville, Illinois jgshaheen1@juno.com

For Jack Shaheen's new documentary *Reel Bad Arabs: How Hollywood Vilifies a People*, visit the **NCORE Book Exhibit Booth (Teaching for Change)**

2:15–3:45 p.m.**90-MINUTE CONCURRENT SESSIONS****2:15–3:45 p.m.**

FIESTA BALLROOM 7 and 8

Levels of Experience: Intermediate and Advanced**CATEGORY:** Long- and Short-Range Planning**221. Improving the Strategic Planning Process for Diversity: A Framework to Foster Diversity at Penn State**

The session will review Penn State's strategic plan for diversity, *A Framework to Foster Diversity at Penn State: 2004-09* and discuss the importance of strategic planning. A brief history of institutionalizing strategic planning for diversity at Penn State will be provided and the presenters will discuss other topics such as barriers to implementing a successful plan and sustaining such diversity plan. The session will also cover innovations such as a series of workshops for university unit executives and their planning teams, the support provided to planning units, and improved coordination and evaluation of the process. The overall approach for this session will be to discuss "lessons learned," with the goal of sharing experiences for the benefit of colleagues from other colleges and universities. Approximately one-third of the session time will be allotted to questions and discussion. This session should particularly benefit those who wish to initiate and implement strategic diversity planning, and those who are responsible for evaluating a diversity plan's effectiveness.

Michael H. Blanco, Ph.D., Senior Diversity Planning Analyst, Office of the Vice Provost for Educational Equity, Pennsylvania State University—University Park, Pennsylvania mhb4@psu.edu

Kim A. Frankenfield-Pro, J.D., Diversity Planning Specialist, Office of the Vice Provost for Educational Equity, Pennsylvania State University—University Park, Pennsylvania kaf24@psu.edu

Victoria E. Sanchez, Ph.D., Assistant Vice Provost, Educational Equity, Pennsylvania State University—University Park, Pennsylvania vsanchez@psu.edu

Barbara L. Welshofer, Senior Diversity Planning Analyst, Office of the Vice Provost for Educational Equity, Pennsylvania State University—University Park, Pennsylvania blw7@psu.edu

2:15–3:45 p.m.

FIESTA BALLROOM 3 and 4

Levels of Experience: Intermediate**Category:** Case Studies/Model Programs**222. Facilitating Communication Among Racially/Ethnically Diverse Members of the Campus Community: Rochester Institute of Technology's Partnership in Pluralism Initiative and Global Leadership Certificate Program**

In 2004, Rochester Institute of Technology (RIT) undertook a year-long activity called Partnerships in Pluralism Initiative. Its focus was to facilitate communication among racially/ethnically diverse members of the RIT community. 80 faculty and staff invited by the president of RIT participated in this activity. In 2007-2008 the fourth year was launched with 60 faculty/staff participating. Early results have found this program to be beneficial in creating bonds across disciplines, race and other differences. The Global Leadership Certificate Program was created in July 2006. The purpose of this initiative was twofold: first, to help students to learn about diversity, leadership and global issues; secondly, to give participants an opportunity to network and learn from the RIT students, faculty and staff through peer faculty mentoring. This mentoring program will help create alums that will have lasting relationships with RIT. This session should particularly benefit those who are interested in facilitating dialogues about race, ethnicity and the impact of globalization, and those interested in developing a methodology for increasing opportunities for paired intercultural communications.

Alfreda Brown, Ed.D., Chief Diversity Officer, Office of the President, Rochester Institute of Technology—Rochester, New York axbpro@rit.edu

Sandra Whitmore, Assistant to the Chief Diversity Officer, Office of the President, Rochester Institute of Technology—Rochester, New York swwpro@rit.edu

2:15–3:45 p.m.

CORONADO BALLROOM M and N

Levels of Experience: Novice and Intermediate**Category:** Case Studies/Model Programs**224. Diversity Officers Professional Skills Development Series: A Pioneering Training Model for Diversity Officers**

This session will examine a pioneering training model for diversity officers at Minnesota State colleges and universities focused on skill building derived from research into the skills and expertise diversity officers need to be successful. Some diversity officers stepped into their role with a passion for serving underrepresented students, but lacked the skills to succeed in a complex higher education environment and become effective change agents. This training program teaches the skills diversity officers need to create a welcoming environment for under-represented staff, faculty and students. Skills taught during the training will include assessment models, research, data analysis, best approaches for overcoming campus and community barriers and developing alliances. Participants will also learn how to be financial stewards of programming budgets. These skills are not traditionally associated with diversity officers. Information on the background and rationale for the diversity officers professional skill development will be provided, as well as insights and lessons learned from its implementation, execution and evaluation. This session should particularly benefit those who are interested in promoting the success of diversity officers, and will be of interest to higher education administrators, diversity officers, students and staff who are interested in taking an active role as change agents.

Alexander Hines, Director, Inclusion and Diversity, Winona State University—Winona, Minnesota ahines@winona.edu

Ka Vang, Director, Diversity Programs, Minnesota State Colleges and Universities, Office of the Chancellor—Saint Paul, Minnesota ka.vang@so.mnscu.edu

2:15–3:45 p.m.

YUCATAN 1

Levels of Experience: Intermediate**Category:** Research/Assessment/Evaluation**225. Making it Through, Doing My Own Thing, Pulling From Within, and Relying on My Homies: Coping Strategies of Engineering Students of Color**

This session will report on qualitative research into the coping strategies of undergraduate students of color enrolled in the college of engineering at a large, predominantly white, Midwestern universities. As part of a larger project (NSF 043 1642), this presentation will describe the experiences of engineering students of color as they coped with racial isolation and/or discrimination. Based on 90-minute semi-structured interviews with African American, Hispanic, Native American, and Asian American students, the research describes the strategies to deal with participants' feelings of isolation and discomfort. The session also will reveal how participants from each racial/ethnic group defined and interpreted their coping strategies and how they described specific issues related to their coping methods. This session should particularly benefit administrators, faculty members, Student Affairs personnel who work with students of color and college students who deal with racial isolation and discrimination.

Monica Flippin-Wynn, Doctoral Candidate in Communication; and Graduate Research Assistant, RISE, The University of Oklahoma—Norman, Oklahoma flippin@ou.edu

Anna Wong Lowe, Doctoral Candidate in Communication; and Graduate Research Assistant, RISE, The University of Oklahoma—Norman, Oklahoma awonglowe@ou.edu

Sedelta Oosahwee, Research Assistant, RISE, The University of Oklahoma—Norman, Oklahoma Sedelta.R.Oosahwee-1@ou.edu

Lauren Rieken, Research Assistant, RISE, The University of Oklahoma—Norman, Oklahoma L.m.rieken@ou.edu

2:15–3:45 p.m.

DURANGO 2

Levels of Experience: Intermediate and Advanced**Category:** Theoretical Models**226. White Privilege Conference: The Institution, Community and Beyond**

The Annual Conference on White Privilege (WPC) examines issues of white privilege, diversity, multicultural education, multicultural leadership, social justice, race/racism, sexual orientation, gender relations, and other systems of privilege/repression. It offers ways to dismantle systems of white privilege, white supremacy, and oppression. This panel presentation focuses on what can be accomplished when WPC participants return to their institutions or communities to implement strategies they have learned. This session should particularly benefit those who are seeking ways to overcome the institutional barriers within higher education that perpetuates disparities and oppression, and ways to move toward an inclusive and responsive environment.

Thomas Harris, Assistant Director, Office of Multicultural Student Services, University of Wisconsin—La Crosse, Wisconsin harris.thom@uwlax.edu

Eddie Moore Jr., Ph.D., Director of Diversity, The Bush School—Seattle, Washington Eddie.moorejr@bush.edu

Marguerite W. Parks, Ph.D., Professor, Educational Studies, University of Wisconsin—Oshkosh, Wisconsin parks@uwosh.edu

Laura Remington, Resident Director, Western Washington University—Bellingham, Washington remingl2@wwwu.edu

2:15–3:45 p.m.

MONTERREY 3

Levels of Experience: Novice and Intermediate**Category:** Case Studies/Model Programs**227. A Student Peer Advisor Approach to Diversity and Social Justice in Campus Residence Halls**

This session will provide participants with a method of bringing social justice and multiculturalism to campus residence halls. Presenters will share the history of the Minority Peer Advising Program at the University of Michigan and the status of the program within the Office of Residence Education. A student will share experiences with staff and other students in actualizing the residence hall program using the Community Development Model. The session will provide information on the future direction of the program and will highlight research that demonstrates the need for this model to provide a community for students of color that connects them with other students and campus resources and which contributes to their retention at the university. This session should particularly benefit those who work in residence life and Student Affairs and are interested in new ways to create a community which will support students of color at predominantly white institutions.

Denny Chan, Undergraduate Student, Sociology Major, University of Michigan—Ann Arbor, Michigan dennychan@gmail.com

Chanel Harris, Undergraduate Student, Psychology and African American Studies, University of Michigan—Ann Arbor, Michigan harriscl@umich.edu

Christopher E. Hughbanks, Graduate Student, Social Justice Education, Graduate Assistant Resident Director, University of Massachusetts—Amherst, Massachusetts chughban@educ.umass.edu

Robbie M. Ransom, Director, Multicultural Programming, Housing Residence Education, University of Michigan—Ann Arbor, Michigan rm dye@umich.edu

2:15–3:45 p.m.

MONTERREY 2

Levels of Experience: Novice and Intermediate**Category:** Interactive Training**228. The Dot Game and More: Nurturing Intellectual Empathy and Otherness—Looking Through My “Ism” to Feel Your “Ism” Breaking Down the Schism**

This session will get all participants actively involved in a series of simulations and games that connect one's experience of “otherness” with that of others in a manner that openly explores and nurtures the development of each participant's empathy. A discussion will follow about the quality of intellectual empathy in teachers, administrators, health care providers, etc., and how it fundamentally impacts one's effectiveness in these various roles. The presenter will cover two years of research conducted by the Iowa Teacher Dispositions Team and will introduce the newly created Iowa Dispositions Model and the Iowa Dispositions Assessment Tool. These are being piloted at Simpson College and in institutions across the state. This session should particularly benefit those who are interested in learning how disposition (attitudes, orientations, awareness) impacts the work of educators, administrators and health care workers.

Patricia A. Woodward-Young, Ph.D., Professor and Chair, Education Department, and the Teacher Quality Enhancement Grant Dispositions Team for the State of Iowa, Simpson College—Indianola, Iowa patti.young@simpson.edu

2:15–3:45 p.m.

CORONADO BALLROOM B

Levels of Experience: Intermediate and Advanced**Category:** Case Studies/Model Programs**229. Education for Liberation: College Preparation as a Means for Social Justice**

What is a social justice approach to college-preparation? This session highlights effective college-preparation strategies for educators who work with students from marginalized communities. We will examine the work of two staff members from the Early Academic Outreach Program at UC Berkeley, a college-preparatory program for low-income, first generation high school students. Instead of enticing young people to choose colleges as a way to get out of their community, the presenters will offer the view that choosing college means becoming a problem-solver and a stakeholder in one's community. College-preparation for young people of color can be a culturally insensitive experience that asks them to abandon a part of their identity. College-prep must be an empowering experience for young people that validates their experience and struggle. Participants will learn how to integrate social justice into their daily work. Presenters will share examples of how they "flipped the script" by linking issues in the daily lives of students to college-preparation. This session should particularly benefit those who are interested in affective college-preparation techniques for students from under-resourced communities or those who are interested in transformative pedagogy.

Amy H. Lee, Regional Coordinator, Early Academic Outreach Program
University of California—Berkeley, California amyhlee@berkeley.edu

Theresa Vidaurri, Regional Coordinator, Early Academic Outreach Program,
University of California—Berkeley, California tvidaurri@berkeley.edu

2:15–3:45 p.m.

CORONADO BALLROOM T

Levels of Experience: Intermediate**Category:** Theoretical Models**230. Universal Design and Student-Centered Advising**

From summer of 2006 to the present, the presenters have been part of a group of faculty and staff from institutions of higher education throughout the country who came together under a U.S. Department of Education grant-funded program called PASS IT to develop training programs for the implementation of Universal Design (UD) and Universal Instructional Design (UID) in college teaching and student services. This approach offers models of improving instruction and student services for a diverse population of students. This session will review the concepts and principles of UD and UID, particularly as they relate to academic advising, and provide an opportunity for discussion on how to implement the concepts of UD in your own program. This session should particularly benefit those who are interested in considering alternative methods of providing services or programs for a diverse population of students.

Carole Anne Broad, Academic Adviser, University of Minnesota—Minneapolis,
Minnesota broad005@umn.edu

Amy Kampsen, Academic Adviser, University of Minnesota—Minneapolis,
Minnesota kamps008@umn.edu

Mary Ellen Shaw, Ph.D., Coordinator of Student Progress and Scholarships,
University of Minnesota—Minneapolis, Minnesota shawx001@umn.edu

2:15–3:45 p.m.

CORONADO BALLROOM C

Levels of Experience: Novice**Category:** Curricular/Pedagogical Models**231. The Mis Education of the Black Greek™**

The overall purpose of this session is to outline proactive methods to reduce hazing in African-American Collegiate Greek Lettered Fraternities and Sororities. The facilitator examines realistic and practical alternative methods that outline solutions to reduce hazing problems in these organizations. These solutions include specific course content for suggested required courses for students and advisors, methods and strategies for student service professionals to implement which proactively reduce the amount of hazing incidents, and designs for organizational structures that can properly address hazing problems after they occur. This session should particularly benefit those who face challenges with academic excellence, membership recruitment/retention, conflict management/resolution, and communication issues as it relates to undergraduate National Pan-Hellenic Council (NPHC) organizations (internally and externally), student service professionals, and the surrounding community.

Rasheed Ali Cromwell, Esquire, Executive Director, The Harbor Institute—
Washington, D.C. bearnest@harborinstitute.com and
racromwell@harborinstitute.com

2:15–3:45 p.m.

YUCATAN 2

Levels of Experience: Novice**Category:** Case Studies/Model Programs**232. Seizing Institutional Milestones for Student and Alumni Engagement, Assessment, Outreach and Development**

In August of 2006, North Carolina State University began a year-long celebration of the 50th anniversary of African American enrollment. This year-long commemoration brought an opportunity to enhance students and alumni's involvement and evaluate past assessment data to further university goals and initiatives. It also provided an opportunity to enhance alumni giving, and to further the outreach efforts of the Department of Multicultural Student Affairs. A 18-member task force served as the advisory body for the 50th anniversary celebration. Programming throughout the year includes initiatives directed by students, alumni and the college. Also, fund raising/development goals were assessed. Compiling historical data allowed lost history to be regained and the commemoration of that history built stronger relationships between students and alumni. It attracted new donors to the university and built stronger partnerships. Various goals will be developed to help departments understand how they can optimize programming to increase involvement of both students and alumni. Presenters will also discuss the importance of documenting and recognizing significant milestones in order to educate, encourage, and direct future growth. This session should particularly benefit those who develop coordinated programs for minority students at predominantly white institutions, or are interested in development/funding opportunities.

Felicia J. Baity, Assistant Director, Multicultural Student Affairs, North Carolina
State University—Raleigh, North Carolina Felicia_Baity@ncsu.edu

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

Toni Thorpe, Program Coordinator, African American Cultural Center, North
Carolina State University—Raleigh, North Carolina
Toni_Thorpe@ncsu.edu

2:15–3:45 p.m.

FIESTA BALLROOM 9 and 10

Levels of Experience: Novice**Category:** Interactive Training

233. Bridging the Cultural Divide: Using Multicultural Theater as a Tool to Create Effective Communication and Learning Outcomes

This session demonstrates how a multicultural theater is an effective tool to facilitate dialogue between diverse communities. Through a partnership between academic departments and Student Affairs, staff and students are learning to understand and appreciate intercultural differences, and are learning to communicate more clearly in order to break down barriers, build trust and strengthen relationships, which yields tangible result with retention efforts. Through their involvement in the theater, students are empowered to speak more confidently about issues that effect their lives. The session is meant to inspire individuals to explore the use of a multicultural theater in their own communities. This session should particularly benefit those who interact with students of multicultural backgrounds and wish to improve verbal communication with groups of diverse individuals.

Donald G. Williams, Director, Cultural Arts and Diversity, University of California—Santa Cruz, California dwilliam@ucsc.edu

2:30–3:45 p.m.

75-MINUTE CONCURRENT SESSIONS

2:30–3:45 p.m.

CORONADO BALLROOM R and S

Levels of Experience: Novice**Category:** Case Studies/Model Programs

234. Campus Conversations on Race: A Talk Worth Having®—A Program Model for Engaging Student Led Discussions on Race and Ethnicity

This will be a panel presentation about student-led and student-centered discussions on race and ethnicity as developed through the Campus Conversations on Race: A Talk Worth Having® program which has quickly spread to 10 major college campuses. The panelists are undergraduate students who have completed a 16-hour facilitator training program. They will provide details of their training and will share their experiences actually facilitating the five-session program with fellow students. Also presenting on the panel are a faculty and a staff member who have been trained to teach co-facilitators. This session should particularly benefit students, faculty and staff who seek to engender affective, action oriented, dialogue among students on topics and issues of race and ethnicity. It is appropriate for all conference attendees interested in the detailed workings of a dynamic program that stimulates increased cross-cultural knowledge and collaboration among students through facilitated discussion.

Jacob Barela, Undergraduate Student, Political Communication, Women and Gender Studies Major, Emerson College—Boston, Massachusetts
Jacob_Barela@emerson.edu

Cathryn Cushner Edelstein, Program Director, Fundamentals of Speech Communication, Department of Organization and Political Communication, Emerson College—Boston, Massachusetts cathyEdelstein@msn.com

Aja Michelle Moore, Undergraduate Student, Writing, Literature, and Publishing Major, Emerson College—Boston, Massachusetts aja_moore@emerson.edu

Tikeshia R. Morgan, Director, Multicultural Student Affairs, Emerson College—Boston, Massachusetts tikesharmorgan@hotmail.com

Zahra Ali Syed, Undergraduate Student, Visual and Media Arts Major, Emerson College—Boston, Massachusetts Zahra_syed@emerson.edu

Jillian Emily Tedeschi, Undergraduate Student, Marketing Communication Major, Emerson College—Boston, Massachusetts Jillian_Tedeschi@emerson.edu

2:30–3:45 p.m.

ACAPULCO

Levels of Experience: Novice**Category:** Long- and Short-Range Planning

235. The Spectrum Initiative: Advancing Diversity in the American College Presidency

Achieving racial, ethnic, and gender diversity among college and university leaders remains an unfulfilled goal. Finding from The American College President, 2007 edition, indicates that since 1986 the percentage of college and university presidents who are racial and ethnic minorities rose only from 8% to 13.5%. When minority-serving institutions are removed from the equation, minority presidents lead just 9% of colleges and universities. Although the proportion of presidencies held by women have more than doubled during that time, from 10% to 23%, the rate of change for minorities has stalled since the mid-1990s. To address this trend, the American Council on Education (ACE), in partnership with other leading higher education associations and organizations, has launched The Spectrum Initiative, a multi-year national program designed to diversify and broaden executive leadership talent in higher education through programmatic and research initiatives. This session will provide data that illustrates the need for the project, description of the initiative, its research findings and themes, and will also provide information on forthcoming projects and programs. This session should particularly benefit those who are interested in diversifying academic leadership and those interested in pursuing senior leadership opportunities in higher education.

Brian K. Bridges, Associate Director, Center for Advancement of Racial and Ethnic Equity, American Council on Education—Washington, D.C.
brian_bridges@ace.nche.edu

Diana I. Córdova, Ph.D., Director, Center for Advancement of Racial and Ethnic Equity, American Council on Education—Washington, D.C.
diana_cordova@ace.nche.edu

2:30–3:45 p.m.

YUCATAN 3

Levels of Experience: Intermediate**Category:** Curricular/Pedagogical Models

236. Border Crossings: Engaging Students in Diversity Work and Intergroup Relations

Dickinson College designed an innovative model for diversity education, the "Crossing Borders" (CB) program to encourage culturally diverse students to live, work, and study together in multiple context both within the U.S. and abroad. Up to 20 students from a Predominantly White Institution (PWI) and two historically Black Colleges/Universities (HBCU) spent four weeks studying together in Cameroon, West Africa during the summer. Students then spent one semester at Dickinson College (PWI) and one semester at one of the participating HBCUs. While Dickinson has had a strong record of some excellent global education programs, it was less effective in confronting the more challenging issues of domestic diversity. This session should particularly benefit those who are interested in teaching about race and ethnic relations including whiteness studies and those interested in global and local issues related to race, class, culture, and gender in diverse classroom environment.

Joyce Bylander, Special Assistant to the President for Institutional and Diversity Initiatives, Dickinson College—Carlisle, Pennsylvania
bylander@dickinson.edu

Susan Rose, Ph.D., Professor of Sociology, and Director of Community Studies Center, Dickinson College—Carlisle, Pennsylvania
rose@dickinson.edu

2:30–3:45 p.m.

DURANGO 1

Level of Experience: Intermediate**Category:** Case Studies/Model Programs**237. Before and After the Memorandum of Understanding:
A Case Study of Tribal/University Relations**

This session examines the developing relationship between the Eastern Band of the Cherokee Nation and Western Carolina University in North Carolina. The presentation will include an overview of the history of the tribe and the university, the process of developing a formal Memorandum of Understanding (MOU) after a century of coexistence and the challenges of putting the signed agreement into action, from the development of a Distinguished Professor in Cherokee Studies to the implementation of a task force dedicated to making the MOU work. Successes and difficulties in the Eastern Band/WCU situation will be openly discussed by university officials and members of the Eastern Band. This session should particularly benefit those who are interested in enhancing university/tribal relationships, establishing an MOU or understanding its benefits and following through on formal agreements such as an MOU.

Roseanna Belt, Director, Cherokee Center, Western Carolina University—Cherokee, North Carolina rbelt@email.wcu.edu

Ashleigh Meghan Brown, Assistant to the Principal Chief, Eastern Band of the Cherokee Indians—Cherokee, North Carolina ashlbrow@nc-chokeee.com

B. Lynne Harlan, Public Relations Coordinator, Eastern Band of the Cherokee Indians—Cherokee, North Carolina lynnharl@nc-chokeee.com

Brian E. Railsback, Ph.D., Dean, The Honors College, Western Carolina University—Cullowhee, North Carolina brailsba@wcu.edu

2:30–3:45 p.m.

FIESTA BALLROOM 1 and 2

Levels of Experience: All**Category:** Interactive Training**238. Geographical Diversity of Asian America**

Asian Americans are from the west, east, midwest, south, Hawaii, and everywhere in between; from urban, suburban, and rural areas; from predominantly Asian neighborhoods and predominantly white ones; from “blue” states and “red” states. However, this very diversity poses challenges to our perception of the Asian American community, its salient issues, and the need for coalition building. Come share your experiences about your own area, and learn from other participants about the similarities and differences they had been growing up in other parts of the country. Use this knowledge to find common ground and differences in order to build community and build new coalitions. The session should particularly benefit those who would like to learn more about the diversity of the Asian American community, as well as different perspectives on race relations from different regions of the United States.

Corinne Maekawa Kodama, Associate Director, Asian American Resource & Cultural Center, University of Illinois—Chicago, Illinois ckodama@uic.edu

2:30–3:45 p.m.

CORONADO BALLROOM F and G

Levels of Experience: Intermediate**Category:** Case Studies/Model Programs**239. Building a Core of Latinos in Higher Education
Through Collaboration and Partnerships**

This session examines the development and implementation of a program to increase the number of college-bound Latino students from K-21 at Northeastern Illinois University (NEIU). In response to an educational initiative launched by the W.K. Kellogg Foundation in 1999, NEIU created a comprehensive plan to sustain partnerships among higher education institutions, K-12 schools, alternative high schools, and local communities. A total of 34 institutional partners became members of the Chicago ENLACE Partnership. This partnership developed by the Chicago Fellows Program, an initiative to offer a master's degree in higher education to prospective Latinos to help move them into the administrative ranks of higher education. Three cohorts of Latino students from the ENLACE partners have benefitted from this program. The Chicago Fellows Program has become a vehicle to invest in and to prepare a generation of Latino graduates, to enhance their skills and knowledge in the field of higher education and to become catalysts in the educational pipeline for Latino students (K-21). This session should particularly benefit those interested in the educational development of Latino students and enhancing their prospects of becoming administrators in higher education.

Joaquin Villegas, Ph.D., Associate Professor, Coordinator of Graduate and Undergraduate Bilingual/Bicultural Programs, and Advisor, Master of Arts in Teaching in Bilingual/Bicultural Education, Northeastern Illinois University—Chicago, Illinois J-Villegas1@neiu.edu

2:30–3:45 p.m.

CORONADO BALLROOM D and E

Levels of Experience: Intermediate**Category:** Curricular/Pedagogical Models**240. Personalization Over Critical Learning: The Outcomes
of White Students Learning About White Privilege**

This session will present a study of whether the personal reactions of White graduate students affected their learning about White privilege in required multicultural educational courses offered at predominantly White institutions (PWI). Multicultural competency requires understanding the effects of White privilege and the racialization of America. Learning about White privilege creates emotional and cognitive dissonance for many White students who are learning about white privilege and White racial identity for the first time. It becomes a daunting task for White students educated on PWI campuses because this topic threatens their personal and academic identities. Research has documented the challenges White students face when learning about this phenomenon, but has not connected these reactions to how well they learn about White privilege. The research concludes that students' responses to the issue are more often self-absorbed than knowledge-based. The discussion will cover implications for educators and supervisors. This session should particularly benefit those who are challenged by the personal reaction of students associated with learning about white privilege.

Cheryl B. Warner, Ph.D., Assistant Professor, Leadership, Counselor Education, Human and Organizational Development, Eugene T. Moore School of Education, Clemson University—Clemson, South Carolina cforkne@exchange.clemson.edu

2:30–3:45 p.m.

CANCUN

Levels of Experience: Intermediate**Category:** Long- and Short-Range Planning**241. Recruiting and Retaining the I.P.O.D Generation**

The U.S. Department of Education reports that Webster University, Worldwide has led the nation over the last 11 years in graduate degrees for people of color. This achievement is due to offering programs in locations and in formats that allow working adults to have access to graduate education. The greatest challenge Webster and other

institutions of higher education face is how to appeal to the new generation of graduate students, those born around 1980. The presenter refers to these students as the I.P.O.D. generation. I.P.O.D. stands for Internet savvy, Phone addicted, Opportunistic, Digital intellectuals. This session should particularly benefit participants who are interested in how to recruit and retain members of this generation.

Benjamin Ola. Akande, Ph.D., Dean, School of Business and Technology, Webster University, Worldwide—St. Louis, Missouri akandeb@webster.edu

2:30–3:45 p.m.

CORONADO BALLROOM A

Levels of Experience: Novice**Category:** Curricular/Pedagogical Models**242. Connecting Health Care and Cultural Competency: Creating Awareness in Prospective and Practicing Health Care Professionals**

This session will present programs at the University of Massachusetts Medical School designed to develop an awareness of diversity and the impact of cultural differences upon patient perception and perspective, for both student and professional practicing health care professionals. This session will review a program created for third-year medical students and two programs which were created for practicing health care workers and physicians. Each program aims to develop caring attitudes in participants leading to more comprehensive treatment for patients and their families. This session will particularly benefit medical faculty, staff and those training to become health care workers.

Janet N. Culpepper, Program Coordinator, Medical Interpreter Training, Cross Cultural Initiatives, Office of Community Programs, University of Massachusetts Medical School—Shrewsbury, Massachusetts
janet.culpepper@umassmed.edu

SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE**4:00–5:00 p.m.**

CORONADO BALLROOM J, K, and L

**243. Racism, What Is It Good For?**

Jim Northrup, Anishinaabe Poet, Newspaper Columnist, Performer, and Political Commentator from the Fond du Lac Indian Reservation in Minnesota. His Anishinaabe name is “Chibenashi” (from Chi-bineshiinh “Big little-bird”)

Jim Northrup writes a syndicated newspaper column, Fond Du Lac Follies which is published in The Circle, The Native American Press, and the News From Indian Country. In his writings, he describes life on the reservation with candor and wry humor. Fond du Lac Follies was named Best Column at the 1999 Native American Journalists Association convention. In 1990–1992, Jim worked as a roster artist for the COMPAS Writer in the Schools Program. He has been a Mentor in the Loft Inroads Program, a Judge for the Lake Superior Contemporary Writers Series and The Jerome Fellowship, and a Member of the Minnesota State Arts Board Prose Panel. Jim also has given radio commentaries on the Superior Radio Network, National Public Radio, Fresh Air Radio, and the BBC-Scotland. Jim and his family live the traditional life of the Anishinaabe in northern Minnesota. Nonetheless, his traditional lifestyle does not deter him from participating in events like the Taos Film Festival and the Taos Poetry Circus. Jim was named Writer of the Year in syndicated columns for 2001 by the Wordcraft Circle of Native Writer’s and Storytellers for his column The Fond du Lac Follies. Walking the Rez Road was awarded a Minnesota Book Award and a Northeast Minnesota Book Award. Jim was honored as writer of the Best Feature Story in 1987 by the Native American Press Association for the story “Jeremiah, Jesse and Dan.” In 1987, he also was named winner of the Lake Superior Contemporary Writers Series for “Culture Clash.” The film Jim Northrup: With Reservations received an award at the Dreamspeakers Native Film Festival 1997, and was named Best of Show at Red Earth 1997. It was named Best Short Film at the Native American Voices Showcase 2002 at the Fargo Film Festival. It was also shown at the 1997 Native American Film & Video Festival, National Museum of the American Indian, New York City. The Rez Road Follies has been nominated for a Minnesota Book Award, in the Creative Non-fiction category.

For Book Signing by Jim Northrup visit NCORE Book Exhibit Booth (Teaching for Change)

244. WELCOMING RECEPTION AT Epcot®**6:00–9:30 p.m.**

Transportation will be provided. All Buses will leave from the Coronado Springs Resort at 6:00 p.m.



NCORE would like to acknowledge the contribution made by the Minority Business Development, Walt Disney World for sponsoring this event.

Join friends, colleagues and first-time NCORE attendees at Epcot®. Enjoy food and good company while watching IllumiNations: Reflections of Earth (nightly fireworks).

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

NOTES

DAY AT A GLANCE • THURSDAY, MAY 29

7:30-9:00 a.m.

301. CONTINENTAL BREAKFAST

7:30 a.m.-6:00 p.m.

302. EXHIBITOR SHOWCASE AND RESOURCE CENTER

7:45-8:45 a.m.

**303. NATIONAL ADVISORY COMMITTEE (NAC)
SUB-COMMITTEE MEETINGS**

9:00-9:45 a.m.

304. CONFERENCE MORNING PLENARY SESSION
Keynote Address: Angela Davis

10:00-11:30 a.m.

**305. BOOK SIGNING AND INFORMAL DIALOGUE
WITH ANGELA DAVIS**

10:00 a.m.-noon

SPECIAL FEATURE PRESENTATION: PRESIDENTS SYMPOSIUM (PART I)

306. Academic and Business Perspectives on Diversity: College and University Presidents and Corporate Executives Share Their Experiences in Promoting Diversity in Their Organizations

10:00 a.m.-noon

307. MAJOR WORKSHOP: An Uncertain Future: The Secretary of Education's Commission on the Future of Higher Education

308. MAJOR WORKSHOP: Core Commitments: Educating Students for Personal and Social Responsibility

309. MAJOR WORKSHOP: The Seduction of Common Sense: How the Right Has Framed the Debate on America's Schools

310. MAJOR WORKSHOP: Making Diversity Work on Campus: A Research-Based Perspective

311. MAJOR WORKSHOP: Exploring Racism and Internalized Racism in the Classroom

312. MAJOR WORKSHOP: Class in Communities of Color: Can We Talk?

313. Evaluating Effects of Diversity Programs: Intergroup Dialogue

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

315. Moving Your Diversity Dialogue From Talk to Action!

316. Racial Aikido: Equipping Students of Color at Predominantly White Institutions

317. Finding People of Color: Virtual Research on People of Color in the Information Age

FILM PREVIEWS AND DISCUSSIONS

318. Have You Heard From Johannesburg? (California Newsreel)

319. Living on the Fault Line: Where Race and Family Meet (Jeff Farber, Independent Filmmaker)

10:30-11:45 a.m.

320. The Transformation of a Multicultural Academic Support Office

321. Promoting Excellence in the Academy

322. Understanding and Valuing Differences Between Chinese and American Cultures

323. Developing Peer Intimacy: It's Not All About Sex!

324. Developing a University/Community Dialogue to Form a Partnership with California American Indian Communities

325. Social Dimensions That Divide and Oppress Within the Asian American Communities

10:30 a.m.-noon

326. A CONVERSATION WITH RANJIT SIDHU

327. PROMOTING DIALOGUE WHEN CAMPUS CONTROVERSIES ERUPT Part I—A Collaborative Approach to Designing a Dialogue Initiative

328. Strategies for increasing Minority and Underprivileged Students' Recruitment and Retention at a Community College in Colorado: LEAP (Learning and Achieving From Middle School Through College Program)

329. Students Empowering Students

330. Surviving The Game: How to Navigate the College Sports Plantation System

331. Cultural Competency Development: A Curricular Model for Physical Therapists in Training

noon-1:00 p.m.

332. INFORMAL NETWORKING MEETINGS

1:15-2:30 p.m.

333. FILM PREVIEW AND DISCUSSIONS:

Hate.com: Extremists on the Internet (Films for the Humanities & Sciences)

334. Preparing for Law School in a Post-Grutter World

335. The 10 Myths of Social Justice

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

337. Echoes Down the Hallways: What One Faculty Learned From Its Diverse Students' Voices

338. Asian American Heterogeneity

339. Christian Privilege: Do Jewish Students Feel Marginalized in U.S. Public Schools

1:15-2:45 p.m.

340. FILM PREVIEWS AND DISCUSSIONS:

Revolution '67 (California Newsreel)

DAY AT A GLANCE • THURSDAY, MAY 29

1:15-3:45 p.m.

341. MAJOR WORKSHOP: Straddling Class: Growing Up Poor/Working Class and Working in Higher Education

342. MAJOR WORKSHOP: Helping “Solo” Faculty Succeed: Improving Retention and Reducing Stress

1:15-4:00 p.m.

SPECIAL FEATURE PRESENTATION:

343. Toxic Campus Climate

1:15-4:15 p.m.

344. Major Workshop: Seeing White People as “My People”: Taking Responsibility for Making Change

345. Major Workshop: Hiring for Cultural Competence: Practical Methods and Strategies to Get What You Need

346. Mindfully Resolving Conflicts: Facilitation for Diversity Issues

347. Student EFEX (Encouraging the Filmmaking EXperience): Social Outreach and Engagement Through Community Art

348. It's a Small World: Incorporating International Student Programming in a Domestic Diversity Programming Office

349. On Creating (Y)Our Image: A Participatory Action Research

1:30-3:30 p.m.

SPECIAL FEATURE PRESENTATION: PRESIDENTS SYMPOSIUM (PART II)

350. Does Barack Obama's Candidacy Presage a Post-Ethnic Era in America? What Would its Implications be for Social Policy, for Affirmative Action, and Diversity Programs?

351. MAJOR WORKSHOP: Preparing Students to Become Leaders for Our Multicultural Future and Shrinking Globe

352. Leading Institutional Change: Graduate Students' Internal Research Facilitating Diversity Development

353. Responding to Racism in the Front and Backstage

354. Thinking and Working at the Intersections: The University of Dayton Women's and Gender Studies Program as a Model for Border-Crossing, Collaboration, and Institutional Change

355. Greek Letter Organizations: Restoring Our Lost Luster! Reclaiming Our Legacy!

2:00-3:30 p.m.

356. A CONVERSATION WITH EVELYN HU-DEHART

357. A CONVERSATION WITH WINONA LADUKE

358. Naadamaadiwin—Development of a Native Focused Special Education Licensure Program

359. Cradle to the Grave

360. PROMOTING DIALOGUE WHEN CAMPUS CONTROVERSIES ERUPT PART II—An Experiential Demonstration of a Dialogue Session

2:45-4:00 p.m.

361. Betwixt and Between: To be Young, Gifted, Gay, and Black at a White Institution

362. Until I Know Me, How Can I Know You?

363. Possibilities in Practice: Teaching Diversity Through Spike Lee Films at a Predominantly White Institution

364. 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

365. If We Build It They Will Come, But Will They Stay? Exploring Ethnic Minority Students' Campus Experiences and the Impact on Recruitment and Retention Processes

366. Fostering Change on College Campuses Through Diversity Initiatives

2:45-4:15 p.m.

367. FILM PREVIEWS AND DISCUSSIONS:

Beyond Black and White: Affirmative Action in America (Films for the Humanities & Sciences)

3:00-4:15 p.m.

368. FILM PREVIEWS AND DISCUSSIONS:

Made In LA (California Newsreel)

4:30-5:30 p.m.

369. SPECIAL FEATURE: Interactive Presentation and Dialogue
Rinku Sen

5:30-8:00 p.m.

370. JDOTT SUMMIT MEETING

6:00-7:00 p.m.

371. NATIVE AMERICAN CAUCUS: Networking Meeting

6:00-7:00 p.m.

372. LATINO/A CAUCUS: Roundtable Discussion

6:00-8:00 p.m.

373. APINCORE (Asian/Pacific Islander American) CAUCUS:
Future Planning and Caucus Nominations and Elections

374. INFORMAL NETWORKING MEETINGS

8:00-9:30 p.m.

375. SPECIAL EVENT—KEYNOTE ADDRESS AND DEBATE:
Manning Marable and Juan Williams

THURSDAY, MAY 29, 2008

7:30–9:00 p.m.

301. CONTINENTAL BREAKFAST

Continental Breakfast will be served at Veracruz Exhibit Hall C, Coronado Ballroom Foyer, and Fiesta Ballroom Foyer.

7:30 a.m.–6:00 p.m.

VERACRUZ EXHIBIT HALL C

302. 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 Index 208)

(For a comprehensive listing of Exhibitors and their product and services, see page 96)

7:45–8:45 a.m.

SIERRA 1 and 2, YUCATAN 1, 2, 3, LAREDO 1 and 2

303. NATIONAL ADVISORY COMMITTEE (NAC)

SUB-COMMITTEE MEETINGS

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

For more information about NCORE National Advisory Committee, see Index 004.

For other meeting times and dates, see Index 403

304. CONFERENCE MORNING PLENARY SESSION

9:00–9:45 a.m.

CORONADO BALLROOM J, k, and L

Keynote Address:

Education or Incarceration: The Future of Democracy



Angela Davis, Ph.D., Professor, History of Consciousness, an interdisciplinary Ph.D. Program, and Professor of Feminist Studies, University of California—Santa Cruz, California

Through her activism and her scholarship over the last decades, Angela Davis has been deeply involved in our nation's quest for social justice. Her work as an educator—both at the university level and in the larger public sphere—has always emphasized the importance of building communities of struggle for economic, racial, and gender equality. Davis is especially concerned with the general tendency to devote more resources and attention to the prison system than to educational institutions, as well as the range of social problems associated with incarceration and the generalized criminalization of those communities most affected by poverty and racial discrimination. Davis is the author of eight books and has lectured extensively throughout the United States as well as in Europe, Africa, Asia, Australia, and South America.

For Informal Dialogue with Angela Davis, see Index 305.

10:00–11:30 a.m.

CORONADO BALLROOM K and L

305. BOOK SIGNING AND INFORMAL DIALOGUE WITH ANGELA DAVIS

For Books by Angela Davis, visit the Speak Out Exhibit Booth

SPECIAL FEATURE PRESENTATION: PRESIDENTS SYMPOSIUM

PART I

10:00 a.m.–noon

FIESTA BALLROOM 5

Part II continues 1:30–3:30 p.m., see Index 350

Roundtable Discussion by College/University Presidents and Corporate Leaders

These sessions have been designed to be of particular interest to presidents, senior officers, and trustees. While these leaders play a key leadership role in their organizations, the promotion of diversity requires a team effort by people at all levels. Thus, this session should also be of benefit to a wide range of others, including diversity officers, faculty, staff and students, who are interested in hearing and interacting with these institutional leaders as they share their experience, knowledge and perspectives.

306. PART I—Academic and Business Perspectives on Diversity: College and University Presidents and Corporate Executives Share Their Experiences in Promoting Diversity in Their Organizations

As a result of court rulings and legislation against affirmative action, the academic world appears to have become more cautious and hesitant in promoting diversity programs; whereas, the business world has continued to support such programs. Against this contextual background, a select panel of college and university presidents and corporate executives will discuss and compare their experiences in promoting diversity in their organizations. Among the issues they will address are the following:

- Why have so many corporate leaders and their companies continued to support diversity programs? Are their reasons different from those of college and university leaders?
- Can diversity programs in colleges and universities better prepare students to deal more effectively with diversity in the world of work?
- What constraints have court rulings and legislation against affirmative action placed on colleges and universities that are not faced in the business world? Are there legally-permissible, but still effective, approaches for promoting diversity in both the academic and business worlds?
- What strategies can be employed by academic leaders to gain the support of faculty, staff and students for diversity programs, and how do they compare with strategies employed by corporate leaders in promoting such programs?

Eugene Campbell, Vice President, Community Relations and Minority Business Development, Walt Disney World—Orlando, Florida

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 Emeritus, St. Cloud State University—St. Cloud, Minnesota; Former President, University of Alabama—Montgomery, Alabama

Mike Streeter, President/Executive Director, Workforce Diversity Network, Inc.—Rochester, New York

Bob H. Suzuki, Ph.D., President Emeritus, California State Polytechnic University—Pomona—Los Angeles, California **(Coordinator/Moderator)**

MAJOR WORKSHOP**10:00 a.m.–noon**

YUCATAN 2 and 3

307. An Uncertain Future: The Secretary of Education's Commission on the Future of Higher Education

This session will present the Secretary of Education's Commission on the Future of Education that called attention to three key challenges facing American higher education: the escalation in tuition and fees, the stagnation in college enrollment and completion levels, and the lack of accountability in the system. At issue is whether American higher education will respond appropriately to these challenges or whether this here-to-fore extraordinary enterprise has become, to use the language of the report, "...increasingly risk averse, at times self-satisfied, and unduly expensive."

Arturo Madrid, Ph.D., Norine R. and T. Frank Murchison Distinguished Professor of the Humanities, Spanish Language, Spanish-American and Mexican-American Literature, Latino Culture in the U.S., Trinity University—San Antonio, Texas amadrid@trinity.edu

MAJOR WORKSHOP**10:00 a.m.–noon**

MONTERREY 1

308. Core Commitments: Educating Students for Personal and Social Responsibility

This session will describe a new initiative launched by the Association of American Colleges and Universities (AAC&U) which argues that educating for personal and social responsibility is no longer elective but an essential dimension of college learning in both curricular and co-curricular life for the 21st century. At the center of such learning are the insights of the diversity movement in the last three decades. Core Commitments focuses on five dimensions: striving for excellence, personal and academic integrity, taking seriously the perspectives of others, contributing to the larger community, and moral and ethical reasoning. After learning more details about how campuses across the country are seeking comprehensive approaches to this kind of learning, participants will be invited to examine how their institutions might contribute to this larger national dialogue and line of research. A key challenge is to make the diversity work more visible and to build stronger collaborations between diversity practitioners and others who enter this work through other portals.

Caryn McTighe Musil, Ph.D., Project Director, Senior Vice President, Association of American Colleges and Universities (AAC&U)—Washington, D.C.

MAJOR WORKSHOP**10:00 a.m.–noon**

DURANGO 2

309. The Seduction of Common Sense: How the Right has Framed the Debate on America's Schools

In recent years, the political Right in the United States has increasingly gained influence over education reforms nationally and locally. This session examines the strategies of the Right and the Left, particularly their use of language and ability to frame or re-frame the debate. Participants will gain an understanding of the landscape of the Right and the complex ways that its various initiatives intersect race, gender, and the economy. In particular, participants will critically examine racial disparities in education, particularly the "achievement gap," and ways that such discussions fuel the assimilationist demands of the model-minority stereotype of Asian Americans. The session concludes with possible directions for anti-oppressive reframings that can build a broader coalition on the Left.

Kevin K. Kumashiro, Ph.D., Associate Professor, Education; Director, Center for Anti-Oppressive Education; and Coordinator, Asian American Studies University of Illinois—Chicago, Illinois
kumashiro@antioppressiveeducation.org

For book signing of *The Seduction of Common Sense: How the Right Has Framed the Debate on America's Schools*, **visit the NCORE Book Exhibit Booth (Teaching for Change)**

MAJOR WORKSHOP**10:00 a.m.–noon**

CANCUN

310. Making Diversity Work on Campus: A Research-Based Perspective

In this session, presenter will discuss findings from a recent monograph (co-authored with Mitchell Chang and Anthony Antonio) for the Association of American Colleges and Universities Making Excellence Inclusive Initiative. In his monograph, *Making Diversity Work on Campus: A Research-Based Perspective*, the presenter discusses recent empirical evidence that demonstrates the educational benefits of diverse learning environments. The evidence, gathered on behalf of the University of Michigan in its defense of its affirmative action policies before the Supreme Court, indicates that diversity must be carried out in intentional ways in order to accrue educational benefits for students and for the institution. We argue persuasively for a conception of diversity as a process toward better learning rather than as an outcome—a certain percentage of students of color, a certain number of programs—to be checked off a list. We also provide numerous suggestions for how to "engage" diversity in the service of learning, ranging from recruiting a compositionally diverse student body, faculty, and staff; to developing a positive campus climate; to transforming curriculum, co-curriculum, and pedagogy to reflect and support goals for inclusion and excellence.

Jeffrey F. Milem, Ph.D., Associate Dean, Academic Affairs, and Professor, Higher Education, College of Education, University of Arizona—Tucson, Arizona jmilem@email.arizona.edu

MAJOR WORKSHOP**10:00 a.m.–noon**

DURANGO 1

311. Exploring Racism and Internalized Racism in the Classroom

In this session, participants will explore a model for identifying and analyzing manifestations of racism and internalized racism in the classroom along with a framework for interrupting and responding to racism and internalized racism in the classroom. This framework for analysis includes definitions of key terms and a discussion of power and privilege as primary indicators to be used in the identification and analysis of racism and internalized racism. A series of classroom scenarios will provide opportunities for participants to gain experience applying this frame to the identification and analysis of racism and internalized racism in the classroom. Participants will discuss five Elements of a Liberatory Consciousness as a framework for developing liberatory responses to racism and internalized racism. Liberatory responses are characterized as those interventions that enable individuals and members of groups to move beyond guilt and shame to Empowered Retrieval, Transformation and Liberation.

Barbara J. Love, Ed.D., Professor of Education, Social Justice Education Concentration, University of Massachusetts—Amherst, Massachusetts
bjlove413@gmail.com

MAJOR WORKSHOP**10:00 a.m.–noon**

YUCATAN 1

312. Class in Communities of Color: Can We Talk?

In this session we will explore the unique ways that class plays out within communities of color. By addressing class in a framework that takes race fully into account we hope to create the conditions to talk about how class separates us and expand our understanding of how race intersects with class within the United States. Join us as we move the conversation from around the kitchen table to within our institutions.

Rhonda Soto, Program Coordinator, Race/Class Intersections, 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 www.classism.org

10:00 a.m.–noon**2-HOUR CONCURRENT SESSIONS****10:00 a.m.–noon**

CORONADO BALLROOM T

Levels of Experience: Novice**Category:** Research/Assessment/Evaluation**313. Evaluating Effects of Diversity Programs: Intergroup Dialogue**

This interactive and informative session will present a national evaluation of intergroup dialogue, and an educational program adopted by many institutions of higher education in the United States. This evaluation, which included nine institutions, used random assignment in comparison groups for evidence of the effects of dialogue on intergroup understanding, empathy and bridging differences, and collaborative action. This session will cover the definition of intergroup dialogue, how the evaluation was carried out and the main results. Using qualitative data, the presenters will assess what happens in effective dialogs and will also lead an exercise that fosters understanding of inequality. This session should particularly benefit those who are interested in evaluating their own diversity initiatives and those who are interested in using intergroup dialogue to create meaningful interaction across race, gender, sexual orientation, social class, and other social identities.

Carmen McCallum, Doctoral Student, Center for the Study of Higher and Postsecondary Education; Graduate Research Assistant, School of Education, University of Michigan—Ann Arbor, Michigan cmccall@umich.edu

Nicholas Sorensen, Doctoral Candidate, Social Psychology; Graduate Research Associate and Instructor, Program on Intergroup Relations, University of Michigan—Ann Arbor, Michigan nsorensen@umich.edu

Kathleen Wong(Lau), Ph.D., Assistant Professor, School of Communication, Western Michigan University—Kalamazoo, Michigan kathleen.wong@wmich.edu

10:00 a.m.–noon

CORONADO BALLROOM R and S

Levels of Experience: Intermediate**Category:** Curricular/Pedagogical Models**314. Teaching White Privilege at a Predominantly White Institution: Challenges and Opportunities**

This session describes a curricular model for teaching about White privilege at predominantly White institutions. The presenter will describe the size and demographics of his institution and its religious affiliation. Then the presenter will focus on methodology and course content and will discuss the kinds of problems that have arisen and his attempts to address them. The session will discuss the crucial role of videos in group discussions as part of the students' experiential learning. Links made between understanding and action will be explained and examples of assessment tools will be provided to participants along with the list of videos used in the course. This session should particularly benefit those who are teaching at predominantly White institutions, those who teach about White privilege and those interested in networking with others who are teaching about White privilege.

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

10:00 a.m.–noon

CORONADO BALLROOM P and Q

Levels of Experience: All**Category:** Interactive Training**315. Moving Your Diversity Dialogue From Talk to ACTION!**

This nationally recognized, powerful, thought-provoking, humorous, interactive session addresses the "diversity experience" on our campuses. It takes a much-needed "open and honest" approach that challenges traditional thinking. Fast paced, with insightful exercises, participants will leave with an "action plan" for improving themselves and their environment. A must for those who care about diversity issues. Interactive exercises will afford participants a greater personal understanding of diversity issues and how they impact our daily lives. This session should particularly benefit those who strive to create and nurture campuses and communities that we can all call home.

Steve Birdine, President/CEO, Affirmations In Action!—Laurel, Maryland sbirdine1@aol.com

10:00 a.m.–noon

CORONADO BALLROOM G

Levels of Experience: Intermediate**Category:** Case Studies/Model Programs**316. Racial Aikido: Equipping Students of Color at Predominantly White Institutions**

The staff and faculty of color at predominantly white institutions (PWIs), often find cultural competency workshops and diversity trainings are targeted toward the dominant group (usually identified as Whites/Anglos in the United States). While it is important that such trainings exist, it is equally important, and often overlooked, to have workshops aimed specifically at students of color. These workshops are needed to provide students of color with training that develops their understanding of racial and ethnic identity formation and to examine concepts of power and privilege, internalized oppression and self-awareness. Participants will be introduced to methods to help students of color develop positive identity and equip them with the tools needed to recognize, respond, and replenish after encountering instances of overt or covert racism, ethnocentrism, and xenophobia. This session should particularly benefit those who are interested in the success

of students of color at predominantly white institutions and practitioners who provide direct support to students of color. It will also benefit those who are concerned with issues of retention at PWIs and who have some experience in developing and delivering social justice related workshops, especially full day or multi-day retreats.

Beverly Colston, Director, ALANA Student Center, University of Vermont—Burlington, Vermont Beverly.Colston@uvm.edu

John Mejia, Education and Outreach Coordinator, LGBTQA Services Office, University of Vermont—Burlington, Vermont John.Mejia@uvm.edu

Patricia Chau Nguyen, Graduate Student, Higher Education and Student Affairs Administration Program; Graduate Assistant, ALANA Student Center, University of Vermont—Burlington, Vermont Patricia.Nguyen@uvm.edu

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

10:00 a.m.—noon

ACAPULCO

Levels of Experience: All

Category: Interactive Training

317. Finding People of Color: Virtual Research on People of Color in the Information Age

This session will consist of two parts. One part will examine current research on people of color and their use of the Internet, in particular Web 2.0. Web 2.0 is the second generation of web-based communities and hosted services such as social networking sites, wikis, blogs, and folksonomies, which aim to facilitate creativity, collaboration, and sharing between users. The second part of the session will examine several online databases, both commercial and free. These databases are resources scholars should be using to research topics related to people of color. The main focus of this part of the session will be social science research and will also explore statistical and medical databases. The session is based on the assumption that most of the conference attendees are affiliated with institutions of higher education and as a result will have access to many of the commercial databases. This session will benefit faculty, students, or anyone doing Internet research or working with students of color.

Carolyn Yvonne McIntosh, User Services Librarian, John F. Kennedy Memorial Library, California State University—Los Angeles, California cmcinto@calstatela.edu

Charles G. Ransom, Librarian, Multicultural Studies, University of Michigan—Ann Arbor, Michigan ransomcg@umich.edu

FILM PREVIEW AND DISCUSSION

10:00 a.m.—noon

LAREDO 1 and 2



318. Have You Heard From Johannesburg?

Twenty years ago advocates for justice world wide held their collective breath waiting to see if South Africa would explode or implode. The South African government imposed a State of Emergency and organizations and activities that were subjectively deemed “anti-apartheid” were

officially banned. Determined not to let Black South Africans stand alone, African American elected officials and grass-roots organizers filled the void and built a movement that historically and heroically changed American foreign policy. For more information about this film, please visit California Newsreel at www.newsreel.org

The film shows how a nation-wide campaign of civil disobedience, campus protest and finally legislative action, spearheaded by African American leaders spawned by the Civil Rights Movement, reversed American foreign policy toward South Africa in the face of the most right wing administration in our history. NOT CLOSED CAPTIONED

FILM PREVIEW AND DISCUSSION

10:00 a.m.—noon

SIERRA 1 and 2

319. Living on the Fault Line: Where Race and Family Meet

Jeff Farber, Producer, Director, Cinematographer



This film explores the intersection where family love meets racial injustice in the experience of transracial families created through adoption.

An honest open-hearted look at race in America, it is an intimate portrait that reveals the challenges transracial families face as children of color grow up in communities where racial discrimination, stereotyping and white privilege are often unspoken and undeniable realities. It tells the untold story of transracial adoption, while revealing the complex and emotional story of institutional inequities and racial stereotyping intruding into the haven of family. Shot in a naturalistic style, the voices in *LIVING ON THE FAULT LINE* are intimate and numerous. The film profiles nine transracial families. The circumstances of these families vary - from traditional family, to single parent, to alternative lifestyle - with the children ranging in age from toddlers to young adults. Within the film the voices include parents, whose loving impulse to adopt place them in the position of unexpectedly having to face the institutional and unconscious racism of society; children of color who, although loved by their parents, are often misunderstood and out of place in their families and communities; and those professionals who understand the damaging effects of racism and white privilege and are trying to unmask its debilitating and often tragic consequences. www.onthefaultline.com

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

10:30–11:45 a.m.

FIESTA BALLROOM 1

Levels of Experience: Novice and Intermediate**Category:** Case Studies/Model Programs**320. The Transformation of a Multicultural Academic Support Office**

Being a multicultural student at a predominantly white institution can be a challenge. What can also be a challenge is helping those students who sometimes seem like they don't want to be helped.

This session will discuss ways in which the new director of the Multicultural Academic and Support Services (MASS) Office and the Student Success Center's assistant vice president took a department on the brink of extinction and increased its contacts dramatically in only one year. Presenters will discuss the strategies they used in order to inform students of their services and why students are currently visiting MASS in numbers not seen in many years. The three primary programs of the MASS department are SOAR (a six-week summer program for primarily African-American and Hispanic students), and the First Generation Program (helps to acclimate first generation students to the UCF campus). They also used advising and academic programs and Brother-to-Brother, a program designed to retain and graduate more multicultural and first generation male students at the UCF campus. This session should particularly benefit those who are interested in increasing student participation in campus multicultural programs.

Wayne Jackson, Director, Multicultural Academic and Support Services Department, University of Central Florida—Orlando, Florida
wjackson@mail.ucf.edu

DeLaine Priest, Assistant Vice-President, Student Success Center, University of Central Florida—Orlando, Florida
dpriest@mail.ucf.edu

10:30–11:45 a.m.

MONTERREY 3

Levels of Experience: Intermediate**Category:** Case Studies/Model Programs**321. Promoting Excellence in the Academy**

This session examines a National Summer Institute at the University of Denver that was designed to provide insight and information to doctoral candidates of color and women hoping to become a faculty. Information about the background as well as the layout of the Institute will be provided. Presenters will share data on the need for such an institute on the national level. This session should particularly benefit those who are interested in several functions necessary to prepare students for academic careers and to increase the pool of racial/ethnic and women faculty candidates.

Bushra Aryan, Doctoral Student, Diversity and Higher Learning; Graduate Research Coordinator, and Graduate Resident Director, Housing and Residential Education, University of Denver—Denver, Colorado
baryan@du.edu

Fernando R. Guzman III, Ph.D., Assistant Provost, Multicultural Faculty Recruitment & Retention, University of Denver—Denver, Colorado
fguzman@du.edu

10:30–11:45 a.m.

CORONADO BALLROOM M

Levels of Experience: All**Category:** Research/Assessment/Evaluation**322. Understanding and Valuing Differences Between Chinese and American Cultures**

In recent years, China has emerged in the world market and has achieved recognition for its global importance. This session stresses how important it is to understand Chinese culture and to value the differences between Chinese and American cultures. This session will present examples of general differences between Chinese and American cultures and lessons learned from misunderstandings between Chinese and Americans. This session should particularly benefit those who are interested in the success of American students in China or Chinese students in America, business students who plan to work in U.S.-China joint ventures, the faculty who teaches Chinese students in the U.S. or who teach American students in China, and anyone who is interested in Chinese mathematics, food, inventions, education, business and culture.

Youyu Phillips, Ph.D., Assistant Professor, Multicultural Affairs/Diversity Point Person, Vice President of Chinese-American Association of NEPA, Keystone College—La Plume, Pennsylvania
youyu.phillips@keystone.edu

10:30–11:45 a.m.

BAJA

Levels of Experience: Novice and Intermediate**Category:** Case Studies/Model Programs**323. Developing Peer Intimacy: It's Not All About Sex!**

This session examines a women's support group for undergraduate women of color at the University of Richmond. This support group is intended to build meaningful relationships between peers and develop self esteem. This session will cover the history, purpose, and evolution of the program with particular emphasis on the role of emotional intimacy among the undergraduate peers in their retention, success, and personal development. Finally this session will address ways in which the program can be modified to reach specific student populations. This session should particularly benefit those who are interested in the success, retention, and personal development of students of color.

Tinina Cade, Ph.D., Director, Multicultural Affairs, and Assistant to the Vice President of Student Affairs, University of Richmond—Richmond, Virginia
tcade@richmond.edu

Kimberly Holmes, Graduate Student, College of William & Mary's Educational Policy, Planning and Leadership Program; Graduate Intern in Multicultural Affairs, College of William & Mary—Richmond, Virginia
kmholmes@wm.edu

10:30–11:45 a.m.

CORONADO BALLROOM N

Levels of Experience: Intermediate

Category: Long- and Short-Range Planning

324. Developing a University/Community Dialogue to Form a Partnership With California American Indian Communities

This session will present a model by the UC/CSU to improve American Indian enrollment, recruitment, and retention. The session will examine collaborative planning process devised by American Indian Counselors and Recruiters with the two major higher education institutions in California—the University of California and the California State University. Both systems supported a statewide dialogue that took place in six regions in California to ascertain the needs of California Indian tribes, tribal agencies, and urban Indian communities. The recommendations from these dialogues have been forwarded to both statewide system offices for their review. The session should particularly benefit those who are interested in best practices in collaborative efforts. Presenters will provide a list of best practices and a copy of an MOU between one of the universities and a Southern California tribe as an example of successful collaboration. This session would be especially helpful for those in higher education who are involved or should be involved with interaction with tribal governments and agencies.

Jorge Haynes, Senior Director, External Affairs, Office of the Chancellor, California State University—Long Beach, California

jhaynes@calstate.edu

Ricardo Torres, Ph.D., Counseling Faculty, California State University—Sacramento, California torresr@csus.edu

Michelle Villegas-Frazier, Chair, American Indian Counselor and Recruiter's Association, University of California—Davis, California
mavillegas@ucdavis.edu

10:30–11:45 a.m.

FIESTA BALLROOM 4

Levels of Experience: Intermediate

Category: Theoretical Models

325. Social Dimensions That Divide and Oppress Within the Asian American Communities

This session examines the intersection of class, gender, and ethnicity within Asian American communities and the dynamics of intragroup oppression. The presenter will discuss how the ongoing oppression within the Asian American community impacts the position of Asian Americans within the larger American society, identifying key implications for Asian American young adult development in higher education and intragroup relations. The session will examine case studies to illustrate the dynamics within Asian American communities. This session should particularly benefit those who directly or indirectly work in the area of student development with ethnic minority or Asian American students, as well those in Asian American studies. Individuals who have teaching, research, or administrative interests in Asian American issues may also benefit by increasing their understanding of the complex dynamics within Asian American communities.

Amanda Kim, Ph.D., Director, Multicultural and Diversity Studies, and Assistant Professor, The Chicago School of Professional Psychology—Chicago, Illinois akim@thechicagoschool.edu

A CONVERSATION WITH RANJIT SIDHU

10:30 a.m.–noon

FIESTA BALLROOM 6



326. Access for All to Higher Education: Every Child Deserves an Equal Chance at Obtaining a Quality Higher Education

Ranjit Sidhu, Executive Vice President of the National Council for Community and Education Partnerships (NCCPEP)—Washington, D.C.

Ranjit Sidhu in this role, has senior leadership responsibility for much of the organization's programmatic and policy initiatives, as well as the organization's staffing and operations. In addition, he is active in building the organization's capacity around corporate and community relations services in order to promote the council's mission of forming partnerships between schools, communities and colleges for the purpose of helping minority and under-privileged children obtain a higher education. Prior to joining NCCPEP, Mr. Sidhu served as the Executive Vice President and Chief Operating Officer for the National Association of Partners in Education where he oversaw external strategic alliance activity, as well as all internal operations. During his tenure at Partners in Education he also served as the Director of Field Services, managing the technical assistance and training operations for the Association. His professional background includes experiences as: a community/school partnership manager for the George Washington University; a high school social studies teacher in the District of Columbia and Prince Georges County (MD) public school systems; and as a policy analyst for the American Petroleum Institute. Mr. Sidhu holds Masters Degrees in Education, as well as Public/International Affairs from the University of Pittsburgh and the George Washington University.

10:30 a.m.–noon

90-MINUTE CONCURRENT SESSIONS

PART I

10:30 a.m.–noon

CORONADO BALLROOM F

Levels of Experience: All

Category: Theoretical Models

327. PROMOTING DIALOGUE WHEN CAMPUS Controversies Erupt

PART I—A Collaborative Approach to Designing a Dialogue Initiative



**Public
Conversations
Project**

This session introduces the approach of the Public Conversation Project (PCP) to designing and facilitating dialogue in communities torn

by controversies involving different world views and identities. PCP was founded in 1989 with a question: Can the approach and methods of family therapists be adapted for use in divisive public and community conflicts? The answer is Yes! And PCP's dialogue work has led to innovation in clinical work. In this session, presenters will share lessons learned from collaborative planning with Michele Emerson, Assistant Director of Wellness and Diversity Education at Southwestern University. This led to a two-day campus workshop that offered students, faculty and staff an opportunity to (1) provide input to the design of the workshop, (2) experience two brief dialogues with each other, (3) begin designing their own campus initiative with consultation from the workshop presenters, and (4) practice skills required to facilitate dialogue as they envisioned convening. This session should par-

ticularly benefit those whose work involves facilitating conversations about controversial topics on campuses and in other communities (e.g., faith communities and organizations where controversies can disrupt interpersonal bonds and undermine the goals and values of the group).

Participants who attended Part I do not need to attend Part II, but Part II is open only to those who attended Part I.

Maggie Herzig, Founding Associate, Public Conversations Project—Watertown, Massachusetts mherzig@publicconversations.org

Raye Rawls, Esquire, Associate, Public Conversations Project; and Public Service Associate at the Fanning Institute, University of Georgia—Athens—Watertown, Massachusetts rrawls@fanning.uga.edu

10:30 a.m.–noon

CORONADO BALLROOM D

Levels of Experience: Novice and Intermediate

Category: Long- and Short-Range Planning

328. Strategies for Increasing Minority and Underprivileged Students' Recruitment and Retention at a Community College in Colorado: LEAP (Learning and Achieving From Middle School Through College Program)

This session will share the strategies that were implemented at a community college in Colorado to recruit and retain minority and underprivileged students. In particular, it will present the LEAP program which recruits middle and high school students. The program develops in-house faculty training in the area of Culturally Responsive Teaching. The program has been evolving for almost a year now and is still in the early stages. Presenters will showcase what has been designed and implemented so far with the goal of obtaining meaningful feedback and fresh ideas from participants. This session will be of particular benefit to those who are interested in recruiting and retaining underprivileged students and those who work with middle and high school students.

Barbara Bollmann, Ph.D., Dean, Front Range Community College—Longmont, Colorado Barbara.bollmann@frontrange.edu

10:30 a.m.–noon

FIESTA BALLROOM 7 and 8

Levels of Experience: Intermediate

Category: Case Studies/Model Programs

329. Students Empowering Students

This session will present an overview of the Indiana Latino Leadership Conference, organized by students for high schools and colleges across the state of Indiana. The background and rationale for the conference will be provided, as well as insights and lessons learned from its implementation by students for students. This session will benefit those who are interested in the success of Latino high school and college students, practitioners who provide direct services to Latino students and students interested in taking an active role in their leadership development. It will also benefit those who are concerned with student satisfaction, success, and retention.

Maricela Alvarado, Director, Latino Cultural Center, Purdue University—West Lafayette, Indiana alvaradm@purdue.edu

Lillian Casillas, Director, Latino Cultural Center, Indiana University—Bloomington, Indiana mlcasill@indiana.edu

10:30 a.m.–noon

CORONADO BALLROOM C

Levels of Experience: Novice

Category: Case Studies/Model Programs

330. Surviving the Game: How to Navigate the College Sports Plantation System

This session analyzes and critiques the emphasis the academy places upon Black male athletes, and how athletic success supersedes academic pursuits at the college level. Young Black males are often led astray by a system that purports to be a savior for young men. Far too often, Black male athletes find themselves in no better circumstances or even worse off after their college career. With the exception to the rule “professional athletics” being displayed as the standard, many Black male athletes continue to fall through the cracks academically, personally, and vocationally. In this session we will discuss these problems, their symptoms, and origins. This session will also lay out a systematic approach to addressing these issues at their core. While the system greatly benefits from the student athletes, presenters will show how athletes can benefit from that system whether or not they become professional athletes. This session should benefit those who are motivated to help with student-athletes find success, coaches as well as those who recognize collegiate athletics as a professional farm system.

Cornell L. Craig, Director, Minority Student Programs, Bellarmine University—Louisville, Kentucky ccraig@bellarmine.edu

Clyde W. Pickett, Director, Multicultural Development, Ohio Northern University—Ada, Ohio c-pickett@onu.edu

10:30 a.m.–noon

CORONADO BALLROOM E

Levels of Experience: Intermediate

Category: Curricular/Pedagogical Models

331. Cultural Competency Development: A Curricular Model for Physical Therapists in Training

At Cleveland State University, the Department of Health Sciences, Physical Therapy Program and the Division of Institutional Diversity collaborated to develop a cultural competency curriculum for graduate-level physical therapy students. This session will describe the curricular model and present data indicating its effectiveness. Presenters will describe plans for integrating the model into the curriculum and explore strategies for institutions to implement it. Participants will have an opportunity to discuss and explore how the curriculum can apply to other disciplines and academic programs. The model is reflective of current theory and practice in diversity management and is grounded in the professional standards of physical therapy. This session should particularly benefit those who are interested in teaching cultural competence in healthcare and those are interested in designing a discipline-specific curricular model that can be added to a specific program of study.

Karen O'Loughlin, Assistant Director, Physical Therapy Program, Cleveland State University—Cleveland, Ohio k.oloughlin@csuohio.edu

Melodie S. Yates, Ph.D., Director, Diversity Training and Research, Cleveland State University—Cleveland, Ohio m.yates@csuohio.edu

noon–1:00 p.m.

332. INFORMAL NETWORKING MEETINGS

(For more information, see Index 131)

FILM PREVIEW AND DISCUSSION

1:15–2:30 p.m.

SIERRA 1 and 2



333. Hate.com: Extremists on the Internet

This chilling program, narrated by the Southern Poverty Law Center's Morris Dees, addresses the use of the Internet to spread messages of hate and violence. Don Black, founder of Stormfront; Matt Hale, founder of the World

Church of the Creator; Richard Butler, founder of Aryan Nations and Christian Identity; and Dr. William Pierce, founder of the National Alliance and author of *The Turner Diaries*, expound their doctrines, tactics, and goals. Profiles of "lone wolves"—individuals incited to commit violence and bias crimes—include Timothy McVeigh, Benjamin Smith, the lynchers of James Byrd, and others. Contains inflammatory language and imagery. An HBO Production. Films for the Humanities & Sciences <http://ffh.films.com>

1:15–2:30 p.m.

75-MINUTE CONCURRENT SESSIONS

1:15–2:30 p.m.

FIESTA BALLROOM 4

Levels of Experience: All

Category: Training of Trainers

334. Preparing for Law School in a Post-Grutter World

This session will examine law school as a viable option for students of color, despite the daunting environment engendered by the continuing national assault on affirmative action and the pressures law schools are under to improve their rankings. The presenter will provide a brief overview of the status of affirmative action litigation and trends in minority law school enrollments since these cases began. However, the bulk of the presentation will cover preparing students for law school, beginning well before senior year. Discussion will include the importance of such contributing factors to law school enrollment as individual curricular design, writing skills, LSAT prep and commercial rankings. Credit worthiness is particularly significant in view of the current credit crisis. The session is intended to offer support and advice to academic advisers, career counselors, and other stakeholders in efforts to increase minority enrollment in law school. Students are specially welcome.

Sherry A. Weaver, Director, Office of Diversity Services, American University Washington College of Law—Washington, D.C.

sweaver@wcl.american.edu

1:15–2:30 p.m.

MONTERREY 3

Levels of Experience: Novice

Category: Theoretical Models

335. The 10 Myths of Social Justice

The term social justice is being used (and misused) on college and university campuses more and more these days. What exactly is social justice? What is a socially just community? What are the characteristics of the campus community which is committed to social justice? How do conversations about race and racism fit into the social justice paradigm? In this session the 10 myths of social justice will be shared, as well as an assessment that can be used to measure the commitment of your campus to inclusion, equity and social justice. "Injustice anywhere is a threat to justice everywhere!"

Vernon A. Wall, Founding Faculty, Social Justice Training Institute—Washington, D.C. vernon.wall@gmail.com

1:15–2:30 p.m.

CORONADO BALLROOM N

Levels of Experience: Intermediate

Category: Case Studies/Model Programs

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

This session examines the Academic Advancement Program's Freshman and Transfer Summer Programs (FSP/TSP), UCLA's 6-week academic and residential summer program for 450 freshman and transfer students from low-income, first-generation, as well as Latino and African American populations. FSP/TSP provides a transition into the university, a way for students to experience the university's academic demands and become familiar with the campus and its resources. FSP/TSP has a 30-year record of success, with its students often entering the Honors Program and graduating at increasingly higher rates (currently at 84%). Students are enrolled in rigorous, challenging courses that meet university graduation requirements and which prepare them to excel at UCLA. Instructors, TA's, and tutors work closely with students, expecting the highest quality of work from them. The staff encourages students to build on their academic strengths, to use their life experiences, and to take ownership of their undergraduate education. Students receive a high level of both peer and professional counseling. This session should particularly benefit those who work in, or want to create, a summer bridge program at 4-year institutions and those who work in undergraduate retention programs which serve African American and Latino students.

Jeff Cooper, Director, Freshman & Transfer Summer Programs, Academic Advancement Program, University of California—Los Angeles, California jcooper@college.ucla.edu

Donald Wasson, Associate Director, Tutoring & Curriculum, Academic Advancement Program, University of California—Los Angeles, California dwasson@college.ucla.edu

1:15–2:30 p.m.

CORONADO BALLROOM M

Levels of Experience: All

Category: Research/Assessment/Evaluation

337. Echoes Down the Hallways: What One Faculty Learned From Its Diverse Students' Voices

This session will present the results of a year-long study conducted by the College of Education's Diversity Committee. Its charge was to determine about diversity awareness in the College of Education as perceived through the eyes of the diverse student population. The Committee was interested in students being visibly different as well as invisibly different. Data were collected through a survey (N=268), a focus group, and probing questions/statements. The data were analyzed through a coding team (some of whom were facilitators in the focus groups). From the analyses several cogent strands were identified. Additionally, specific quotes from students were shared that communicated poignant feelings which visibly affected faculty members during the unveiling of this data. This session should be particularly helpful to white faculties who are interested in becoming more culturally sensitive and culturally diverse as a result.

Ruby Casiano, Graduate Student, College of Education, The University of Oklahoma—Norman, Oklahoma

Melissa L. Frey, Ph.D., Chair, and Associate Professor, Educational Psychology, College of Education, The University of Oklahoma—Norman, Oklahoma

Meaghan Hennessey, Ph.D., Assistant Professor, Educational Psychology, College of Education, The University of Oklahoma—Norman, Oklahoma maeghan@ou.edu

Rebecca Hurst, Graduate Student, College of Education, The University of Oklahoma—Norman, Oklahoma

Anita Hopson Malone, Graduate Student, College of Education, The University of Oklahoma—Norman, Oklahoma

Linda J. Mc Kinney, Ed.D., Associate Professor, Instructional Leadership and Academic Curriculum, The University of Oklahoma—Norman, Oklahoma
ljmckinney@ou.edu

Jon E. Pederson, Ph.D., Associate Dean, Graduate Studies and Research, College of Education, and Professor, Science Education, The University of Oklahoma—Norman, Oklahoma
pedersenj@ou.edu

Kathleen B. Rager, Ph.D., Associate Professor, Educational Leadership & Policy Studies, College of Education, The University of Oklahoma—Norman, Oklahoma
kbrager@ou.edu

1:15–2:30 p.m.

FIESTA BALLROOM 9 and 10

Levels of Experience: Intermediate

Category: Case Studies/Model Programs

338. Asian American Heterogeneity

The term “Asian American” when used on college campuses and in society usually unintentionally refers to people of Chinese, Japanese and Korean descent. However, this does not encompass the Pan-Asian American population that lives among us, for example students of South Asian (Desi) American and Southeast Asian American descent. The marginalization and invisibility of certain populations on college campus needs to be addressed. While it is important to appreciate the similarities among the Pan-Asian American communities, it is crucial to understand their differences and to be aware of their struggles in order to ensure their success and to serve as advocates for them. Presenters will identify the heterogeneity among the Asian American community and how the current system of racial and ethnic classification is detrimental to them. This session should particularly benefit those who are interested in breaking down some of the stereotypes associated with Asian Americans with respect to educational achievement, support, and success.

Vijay Kanagala, Doctoral Candidate and Research Associate, Department of Educational Leadership and Policy Studies, Iowa State University—Ames, Iowa
vijay@iastate.edu

Jean Pak, Assistant Director, Multicultural Affairs, Fordham University—New York, New York
jpak@fordham.edu

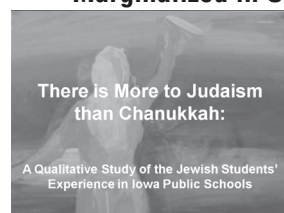
1:15–2:30 p.m.

CORONADO BALLROOM G

Levels of Experience: All

Category: Research/Assessment/Evaluations

339. Christian Privilege: Do Jewish Students Feel Marginalized in U.S. Public Schools



This session will cover several theories of the nature of prejudice, the ideology behind Christian privilege and the effects of stereotype threats on academic performance. These theories will be used to interpret the presenter's research findings. The research comprised eleven in-depth, semi-structured interviews with Jewish students, ages 13 to

25 who live in several small towns as well as large urban areas. Additionally, an online questionnaire asked 62 questions which were answered by 136 participants, representing 24 American states. The questions asked about discrimination and harassment by peers and teachers as well as general school climate with respect to religious practices. The answers were given numerical values and analyzed using SPSS. This session should particularly benefit those who are interested in the effects of stereotyping and prejudice on the social and academic efforts of a minority group, especially those of the Jewish faith.

Michelle Nichole Garland Stern, Doctoral Candidate, Multicultural Education and International Curriculum Studies; University Teaching Assistant, Educational Psychology and Research, Iowa State University—Ames, Iowa
mgarland@iastate.edu

FILM PREVIEW AND DISCUSSION

1:15–2:45 p.m.

LAREDO 1 and 2



340. Revolution '67

Revolution '67 focuses on the explosive urban rebellion in Newark, New Jersey, in July 1967, to reveal the long-standing racial, economic, and political forces which generated inner city poverty and perpetuate it today. Newark residents, police, officials, and urban commentators, including writer/activist Amiri Baraka, journalist Bob Herbert, prominent historians, and '60s activist Tom Hayden, recount the vivid, day-to-day details of the uprising. For more information about this film, please visit California Newsreel at www.newsreel.org

CLOSED CAPTIONED

MAJOR WORKSHOP

1:15–3:45 p.m.

BAJA

341. Straddling Class: Growing up Poor/Working Class and Working in Higher Education

Higher education is the access channel to upward mobility. In this session we will focus on reconciling our blue-collar upbringing with the white-collar world of higher education, that we now inhabit. If you're the first in your family to go to college; if you're a "white collar" child of "blue collar" parents; if you feel you crossed over from one world to another; if you're unfamiliar with the hidden rules of professional middle class life; or if you've experienced the downsides, as well as the upsides of class mobility than join Class Action to explore the joys and pitfalls of straddling class. We will look at the lasting consequences of class mobility in America, and examine the differences between typical working-class values like the importance of hard work, loyalty to family and community, and those of the professional middle class. We will talk about the unique perspective we have from straddling two social class zones. We will engage in participatory activities, reflection, sharing, laughing, and having the chance to feel at home in the world in between.

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
fyeskel@classism.org

MAJOR WORKSHOP**1:15–3:45 p.m.**

YUCATAN 2

342. Helping “Solo” Faculty Succeed: Improving Retention and Reducing Stress

As campuses and professional schools hire more women and under-represented minority faculty, these new hires often find themselves placed in puzzling and demanding “solo” roles. That is, the new hires will have to cope with being the only one or one of only a few women or a few minorities in their departments. Organizational behaviorists and psychologists have documented the extra stresses and bewildering dynamics that solos/pioneers often have to deal with. What pro-active steps and interventions must campuses and professional schools undertake to insure that solo hires thrive in their new settings? This highly interactive session will use scenarios from JoAnn Moody’s new booklet *Solo Faculty: Increasing Retention and Reducing Stress*.

Debra Walker King, Ph.D., Associate Provost for Faculty Development, and Associate Professor of English, University of Florida—Gainesville, Florida

JoAnn Moody, Ph.D., J.D., Faculty Developer and National Higher Education Consultant; and Director, Northeast Consortium for Faculty Diversity—San Diego, California joann.moody@earthlink.net
www.DiversityOnCampus.com

SPECIAL FEATURE PRESENTATION: TOXIC CAMPUS CLIMATE**1:15–4:00 p.m.**

MONTERREY 1

343. Toxic Campus Climate

Significant issues and concerns continue to affect the nation’s college and university campuses as they become more diverse settings. This session will explore some of the considerations that affect the environments at institutions of higher education. A campus climate is one of the most hotly debated issues at higher education institutions, and the term itself is among the most frequently misunderstood since “climate” means different things to different people. Information will be presented regarding the dimensions of a particular framework that has been developed to enhance campus climate, and explore its potential use at various institutions. Particular attention will be given to the status of high achieving Black students—those who enroll at and graduate from some of the most prestigious institutions in the country. These students are often assumed to have minimal problems in college. Studies indicate that, at predominantly white institutions, these students are still likely to have interaction with peers and faculty that divert their energy from studying to coping with stereotypes and assumptions about their academic ability. These interactions often create a “toxic” experience for these high achieving students.

Sharon Fries-Britt, Ph.D., Associate Professor, School of Education, University of Maryland—College Park, Maryland

William B. Harvey, Ph.D., Vice President and Chief Officer for Diversity and Equity, University of Virginia—Charlottesville, Virginia
<http://www.virginia.edu/vpdiversity/>

Jeffrey F. Milem, Ph.D., Professor, Center for the Study of Higher Education, College of Education, University of Arizona—Tucson, Arizona

MAJOR WORKSHOP**1:15–4:15 p.m.**

DURANGO 1

344. Seeing White People as “My People”: Taking Responsibility for Making Change

Many of us who are white see ourselves as being part of the human race rather than having a particular racial identity. Because of the ways that the systemic supremacy of whiteness has been created, we see others as being connected to members of their race, but we have little sense that is true for us as well. When it happens we are surprised when people of color clump us with other whites. This session has been designed to help us move from a sense of confusion or discomfort about who we are to taking the initiative for bringing about racial justice in our institutions. We will talk about: Rechanneling the energy expended on feelings of guilt; addressing the resistance to seeing ourselves connected to those we deem to be racists; keeping whiteness explicit in our actions and conversations; and creating an on-going journey of working personally, interpersonally, and systemically for racial justice.

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

For book signing by Frances Kendall, visit NCORE Book Exhibit Booth (Teaching for Change)

MAJOR WORKSHOP**1:15–4:15 p.m.**

DURANGO 2

345. Hiring for Cultural Competence: Practical Methods and Strategies to Get What You Need

Colleges and universities can no longer afford to hire faculty and staff who are not culturally competent. Each college and university faces different challenges in this area. This session is designed to provide participants with practical methods and strategies they can adapt for use on their own campuses, and for the types of cultural competence most needed by their institutions. Participants will work together to identify various dimensions of cultural competence, and will focus on which of these represent the most critical needs for their particular institutions. The session will provide practical methods and strategies that include (1) designing appropriate advertisements; (2) improving paper screening procedures, (3) writing effective interview and reference questions; and, (4) designing demonstrations that effectively measure cultural competence.

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

1:15–4:15 p.m.

3-HOUR CONCURRENT SESSIONS

1:15–4:15 p.m.

FIESTA BALLROOM 7 and 8

Levels of Experience: All**Category:** Interactive Training**346. Mindfully Resolving Conflicts: Facilitation for Diversity Issues**

This interactive diversity facilitation training session is designed for participants to develop multicultural communication skills. Using experiential methods such as role play, group exercises, training vignettes and discussion, the presenter will address issues such as racism and cultural differences using observation, intervention and facilitation skill-building tools. Participants will (1) learn to de-escalate conflicts within minutes, replacing adversarial/defensive statements with culturally receptive responses; (2) will enhance their visual and auditory acuity by observing the keywords, intent and impact, and nonverbal messages inherent in communication; (3) will acquire the necessary skills to train others in group process, conflict facilitation and a variety of communication techniques; and (4) through mindful listening and inquiry, learn the nuances of multicultural communication and the conflict resolution skills needed in fostering safe and more effective dialogues, improve cross-cultural communication, and perceive and promote diversity as a positive value. This session should particularly benefit those who want to improve their multicultural communication skills and pass them onto others in workshops, meetings, counseling sessions, classrooms and other venues. The session is especially useful for educators, teacher educators, administrators, student leaders and counselors.

Lee Mun Wah, Diversity Trainer/Director, StirFry Seminars & Consulting—Berkeley, California www.stirfryseminars.com

1:15–4:15 p.m.

CORONADO BALLROOM A

Levels of Experience: Novice**Category:** Case Studies/Model Programs**347. Student EFEX (Encouraging the Filmmaking EXperience): Social Outreach and Engagement Through Community Art**

This session explores a new outreach and engagement program entitled Student EFEX (Encouraging the Filmmaking EXperience). EFEX combines filmmaking with service learning and community involvement at the University of Michigan. It provides a method of interaction between academic units and the communities to provide pathways for university access to under-represented and under-served communities. Presenters will share the groundbreaking film *Bilal's Stand* and follow up with a discussion of the potential for other organizations to use film as a trigger for dialogue on a large scale. This session should particularly benefit high school teachers, university professors, administrators, community organizers and/or artists who want to understand firsthand the struggles of inner city youth. This session will also benefit those who wish to forge a connection with communities outside their academic unit and are interested in the potential for art as a tool for implementing social justice, and those who aim to find innovative ways to generate deep, truthful dialogue about the issues and challenges that minorities and lower income students face when they decide to attend universities.

Terri Sarris, Senior Lecturer, Faculty Fellow, Screen Arts and Cultures Department, and UM National Center for Institutional Diversity, University of Michigan—Ann Arbor, Michigan

Sultan Sharrief, Program Director/Film Producer, and Community Fellow, Screen Arts and Cultures Department, and UM National Center for Institutional Diversity, University of Michigan—Ann Arbor, Michigan ssharrie@umich.edu

1:15–4:15 p.m.

CORONADO BALLROOM B

Levels of Experience: Intermediate and Advanced**Category:** Case Studies/Model Programs**348. It's a Small World: Incorporating International Student Programming in a Domestic Diversity Programming Office**

On most campuses multicultural or diversity programming and international programming are typically separate offices. Often these offices act more like rival countries than allies building future leaders in a global workforce. As a result the voices of students of color get lost, thus precluding them from this very important relationship. This session will discuss how the office of Student Diversity Programs and Services at the University of Nevada-Las Vegas combined international and multicultural programming into one office to build an inclusive environment serving all underrepresented groups. Presenters will discuss ways our international students and our domestic diversity students are developing new and creative programming and building new multicultural as well as multinational relationships. This session should particularly benefit those who are looking for ways to include international students in a multicultural office and seek to build more inclusive programming. It will also benefit those who want to learn how to create leaders for a global environment.

Randy McCrillis, Assistant Director, Student Diversity Programs and Services, University of Nevada—Las Vegas, Nevada randy.mccrillis@unlv.edu

Jose Melendrez, Director, Student Diversity Programs and Services, University of Nevada—Las Vegas, Nevada jose.melendrez@unlv.edu

1:15–4:15 p.m.

CORONADO BALLROOM R and S

Levels of Experience: Novice and Intermediate**Category:** Interactive Training**349. On Creating (Y)Our Image: A Participatory Action Research**

The media and popular art forms have created limiting and denigrating racial, ethnic, gender and physical stereotypes. What if instead of attempting to fit into or fight against standardized norms portrayed in movies and cartoons, one could embody a personal image based on accurate depictions of background and life experience? Using the tools of creative arts therapy—visual arts, movement explorations and the spoken word—participants will experience a variety of representations of their choosing in order to explore the uniqueness and complexity of their heritage. Attendees should bring images, music, poems, or other symbolic materials which speak to their most stereotyped characteristics and their most genuine aspects. As an outcome of this Participatory Action Research pilot, participants will analyze, demonstrate and evaluate their new/enduring identities. This session should particularly benefit those who are interested in participatory learning that involves creativity and movement as a means to question externally imposed perceptions of identity. Those who use the arts in learning or provide services to diverse individuals and groups can explore ways to express the many kinds of identities we actually inhabit in daily life.

Meg H. Chang, Ed.D., Faculty, Creative Arts Therapies Program; The New School—New York, New York mhchang3@gmail.com

Jessica Tully, Communications and Development Specialist, Youth Speaks—San Francisco, California

SPECIAL FEATURE PRESENTATION: PRESIDENTS SYMPOSIUM**PART II****1:30–3:30 p.m.**

FIESTA BALLROOM 5

ROUNDTABLE DISCUSSIONS BY COLLEGE/UNIVERSITY PRESIDENTS AND CORPORATE LEADERS

These sessions have been designed to be of particular interest to presidents, senior officers, and trustees. While these leaders play a key leadership role in their organizations, the promotion of diversity requires a team effort by people at all levels. Thus, this session should also be of benefit to a wide range of others, including diversity officers, faculty, staff and students, who are interested in hearing and interacting with these institutional leaders as they share their experience, knowledge and perspectives.

350. PART II—Does Barack Obama's Candidacy Presage a Post-ethnic Era in America? What Would its Implications be for Social Policy, for Affirmative Action, and Diversity Programs?

In a recent article in the *Chronicle of Higher Education*, UC Berkeley historian, David Hollinger, suggests that the Barack Obama candidacy challenges not only the dynamics of American politics, but also current social policy regarding race-based programs. He states that, "In their support for Hillary Rodham Clinton over Barack Obama, prominent Black leaders have made it clear that Black skin color itself is not as big a deal in American politics as it once was." The Obama phenomenon, he suggests, may presage a post-ethnic era in American society and lead to social policy that considers not only race, but other factors, such as socioeconomic status, as well.

In this session, we have asked Professor Hollinger to summarize his provocative thesis as the basis for discussion by a distinguished panel of college and university presidents and corporate executives. The panel will address such issues as:

- What will be the long-term social and educational ramifications of the Obama candidacy on American society?
- If we are, indeed, entering a post-ethnic era, what would be the implications for social policy regarding affirmative action and diversity programs?
- What changes should be made in such programs?
- What would be the social and educational ramifications of not only a post-ethnic America, but also the increasing contact of Americans with people of diverse cultures due to the growing impact of immigration and globalization?

The discussion of these and other issues should stimulate a lively, interesting and important conversation among our panelists and session attendees.

Eugene Campbell, Vice President, Community Relations and Minority Business Development, Walt Disney World—Orlando, Florida

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 Emeritus, St. Cloud State University—St. Cloud, Minnesota; Former President, University of Alabama—Montgomery, Alabama

Mike Streeter, President/Executive Director, Workforce Diversity Network, Inc.—Rochester, New York

Bob H. Suzuki, Ph.D., President Emeritus, California State Polytechnic University—Pomona—Los Angeles, California **(Coordinator/Moderator)**

MAJOR WORKSHOP**1:30–3:30 p.m.**

CANCUN

351. Preparing Students to Become Leaders for Our Multicultural Future and Shrinking Globe

This session will address the diversity-related changes that are rapidly reshaping our nation and the globe. In addition, it will make projections and pose dilemmas about the challenges the coming years are likely to bring. In particular, the session will focus on what leadership is likely to mean in this changing environment and how we can help prepare students for diversity-related leadership opportunities.

Carlos E. Cortés, Ph.D., Professor Emeritus, Department of History, University of California—Riverside, California carlos.cortes@ucr.edu

1:30–3:30 p.m.**2-HOUR CONCURRENT SESSIONS****1:30–3:30 p.m.**

CORONADO BALLROOM C

Levels of Experience: All**Category:** Research/Assessment/Evaluation**352. Leading Institutional Change: Graduate Students' Internal Research Facilitating Diversity Development**

Graduate students will present institutional research completed during a year-long project designed to assess diversity in the classroom at the Institute of Transpersonal Psychology (ITP). The research was conducted through a quantitative syllabus audit and qualitative interviews of faculties and students. The results of this research have influenced administration and the faculty at ITP to implement core changes. These changes include (1) an in-depth look into the institutional strategic plan to increase diversity and cultural competence, (2) the creation and use of a diversity reference list with more than 2,000 curriculum-related entries, (3) support for the work of the diversity action team (comprised of students, faculty, and administration) designed to handle student grievances, (4) plan multicultural campus events, and (5) establishment of an International Exchange and Learning Program designed to increase the exchange of ideas and diverse perspectives among scholars in Transpersonal Psychology. Members of the team will answer questions about their research project. Student researchers will facilitate small group discussions on strategies for institution-wide change. This session should particularly benefit individuals who want to learn ways to lead and advance the development of diversity at the institutional level.

Sarah Astarte, Doctoral Student, Spiritual Guidance and Creative Expression, Crossroads Lyceum/Fellowship of Isis, Priesthood 3 Path Training Program, Institute of Transpersonal Psychology—Palo Alto, California firegoddess08@gmail.com

Raksha Chandrashekar, Doctoral Student, Clinical Psychology, Institute of Transpersonal Psychology—Palo Alto, California rakshachandrashekar@gmail.com

Akhila Elizabeth A. Kolesar, Doctoral Student, Clinical Psychology, Institute of Transpersonal Psychology, American Psychological Association, Association for Women in Psychology, GAYLEST LGBTQ Therapist Association of the Greater Bay Area—Palo Alto, California akhila1008@gmail.com

Allison Perry, Doctoral Student, Transpersonal Psychology, Institute of Transpersonal Psychology—Palo Alto, California aperry@itp.edu

Ryan Rominger, Ph.D., Global, Dissertation, and Thesis, and Academic Coordinator, Institute of Transpersonal Psychology—Palo Alto, California rrominger@itp.edu

Halleh Seddighzadeh, Doctoral Candidate, Transpersonal Clinical Psychology, Institute of Transpersonal Psychology—Palo Alto, California halleh@mac.com

1:30–3:30 p.m.

CORONADO BALLROOM P and Q

Levels of Experience: Intermediate

Category: Policy Issues

353. Responding to Racism in the Front and Backstage

The session will discuss research on campus bias-related incidents and hate crimes, the need for policies and procedures that guide a college or university's response to such events whether they occur in public or in private. Presenters use the policies and efforts of the University of Dayton as a case study to examine the need for a multifaceted policy for responding to various forms of bias and racism. Participants will be asked to envision how staff, faculty, and students may respond to specific public or private events at their own college or university, and 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 regardless of where the racism occurs. This session should particularly benefit those who hope to prevent direct and indirect racism on college campuses by examining the different policies initiatives used to respond.

Paul J. Becker, Ph.D., Associate Professor of Sociology (affiliated with Criminal Justice Studies Program), Department of Sociology, Anthropology and Social Work, University of Dayton—Dayton, Ohio
Paul.Becker@notes.udayton.edu

Art Jipson, Ph.D., Associate Professor of Sociology, and Director of the Criminal Justice Studies Program, Department of Sociology, Anthropology and Social Work, University of Dayton—Dayton, Ohio
Arthur.Jipson@notes.udayton.edu

Leslie Houts Picca, Ph.D., Assistant Professor of Sociology (affiliated with Criminal Justice Studies Program and also affiliated with Women and Gender Studies Program), Department of Sociology, Anthropology and Social Work, University of Dayton—Dayton, Ohio
Leslie.Picca@notes.udayton.edu

1:30–3:30 p.m.

ACAPULCO

Levels of Experience: Intermediate

Category: Case Studies/Model Programs

354. Thinking and Working at the Intersections: The University of Dayton Women's and Gender Studies Program as a Model for Border-Crossing, Collaboration, and Institutional Change

This session will present the development of the Women's and Gender Studies Program at the University of Dayton from its beginning in 1978 as a minor in women's studies to its current status as an academic major. The program is an interdisciplinary, collaborative model for initiating and sustaining institutional change. The program has succeeded in addressing challenges and opportunities in programs that enhance diversity in the curriculum and the culture of academic institutions. This session will include presentations by one of the early directors of the program and by the current director. Both will discuss the importance of border-crossing collaborative work, and the strategies and tactics used to sustain such programs. The participants will have an opportunity to share knowledge and insights gained from these experiences. This session should particularly benefit those who are looking for ways to deepen and broaden the diverse curricular offerings on their own campus. It is appropriate for faculty, administrators and staff.

Donna M. Cox, Ph.D., Professor and Chair, Department of Music, University of Dayton—Dayton, Ohio Donna.cox@notes.udayton.edu

Sheila Hassell Hughes, Ph.D., Director, Women's and Gender Studies Program, University of Dayton—Dayton, Ohio Sheila.Hughes@notes.udayton.edu

Patricia Johnson, Ph.D., Professor of Philosophy, University of Dayton—Dayton, Ohio Patricia.Johnson@notes.udayton.edu

Jack T. Ling, Ph.D., Executive Director, Institutional Diversity and Inclusion, University of Dayton—Dayton, Ohio Jack.ling@udayton.edu

1:30–3:30 p.m.

CORONADO BALLROOM D

Levels of Experience: All

Category: Interactive Training

355. Greek Letter Organizations: Restoring Our Lost Luster! Reclaiming Our Legacy!

This empowering, powerful, humorous, insightful, motivational and a thought-provoking session takes a much-needed open and honest look at issues impacting Greek letter organizations. Where are we? Where are we going? How do we get there? Do we evolve or become obsolete? Issues addressed in this interactive session include (but are not limited to): leadership development, diversity, academic excellence, motivation, intake, brotherhood/sisterhood, relationships, self esteem, stereotypes, focus, attitude and much, much more. Interactive exercises strive to assist in honoring the legacies of our founders in keeping us relevant through the 21st century. This session should particularly benefit those who care about diversity, leadership development, personal growth and development, and service in our Greek community.

Steve Birdine, President/CEO, Affirmations In Action!—Laurel, Maryland
sbirdine1@aol.com

A CONVERSATION WITH EVELYN HU-DEHART

2:00–3:30 p.m.

FIESTA BALLROOM 6



356. Diversity and Its Discontents

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

For decades now, almost all universities have professed a commitment to something called Diversity and touted their success with regards to Diversity. But what in fact have they accomplished, and how exactly have they accounted for their progress? How sincere is this commitment, and how honest and transparent are the procedures and practices? What are some best practices, and what are some of the scams and shams? In this conversation, Evelyn will share her three decade-long experience with Diversity from the late 60s to the present day, the good and the ugly, the sincere and the corrupt, and invites the participants to share their own experiences at their respective institutions, towards the goal of attaining a deeper and broader understanding of the Diversity Project in Higher Education for all of us. She promise a honest, direct, and no-hold barred conversation because it is time we take a cold, hard look at what we have been doing in the name of Diversity, acknowledging to be sure the progress made and some of the best practices we have helped put in place, but also confronting, however painfully, the corrupt practices we may have chosen to ignore, or even have been complicit in perpetuating or covering up, in order to protect our institutions and higher ups, or to project the illusion of advancing Diversity. In short, this conversation is about the Politics of Diversity, and therefore about Power: Who wins, who loses, who makes decisions, how are the resources distributed, who gets to speak—in whose name and for whom, and who is silenced? Evelyn's current research focuses on Asian diasporas in Latin America and the Caribbean, and she speaks and writes on the politics of race and multiculturalism.

<http://research.brown.edu/pdf/10088.pdf>

A CONVERSATION WITH WINONA LADUKE

2:00–3:30 p.m.

CORONADO BALLROOM H



357. Environmental Justice From a Native Perspective

Winona LaDuke, Anishinaabekwe (Ojibwe), Leading Native American Environmentalist, Activist and Author—Ponsford, Minnesota

Winona LaDuke is an Anishinaabeg (Ojibwe) enrolled member of the Mississippi Band of Anishinaabeg. An internationally respected Native American, environmentalist, activist and author; and Program Director of Honor the

Earth and the Founding Director of White Earth Land Recovery Project in Ponsford, Minnesota. Her many honors include the Reebok Human Rights Award (1989), Time magazine's fifty most promising leaders under forty years of age (1994), the Thomas Merton Award (1996), the Ann Bancroft Award (1997), Ms Woman of the Year Award (1997), the Global Green Award (1998), International Slow Food Award (2006), among others. Last year, LaDuke was inducted into the National Women's Hall of Fame. In both 1996 and 2000, LaDuke ran for Vice-President on the Green Party ticket with Ralph Nader. A graduate of Harvard and Antioch Universities, she has written extensively on Native American and environmental issues. Her most recent book is *Recovering the Sacred: The Power of Naming and Claiming* (South End Press). Other books include *Last Standing Woman* (fiction), *All Our Relations* (non-fiction), *In the Sugarbush* (children's non-fiction), and *The Winona LaDuke Reader* (a collection of essays).

For book signing by Winona LaDuke, visit the Speak Out Exhibit Booth.

2:00–3:30 p.m.

90-MINUTE CONCURRENT SESSIONS

2:00–3:30 p.m.

YUCATAN 1

Levels of Experience: Intermediate and Advanced

Category: Curricular/Pedagogical Models

358: Naadamaadiwin—Development of a Native Focused Special Education Licensure Program

The goal of Naadamaadiwin is to develop a post-baccalaureate special education licensure program for emotional behavioral disorders and learning disabilities with a Native American focus. Native students come into educational settings with a number of needs inadequately addressed by mainstream teacher training programs. Native students have challenges relating to cultural differences, issues of oppression, being Native in a non-Native world, Native language, ways of knowing, and literacy. This program will attempt to address these issues. Naadamaadiwin is based on the "Circle of Courage" program developed by Larry Brendtro, Martin Brokenleg, and Steven Van Bockern. The curriculum uses the Lakota orientation toward life but is compatible with other models. It has four components: belonging, mastery, independence, and generosity. A lack of strength in any of the four areas of development can lead to behavioral or learning difficulties. This session should particularly benefit those who are interested in program planning through an indigenous lens, and those who are interested in pedagogy, curriculum transformation and faculty development.

Thomas Peacock, Ed.D., member of the Fond du Lac Band of Lake Superior Ojibwe; Associate Dean, College of Education and Human Service Professions, University of Minnesota—Duluth, Minnesota tpeacock@d.umn.edu

Catherine M. Pulkinen, enrolled member of the Bad River Band of Lake Superior Chippewa; Native American Youth Development Specialist, and Advisor, Distance Learning, University of Wisconsin—Superior, Wisconsin cpulkinen@uwsuper.edu

2:00–3:30 p.m.

CORONADO BALLROOM E

Levels of Experience: Intermediate and Advanced

Category: Case Studies/Model Programs

359. Cradle to the Grave

This session examines various initiatives currently being implemented by the Office of Institutional Diversity at Oklahoma State University. Information on the backgrounds and purpose of each initiative will be provided, as well as insights into what the division has learned from our experiences. Intertwining various components into the session, presenters will demonstrate and discuss mentoring programs, initiatives, and strategies that have proven to be effective on the campus of OSU. Via active engagement and interactive activities, participants will take away firsthand knowledge and ideas to be incorporated on their respective campus. Participants will envision, demonstrate, and design their ideal Institutional Diversity Department. The information presented will provide practical, theoretical, and innovative solutions associated with successful mentoring within the entire realm of higher education. The session should particularly benefit those who are interested in working with faculty, staff, and students from underrepresented populations, practitioners who seek ways to increase recruitment and retention of faculty, staff, and students at their respective campuses, and those who are interested in developing programs designed to target recruitment, retention, and outreach.

Jovette Dew, Director, Diversity Academic Support, Oklahoma State University—Stillwater, Oklahoma Jovette.dew@okstate.edu

Sara Mata, Coordinator, Inclusion Leadership Program, Oklahoma State University—Stillwater, Oklahoma

Cornell Thomas, Ed.D., Systems Vice President, Institutional Diversity, Oklahoma State University—Stillwater, Oklahoma

Anthony Walker, Doctoral Candidate, Higher Education Administration Program; RISE Coordinator, Oklahoma State University—Stillwater, Oklahoma

Robin Williams, Program Coordinator, Multicultural Student Center, Oklahoma State University—Stillwater, Oklahoma

PART II

2:00–3:30 p.m.

CORONADO BALLROOM F

Levels of Experience: All

Category: Interactive Training

PROMOTING DIALOGUE WHEN CAMPUS CONTROVERSIES ERUPT

360. PART II—An Experiential Demonstration of a Dialogue Session



Public Conversations Project

This session provides those who have been introduced to the principles and practices of the Public Conversations Project (Part I) the opportunity to experience a format for dialogue that invites (a) speaking that is personal, respectful and open; (b) careful listening; (c) reflection; and (d) an opportunity to practice asking questions of other participants that represents a genuine interest in understanding what others has said (vs. rhetorical questions or statements in disguise). Presenters will facilitate this session in different ways. The choice will be shaped by the preferences of the participants and the number of participants. The dialogue will involve (1) experiencing a facilitated session using an exercise designed to reduce stereotyping or (2) trying out some dialogue questions designed by the participants themselves with guidance from the presenters. This session should particularly benefit those whose learning style is "from the inside out"—experiential—and those who would like more fully to understand some of the practices discussed in Part I.

Participants who attended Part I do not need to attend Part II, but Part II is open only to those who attended Part I.

Maggie Herzig, Founding Associate, Public Conversations Project—Watertown, Massachusetts mherzig@publicconversations.org

Raye Rawls, Esquire, Associate, Public Conversations Project; and Public Service Associate at the Fanning Institute, University of Georgia—Athens—Watertown, Massachusetts rrawls@fanning.uga.edu

2:45–4:00 p.m.

75-MINUTE CONCURRENT SESSIONS

2:45–4:00 p.m.

FIESTA BALLROOM 9 and 10

Levels of Experience: All**Category:** Research/Assessment/Evaluation**361. Betwixt and Between: To be Young, Gifted, Gay, and Black at a White Institution**

This session will present findings from a phenomenological study of the experiences of Black gay male undergraduates in a predominantly white institution. Drawing on theories of racial and sexual identity development, this session will provide data that describes how high achieving African American gay males negotiate their multiple identities in a predominantly white context. Findings will illustrate the key role that peers, parents, race, and religion play in the process of reconciling identities that, for all intents and purposes, tend to be at odds. The discussion will focus on implications for future practice research and theory. This session should particularly benefit those who are interested in issues of race, gender, sexuality, their intersections, and studies that inform policy and practice innovations.

Terrell Lamont Strayhorn, Ph.D., Assistant Professor and Special Assistant to the Provost, University of Tennessee—Knoxville, Tennessee
Strayhorn@utk.edu

2:45–4:00 p.m.

CORONADO BALLROOM N

Levels of Experience: Novice and Intermediate**Category:** Interactive Training**362. Until I Know Me, How Can I Know You?**

This session will revisit our “cultural programming” through several engaging and interactive activities. Participants will be encouraged to reflect on who we are and how we may be perceived by individuals that we work with. The session will examine the advantages of dominant privilege and if there are no advantages, ask what are the disadvantages? In addition, this session will explore a “Minority Experience” project that will provide further insight into how “cultural programming” can be expanded. This session should particularly benefit those who teach or facilitate diversity training with predominantly white populations.

Craig J. Bennett, Instructor, Strength Through Cultural Diversity, and Academic Coordinator, Intercollegiate Athletics, Miami University—Oxford, Ohio
bennetcj@muohio.edu

2:45–4:00 p.m.

MONTERREY 3

Levels of Experience: Intermediate**Category:** Curricular/Pedagogical Models**363. Possibilities in Practice: Teaching Diversity Through Spike Lee Films at a Predominantly White Institution**

Watching movies is a popular pastime. This session describes a curriculum that uses film to examine race and social justice. The session will provide an overview of the relevant scholarly literature on diversity-related outcomes and describe the construction of a course that used film as a means of starting a campus dialogue on race. Presenters will explore the challenges, and sometimes competing interests, of fostering the development of white racial justice allies while providing a supportive environment for students of color at a predominantly white institution. This session should particularly benefit those who are interested using the media as a method to create a dialogue about race, class and gender, and using research-informed practice to enhance the campus climate for diversity.

Daria-Yvonne Graham, Assistant Director, Conference and Business Services, University of Dayton—Dayton, Ohio
grahamd@udayton.edu

Rachel Wagner, Assistant Director, Residence Education, University of Dayton—Dayton, Ohio
rlw@udayton.edu

2:45–4:00 p.m.

CORONADO BALLROOM G

Levels of Experience: Intermediate**Category:** Case Studies/Model Programs**364. 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**

This session examines an innovative mentoring program designed to improve the retention of first and second year African American and Latino students at Ohio Northern University. Presenters will discuss the rationale for the Finding U at ONU program and provide insights and lessons learned from its implementation and structure. This session will also address efforts to measure the effectiveness of the program as well as ways to expand the program. This session should particularly benefit those who are interested in establishing a mentoring program for minority students at a small college or university. It will also benefit 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.

Reginald Onyido, Undergraduate Student, Business Administration Major, Ohio Northern University—Ada, Ohio
r-onyido@onu.edu

Clyde W. Pickett, Director, Multicultural Development, Ohio Northern University—Ada, Ohio
c-pickett@onu.edu

Jessica Young, Undergraduate Student, Business Administration Major, Ohio Northern University—Ada, Ohio
j-young.5@onu.edu

2:45–4:00 p.m.

FIESTA BALLROOM 4

Levels of Experience: Intermediate**Category:** Research/Assessment/Evaluation**365. If We Build it They Will Come, But Will They Stay? Exploring Ethnic Minority Students' Campus Experiences and the Impact on Recruitment and Retention Processes**

This session explores the experiences of minority students on a predominantly white university campus in the southeastern United States, and how those experiences impact the minority students' decisions to stay. Results from a qualitative study of students in two departments (Exercise Science, Sport, and Leisure Studies; and Retail, Hospitality and Tourism Management) will be presented. Presenters will also discuss the implications of the findings and potential solutions to the challenges presented by the students. Finally, presenters will offer suggestions for implementing programs that may enhance ethnic minority student retention. This session should particularly benefit faculty, staff, students and administrations at predominantly White academic institutions who are concerned about recruitment and retention of minority students.

Wanda M. Costen, Ph.D., Assistant Professor, Department of Retail, Hospitality, and Tourism Management, University of Tennessee—Knoxville, Tennessee
wcosten@utk.edu

Steven N. Waller, Ph.D., Assistant Professor, Department of Exercise Science, Sport, and Leisure Studies, University of Tennessee—Knoxville, Tennessee
swaller2@utk.edu

2:45–4:00 p.m.

CORONADO BALLROOM M

Levels of Experience: Novice

Category: Interactive Training

366. Fostering Change on College Campuses Through Diversity Initiatives

This session will explore the campus diversity education initiatives of the Diversity Education Institute at the University of Texas-Austin. Presenters will provide information regarding the development and functions of both the Division of Diversity and Community Engagement and the Diversity Education Institute, and will share the benefits and challenges of these initiatives. Staff members from UT-Austin will facilitate roundtable discussions centered on assessing campus diversity needs, challenges and sharing best practices. This will be a unique opportunity to share programming ideas with colleagues and relate to your own experience with diversity education. This session should particularly benefit those who are interested in diversity education and social justice issues, practitioners providing clinical services for minority populations and educators and students interested in promoting and/or implementing diversity education initiatives on college campuses.

Nicolina A. Calfa, Doctoral Student, Philosophy, Counseling Psychology, Graduate Assistant, Division of Diversity and Community Engagement, University of Texas—Austin, Texas ncalfa@mail.utexas.edu

Aurora Chang-Ross, Doctoral Student, Curriculum and Instruction, Program Area, College of Education; Graduate Research Assistant and Project Director, Division of Diversity and Community Engagement, University of Texas—Austin, Texas changross@mail.utexas.edu

FILM PREVIEW AND DISCUSSION

2:45–4:15 p.m.

SIERRA 1 and 2



367. Beyond Black and White: Affirmative Action in America

All sides of the affirmative action issue have targeted the same goal: ending racism of all types.

But do opportunities for some have to come at the expense of others? In this Fred Friendly Seminar moderated by Harvard Law School's Charles Ogletree, a what-if scenario revolves around a university's efforts to enroll a diverse student body of qualified candidates. Panelists include Ward Connerly, proponent of California's Proposition 209; Christopher Edley, Jr., author of *Not All Black and White: Affirmative Action, Race, and American Values*; Julius Becton, Jr., former head of Washington, D.C.'s public schools; Ruth Simmons, president of Smith College; and policy activists from the African-American, Asian, Native American, and Latino communities. A Discussion Guide and other resources are located online at www.fredfriendlyseminars.org/bbw. Films for the Humanities & Sciences <http://ffh.films.com>

FILM PREVIEW AND DISCUSSION

3:00–4:15 p.m.

LAREDO 1 and 2



368. Made in LA

This film traces the moving transformation of three Latina garment workers on the fault lines of global economic change who decide they must resist. Through a groundbreaking law suit and consumer boycott, they fight to establish an important legal and moral precedent holding an American retailer liable for the labor conditions under which its products are manufactured. For more information about this film, please visit California Newsreel at www.newsreel.org

SUB-TITLED, NOT CLOSED CAPTIONED

SPECIAL FEATURE: INTERACTIVE PRESENTATION AND

4:30–5:30 p.m.

CORONADO BALLROOM J, K, and L



369. Checking the Color Line

Rinku Sen, President and Executive Director of the Applied Research Center (ARC) and Publisher of ColorLines magazine—New York, New York

Rinku Sen started her organizing career as a student activist at Brown University, fighting race, gender and class discrimination on campuses. She received a B.A. in Women's Studies from Brown University in 1988 and an M.S. in Journalism at Columbia University (2005). She has written extensively about immigration, community organizing and women's lives for a wide variety of publications including Third Force, AlterNet, www.tompaine.com, Race, Poverty & the Environment, Amerasia Journal and Colorlines. She edited *We are the Ones We Are Waiting For: Women of Color Organizing for Transformation*, published by the Urban Rural Missions of the World Council of Churches (1995). She has been the principal investigator on research projects for the Ford and Ms. foundations. Her book, *Stir It Up: Lessons in Community Organizing* (Jossey-Bass) was released in the fall of 2003. In 2004, Rinku was honored with the Asian American Journalists Association Dr. Suzanne J. Ahn Award for social justice coverage. Her forthcoming book, *The Accidental American* (Berrett-Koehler), will reveal the economic, racial and cultural conflicts embedded in the current immigration debate through the experiences of Windows on the World head waiter, union organizer, and Moroccan immigrant Fekkak Mamdouh. From 1988-2000, Rinku was on the staff of the Center for Third World Organizing (CTWO), a national network of organizations of color. She is a board member of the Schott Foundation for Public Education and on the advisory board of the Philanthropic Initiative for Racial Equity. She is formerly a member of the board of Independent Press Association, the Tides Center and the Center for Third World Organizing. She was recognized by Ms. Magazine as one of 21 feminists to watch in the 21st century in 1996, the same year that she received the Ms. Foundation for Women's Gloria Steinem Women of Vision award. She was a Gerbode Fellow in 1999, and was a 2004 Charles H. Revson Fellow on the Future of the City of New York.

For Book Signing by Rinku Sen, please visit NCORE Book Exhibit Booth (Teaching for Change)

5:30–8:00 p.m.

FIESTA BALLROOM 6

370. JDOTT SUMMIT MEETING

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

6:00–7:00 p.m.

CORONADO BALLROOM T

371. NATIVE AMERICAN CAUCUS

Four meetings are hosted by the Native American Caucus Group organized during NCORE 2007 Conference. During NCORE 2008 the Native American caucus will meet to discuss a series of issues affecting Native Americans in higher education.

Networking Meeting

For other meetings for Native American Caucus group, see Index 473.

6:00–7:30 p.m.

DURANGO 1

372. LATINO/A CAUCUS

Five meetings are hosted by the Latino/a Caucus Group organized during NCORE Conference. During NCORE 2008 the Latino/a caucus will meet to discuss a series of issues affecting Latinos faculty, administrators, and students in higher education.

Roundtable Discussion (Open to all)

For other meetings for Latino/a Caucus group, see Index 474.

6:00–8:00 p.m.

CANCUN

373. APINCORE (ASIAN/PACIFIC ISLANDER AMERICAN) CAUCUS

During NCORE 2008, there are four meetings hosted by the APINCORE (Asian/Pacific Islander American)Caucus Group.

Future Planning and Caucus Nominations and Elections

For other meetings for APINCORE Caucus group, see Index 475.

6:00–8:00 p.m.**374. INFORMAL NETWORKING MEETINGS**

For more information, see Index 131.

SPECIAL EVENT—KEYNOTE ADDRESS AND DEBATE

8:00–9:30 p.m.

CORONADO BALLROOM J, k, and L

375. Institutional Racism vs. Personal Responsibility: Is Enough, Enough?



Manning Marable, Ph.D.

Educator, Author, Journalist

One of America's most influential and widely read scholars

Manning Marable is one of America's most influential and widely read scholars. Since 1993, he has been Professor of Public Affairs, Political Science, and History at Columbia University where at 1993-2003, he was founding director of the Institute for Research in

African-American Studies. Under his leadership, the Institute has become one of the nation's most prestigious centers of scholarship on the black American experience. Before Columbia University, he was the founding director of Colgate University's Africana and Latin American Studies Program (1983-1987), Chair of the Black Studies Department at Ohio State University (1987-1989), and Professor of Ethnic Studies at the University of Colorado at Boulder (1989-1993). A prolific author, Marable has written over 275 articles in academic journals and edited volumes. His most recent books prominently include *Living Black History: How Reimagining the African-American Past Can Remake America's Racial Future*, *Race and Labor in the New US Economy* (as editor with Immanuel Neww and Joseph Williams), and *Racializing Justice: Disenfranchising Lives* (as editor with Keesha Middlemass and Ian Steinberg). Also, he and Myrlie Evers-Williams, wife of slain civil rights worker Medgar Evers, have edited *The Autobiography of Medgar Evers*, a reconstruction of his hero's life through his speeches, letters, and papers. Marable is currently at work on *Malcolm X: A Life of Reinvention* and, as editor with Kristen Clarke Avery, on *Seeking Higher Ground: The Hurricane Katrina Crisis, Race and Public Policy*. Marable is a national leader in the development of web-based, educational resources on the African-American experience. With Columbia's Center for New Media Teaching and Malcolm X, respectively; he directed the production of two E-courses, a multimedia version of Du Bois's *The Souls of Black Folk* (2001), and a massive multimedia version of *The Autobiography of Malcolm X*. For almost three decades, Marable has written a political commentary series, *Along the Color Line* that appears in over four hundred newspapers and journals worldwide. He is regularly featured in national and international media. He donates much of his time fundraising and speaking on behalf of prisoners' rights, labor civil rights, faith-based institutions, and other social justice organizations.



Juan Williams

National Political Correspondent, Author

One of America's leading political writers and thinkers

Juan Williams is one of America's leading political writers and thinkers. He is the senior correspondent for NPR, a political analyst for Fox Television, and a regular panelist for FoxNews Sunday. In addition to prize-winning columns and editorial writing for

The Washington Post, he has also authored six books. With the release of his sixth book, *Enough: The Phony Leaders, Dead-End Movements and Culture of Failure That Are Undermining Black America—and What We Can Do About It*, Williams has created a national furor and ignited debate everywhere with his point blank analysis of black leadership in this country. Juan Williams' previous book, *My Soul Looks Back in Wonder*, presents stirring, eyewitness accounts of history-making movements for Black, Hispanic, and Women's rights, as well as other successes at creating a better America. Previous books include the nonfiction bestseller, *Eyes on the Prize*, and the critically acclaimed biography, *Thurgood Marshall: American Revolutionary*, which The New York Times selected as a notable book of the year. Time magazine described American Revolutionary as a "magisterial" work of American history, and the book was reissued in 2004 with a new epilogue to celebrate the 50th anniversary of the Supreme Court's historic Board vs. Brown decision. His other books include *I'll Find a Way or Make One*, and *This Far By Faith*—which was accompanied by a six part PBS series. As one of the nation's most influential journalists, Williams is in constant contact with American political leaders from the President to members of Congress and the Supreme Court. His understanding of American history and his inside access to Washington politics gives him a unique and informed voice as an analyst of current events. In 2000, NPR selected Williams to host their afternoon talk show, "Talk of The Nation." His daring perspectives on American politics, race, and culture are based on his historical understanding, political expertise, and knowledge of diversity. Prior to writing bestsellers, Williams was a political columnist and national correspondent for The Washington Post. He won several journalism awards for his writing and investigative reporting. He also won an Emmy Award for TV documentary writing. He was given widespread, critical acclaim for a series of documentaries including *Politics: The New Black Power*. His documentary on A. Phillip Randolph was featured on PBS.

DAY AT A GLANCE • FRIDAY, MAY 30

7:30-9:00 a.m.

401. CONTINENTAL BREAKFAST

7:30 a.m.-6:00 p.m.

402. EXHIBITOR SHOWCASE AND RESOURCE CENTER

7:45-8:45 a.m.

403. NATIONAL ADVISORY COMMITTEE (NAC) SUB-COMMITTEE MEETINGS

9:00-9:45 a.m.

404. CONFERENCE MORNING PLENARY SESSION Keynote Address: Shawn Wong

10:00-11:30 a.m.

405. BOOK SIGNING AND INFORMAL DIALOGUE WITH SHAWN WONG

10:00 a.m.-noon

SPECIAL FEATURE PRESENTATION:

406. Demystifying the Dilemma: When Trustees Hire Presidents of Color (PART I)

SPECIAL FEATURE PRESENTATION: THE BUSINESS CASE FOR DIVERSITY CORPORATE PANEL

407. The Business Case for Diversity: A Corporate Perspective

408. MAJOR WORKSHOP: Employing a Pedagogy of Wholeness, Social Justice and Liberation

409. MAJOR WORKSHOP: How Colleges and Universities Shape Racial Dynamics in Higher Education: The Benefits and Implications of Strategic Recruitment of Minority Students

410. MAJOR WORKSHOP: A Means of Cultural Survival: Developing Studies in Indigenous Education at the University Level

411. MAJOR WORKSHOP: Fostering Student Success Through Programming in the Wake of Legal Challenges

412. MAJOR WORKSHOP: Political Realities and Social Change

413. MAJOR WORKSHOP: Effective Diversity Training Design: Understanding Your Audience, and Designing Appropriately and Effectively for What You Need and Want to Accomplish (PART I)

414. Recruiting and Retaining Diverse Faculty, Staff, and Executives at Our Institutions: Your Invitation to Participate in an Interactive Roundtable

415. The Great White Elephant: How White People Can Keep Their Racial Privilege Visible

416. Revisiting Activism in the Age of Conformity

417. Unpacking My Cultural Baggage: Facilitating Difficult Dialogues About Race and Oppression

418. From Middle School To College: Taking an Earlier Proactive Approach to Preparing Public School Students for Higher Education (PART I)

419. FILM PREVIEWS AND DISCUSSIONS: Banished (California Newsreel)

10:15 a.m.-noon

FILM PREVIEWS AND DISCUSSIONS:

420. Ties That Bind: Immigration Stories (Films for the Humanities & Sciences)

421. Buffalo Soldier Mutiny—Houston 1917 (Bauhaus Media Group)

10:30-11:45 a.m.

422. Cultural Miscommunication and Conflict Management

423. Experiences in Higher Education Across Race and Gender: Harassment, Discrimination, Substance Abuse, and Coping

424. Building a Coalition of Parents on Campus Via an African-American Parent Caucus

425. University-School Partnerships: Crossing the Cultural Divide to Enhance Access to College

426. What Does It Mean to be a White Male Engineer? The Experiences of Male Engineers in a Research University

10:30 a.m.-noon

427. A CONVERSATION WITH VIVIAN SHUH MING LOUIE

428. MAJOR WORKSHOP: A Conversation With Alana: One Boy's Multicultural Rite of Passage

429. From Conceptualization to Implementation: Making the Case for a Chief Diversity Officer (CDO)

430. Individual Biographies and the Presidential Election? Trajectories of Social Class, Race and Gender

431. Integrative Approaches for Teaching Critical Multiculturalism

432. How to Establish a Mentoring Program for Multicultural Students

433. Establishing Centers of Responsibility for Diversity: A Long-term Plan Toward Institutional Reform

434. Creative Impact: Visual Art as a Tool for Dialogue on Race, Culture, and Identity

435. Midwest University Latino Cultural Centers: Creating Community Connections

noon-1:00 p.m.

436. INFORMAL NETWORKING MEETINGS

1:15-2:30 p.m.

FILM PREVIEWS AND DISCUSSIONS:

437. Ties That Bind: Connecting Communities Across Religious Boundaries (Films for the Humanities & Sciences)

438. Yuri Kochiyama: Passion For Justice (Center for Asian American Media)

439. Exploring Race and Ethnicity Through Intergroup Dialogue

440. Recruitment and Retention of Underrepresented Faculty, Staff, and Students at a Traditionally White, Rural Institution of Higher Education

441. Foundations for Success in Higher Education for African-American and Latino Students: They Have to be Resilient!

442. College Access and Honors: Creating an International Study Opportunity

DAY AT A GLANCE • FRIDAY, MAY 30

1:15-4:15 p.m.

- 443. MAJOR WORKSHOP:** Effective Diversity Training Design: Understanding Your Audience, and Designing Appropriately and Effectively for What You Need and Want to Accomplish (PART II)
- 444. MAJOR WORKSHOP:** The Art of Restorative Justice/Art as Healing
- 445. MAJOR WORKSHOP:** Accessing and Analyzing National Databases for Race and Ethnicity Research
- 446. MAJOR WORKSHOP:** Cracking the Codes of Internalized Racial Oppression and Internalized Racial Supremacy
- 447. MAJOR WORKSHOP:** Is There a Tenure Track Chief Diversity Officer in the House?: A Business and Higher Education CDO Panel Discussion
- 448. MAJOR WORKSHOP:** Multiracial People on Campus: An Open and Honest Discussion of Issues
- 449. A CAMPUS OF DIFFERENCE™:** An Anti-bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute
- 450. One Better World:** Race, Skin Color, Privilege, and Identity in the U.S. (For Students Only)
- 451. More Inclusive Curricula and Community Partnerships:** Through Tiospaye and Other Sacred Circles
- 452. Everyone's Responsibility:** A Comprehensive Staff Approach for Infusing Multicultural Competence
- 453. Moving Forward:** Activating a Multi-Dimensional Framework for Assessing and Advancing Campus Diversity

1:30-3:00 p.m.

- 454. MAJOR WORKSHOP:** Silence is an Ally of Hate: Campaigning Against Anti-Semitism on College Campuses

1:30-3:30 p.m.

SPECIAL FEATURE PRESENTATIONS:

- 455. Demystifying The Dilemma:** When Trustees Hire Presidents of Color (PART II)

SPECIAL FEATURE PRESENTATIONS:

- 456. Breaking the Bamboo Ceiling:** Not Viewed Historically as Academic Leaders, Asian/Pacific Americans are Stepping Forward to Fill the Pipeline to Leadership Positions
- 457. MAJOR WORKSHOP: WHITE AFFIRMATIVE ACTION:** Ethics of College Admissions—The Price of Admission: How America's Ruling Class Buys its Way into Elite Colleges—And Who Gets Left Outside the Gates

2:00-3:30 p.m.

- 458. A CONVERSATION WITH SUT JHALLY**

2:00-4:00 p.m.

FILM PREVIEWS AND DISCUSSIONS

- 459. Trouble The Water** (Executive Producers: Danny Glover, Joslyn Barnes)
- 460. Beyond Diversity:** The City University of New York Moves Toward Inclusive Excellence

- 461. STREAT:** Social TheatRe for Education, Action and Training

- 462. Creating the Unstoppable Leader That is You**

- 463. From Middle School to College:** Taking an Earlier Proactive Approach to Preparing Public School Students for Higher Education (PART II)

2:30-4:00 p.m.

- 464. The Bull By the Horns:** How One University is Tackling Race Relations on Campus and in the Community
- 465. Asian/Americana:** Three Research Projects on Asian/American Identity, Whiteness, and Experience

2:45-4:00 p.m.

FILM PREVIEWS AND DISCUSSIONS

- 466. Hispanic Education at the Crossroads** (Films for the Humanities & Sciences)
- 467. Racial Stereotypes in the Media** (Films for the Humanities & Sciences)
- 468. Recruiting Promising Future Faculty of Color:** A Postdoctoral Fellowship Program Model
- 469. Striving for 100% Graduation:** The Impact of Identity-Based Mentoring Using the Thomas Principles
- 470. Hip Hop 101:** The Psychology of Hip Hop "Survivalist Turned in to Consumers"
- 471. Freshman Camp That Works!** Incoming Students at a Public College—Bronx, New York

4:30-5:30 p.m.

- 472. SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE** Freeman Hrabowski III

6:00-7:00 p.m.

- 473. NATIVE AMERICAN CAUCUS:** Future Planning

6:00-7:30 p.m.

- 474. LATINO/A CAUCUS:** No-Host Social

6:00-8:00 p.m.

- 475. APINCORE (ASIAN/PACIFIC ISLANDER AMERICAN) CAUCUS:** No-host APINCORE Dinner Social

- 476. INFORMAL NETWORKING MEETINGS**

7:30-10:00 p.m.

- 477. SPECIAL EVENT—FILM SCREENING AND PANEL DISCUSSION:** Follow Me Home

8:30-10:00 p.m.

- 478. SPECIAL EVENT—PERFORMANCE:** Retrograde (The Center For Contemporary Dance)

10:00 p.m.-1:00 a.m.

- 479. JDOTT-SPONSORED DANCE**

FRIDAY, MAY 30, 2008

7:30–9:00 p.m.

401. CONTINENTAL BREAKFAST

Continental Breakfast will be served at Veracruz Exhibit Hall C, Coronado Ballroom Foyer, and Fiesta Ballroom Foyer.

7:30 a.m.–6:00 p.m.

VERACRUZ EXHIBIT HALL C

402. 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 Index 208)

(For a comprehensive listing of Exhibitors and their product and services, see page 96)

7:45–8:45 a.m.

SIERRA 1 and 2, YUCATAN 1, 2, 3, LAREDO 1 and 2

403. NATIONAL ADVISORY COMMITTEE (NAC) SUB-COMMITTEE MEETINGS

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

For more information about NCORE National Advisory Committee, see Index 004.

404. CONFERENCE MORNING PLENARY SESSION

9:00–9:45 a.m.

CORONADO BALLROOM J, k, and L



Keynote Address The Secret Life of an Asian American Writer

Shawn Wong, Ph.D., Professor of English, and Director of the University Honors Program, University of Washington—Seattle, Washington

Shawn Wong's second novel, *American Knees*, was published by Simon & Schuster in 1995 (Scribner paperback, 1996; reissued by University of Washington

Press, 2005). The film version of *American Knees*, titled "Americaneese" will be released in theaters nationally by IFC Films in 2008 (directed by Eric Byler). The film won several film festival awards and Wong served as Associate Producer www.americanesethemovie.com Wong's first novel, *Homebase* (Reed and Cannon, 1979; reissued by Plume/NAL, 1990 and again by the University of Washington Press in 2008), won both the Pacific Northwest Booksellers Award and the 15th Annual Governor's Writers Day Award of Washington. He is also the co-editor and editor of six Asian American and American multicultural literary anthologies including the pioneering anthology *IIiiiiiiii! An Anthology of Asian American Writers* (Howard University Press, 1974), and *The Big IIiiiiiiii! An Anthology*

of Chinese America and Japanese America in Literature (Meridian/NAL, 1991), *Literary Mosaic: Asian American Literature* (HarperCollins, 1995), and *Asian Diasporas: Cultures, Identities, Representations* (Hong Kong University Press, 2004). Shawn Wong has been awarded a National Endowment for the Arts Creative Writing Fellowship and a Rockefeller Foundation residency in Italy. He has won several writing awards including a first prize from the Society of Professional Journalists in the humor category in 1997. Wong was featured in the 1997 PBS documentary, "Shattering the Silences" and in the "Bill Moyers' PBS documentary, "Becoming American: The Chinese Experience," in 2003. Wong also serves as a consulting and contributing editor for *Transtext(e)s /Transcultures*, a joint French and Chinese journal published by Université Jean Moulin (Lyon, France) and University of Henan (China). In addition, Wong has taught at the Universität Tübingen (Germany), Université Jean Moulin (Lyon), and at the University of Washington Rome Center (Italy).

For Informal Dialogue with Professor Wong, see Index 405.

10:00–11:30 a.m.

CORONADO BALLROOM K and L

405. BOOK SIGNING AND INFORMAL DIALOGUE WITH SHAWN WONG

For book signing by Shawn Wong visit NCORE Book Exhibit Booth (Teaching for Change)

SPECIAL FEATURE PRESENTATION

PART I

10:00 a.m.–noon

CORONADO BALLROOM H

Part II continues 1:30–3:30 p.m., see Index 455

406. Demystifying the Dilemma: When Trustees Hire Presidents of Color

This two-part interactive session will feature presentations by three of the four presidents of color from Division I universities detailing their paths to the presidency and the realities of leadership at that level; and presentations by trustees from these same universities sharing their perceptions of the challenges these presidents face. Highlights of the presidents' presentations will include responses to the following: (1) when did you first know you wanted to become a university president? (2) How and why did you decide to pursue the presidency? (3) What career path led you from the dream to the reality of presidency? (4) What, if any, mentorship was available to you? (5) What experiences would best prepare aspirants to the presidency? (6) How often were you the "bridesmaid?" What is the impact not being chosen? Prior to each presentation, data will be collected electronically from the audience relative to their perceptions of presidents and trustees and reported to all.

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

Panel of Trustees:

Agencia Clark, Trustee Board of Regents, Middle Tennessee State University; President and CEO, Girl Scouts Council of Cumberland Valley—Nashville, Tennessee

C. Daniel DeLawder, Board Chair, Ohio University; President and CEO, Park National Bank and Park National Corporation—Newark, Ohio

John E. Moore Jr., Trustee, Bowling Green State University; Independent Consultant and Executive Director, Rickenbacker-Woods Inc.—Columbus, Ohio

Facilitators:

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

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

SPECIAL FEATURE PRESENTATION: THE BUSINESS CASE FOR DIVERSITY CORPORATE PANEL

10:00 a.m.—noon

FIESTA BALLROOM 6



407. The Business Case for Diversity: A Corporate Perspective

There are some indisputable facts that drive the diversity business case for Corporate America:

- Future business opportunities will require growth from non-traditional markets
- Employees and Leaders must reflect the changing marketplace in order to maximize responsiveness to the needs and expectations of Clients
- Work environments must fully utilize the talents of all employees by embracing different opinions, backgrounds and styles
- Diversity must be reflected in product offerings through languages, images, themes, services, amenities and business practices.

Corporate America has long realized the need to make diversity a key component of its culture. To perform at a high level, corporations must support and encourage every employee, from all backgrounds and walks of life. Embracing diversity makes people feel welcome and comfortable. It lets them be happy and productive. It motivates them to achieve great things. Ultimately, it impacts the business bottom line. Diversity efforts in Corporate America exist not just because they are the right thing to do, but because they make excellent business sense. Great companies strive to appeal to all their consumers with inclusive products, services, amenities, business practices, languages, images and more. The workforce must reflect the marketplace if they are to meet and exceed the expectations of their diverse consumers. The final component in Corporate America's diversity work has become widely known as Corporate Citizenship. This concept covers a wide range of community outreach efforts and is a crucial part of every company's diversity strategy. Yet Corporate America understands they cannot achieve their diversity goals in a vacuum.

This corporate panel will examine why it's important for business and education to work TOGETHER! Higher Education's product—the student—is the future workforce. It makes good business sense for students who are culturally competent to join the working ranks. Otherwise, the cost of having to re-train new hires to be culturally sensitive in an increasingly global workplace is astronomical.

H. Rov Kaplan, Ph.D., Professor, Visiting Associate Professor, Africana Studies Department, University of South Florida—Tampa, Florida (**Moderator**)

Corporate Executive Panelists:

Reggie Butler, Managing Director, PriceWaterhouseCoopers—Orlando, Florida.

Tony Jenkins, Vice President, Cultural Competence and Diversity Systems, Market President, Central Florida Region of Blue Cross and Blue Shield of Florida—Orlando, Florida

Robert McAdam, Senior Vice President, Government and Community Affairs, Darden Restaurants Inc.—Orlando, Florida

Mercedes McCall, Regional Executive, for Banco Popular—Orlando, Florida
Ramon Ojeda, President, Hispanic Chamber of Commerce of Metro Orlando—Orlando, Florida

Carmen Smith, Vice President, Global Strategies for Diversity and Inclusion, Walt Disney Parks and Resorts—Orlando, Florida

MAJOR WORKSHOP

10:00 a.m.—noon

CORONADO BALLROOM P and Q

408. Employing a Pedagogy of Wholeness, Social Justice and Liberation

This session will engage participants in working with a pedagogy based on indigenous, nondual epistemology. Participants will be guided in the process of approaching teaching and learning in a way that embraces the learner's full complexity of mind, body and spirit.

Laura Rendón, Ph.D., Professor and Department Chair, Educational Leadership and Policy Studies, Iowa State University—Ames, Iowa
lrendon@iastate.edu

For book signing by Dr. Rendón, visit Stylus Publishing, LLC. Exhibit Booth.

MAJOR WORKSHOP

10:00 a.m.—noon

DURANGO 1

409. How Colleges and Universities Shape Racial Dynamics in Higher Education: The Benefits and Implications of Strategic Recruitment of Minority Students

The session provides an opportunity for practitioners and conferees to examine the findings from recent research on the Gates Millennium Scholarship Program and a campus-based intervention designed to facilitate access and persistence of students in postsecondary education. The findings include evidence on the recruitment, transition and retention of underrepresented students. Presenters will focus on the importance of high school attributes including their racial composition and curriculum offerings, the significance of engagement (both civic and academic), campus climate, support services, and critical mass.

Lorenzo DuBois Baber, Ph.D., Visiting Assistant Professor in Higher Education, Department of Educational Organizational Leadership, University of Illinois—Urbana-Champaign, Illinois

William T. Trent, Ph.D., Professor, Educational Policy Studies, University of Illinois—Urbana-Champaign, Illinois w-trent@uiuc.edu

MAJOR WORKSHOP

10:00 a.m.–noon
CANCUN

410. A Means of Cultural Survival: Developing Studies in Indigenous Education at the University Level

For many educators, the term Indigenous is difficult to comprehend. Indigenous is used to describe the people whose ancestors were the original inhabitants of their land, and who survived despite the oppression inflicted on them by illegally established colonial systems. The term has become globally accepted by Indigenous peoples themselves and is used by the United Nations. There are more than 250 million Indigenous people worldwide, who reside in over 70 countries. Indigenous people have a definite sense of who they are and what it means to identify as unique peoples within their own lands, language and culture. They stand by their right to define what it means to be Indigenous and to be recognized as such by others.

The purpose of this session will be to bring clarity to the meaning of Indigenous education and to widen the discussion concerning its connection to educational decolonization, cultural competency, and the empowerment of Indigenous peoples. Through studies in Indigenous education students gain a global perspective of the role education has played as an instrument of oppression and how Indigenous nations have decolonized educational systems to reclaim their cultural identities and to restore their political power.

Deirdre A. Almeida, Ed.D., Associate Professor and Director, American Indian Studies Program, Eastern Washington University—Cheney, Washington dalmeida@mail.ewu.edu

MAJOR WORKSHOP

10:00 a.m.–noon
CORONADO BALLROOM R and S

411. Fostering Student Success Through Programming in the Wake of Legal Challenges

In the state of Michigan, voters passed a referendum to change the state constitution to ban affirmative action programs in higher education admissions consideration, based on race, ethnicity and gender. This session will discuss how a specific office (Office of Academic Multicultural Initiatives) and other units that focused on these areas examined their programs and activities to make sure that they were in compliance. The goal of the institution was to protect and preserve the programs that serve our students, and not a single one has been eliminated. Presenters will discuss these strategic programmatic changes. Participants will also have the opportunity to share information and the unique challenges that they face on their respective campuses.

John Matlock, Ph.D., Associate Vice Provost and Director, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan matlock@umich.edu

Rochelle L. Woods, Ph.D., Program Manager, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

MAJOR WORKSHOP

10:00 a.m.–noon
DURANGO 2

412. 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

MAJOR WORKSHOP

PART I

10:00 a.m.–noon
FIESTA BALLROOM 1 and 2

Session continues 1:15–4:15 p.m., see Index 443

413. 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 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.

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

10:00 a.m.–noon

2-HOUR CONCURRENT SESSIONS

10:00 a.m.–noon
FIESTA BALLROOM 7 and 8

Levels of Experience: All
Category: Interactive Training

414. Recruiting and Retaining Diverse Faculty, Staff, and Executives at our Institutions: Your invitation to Participate in an Interactive Roundtable



Two hundred eighty higher education institutions around the U.S. have created the National Higher Education Recruitment Consortium (National HERC) and have developed an associated jobs' web site to help recruit and retain outstanding diverse faculty, staff, and executives and to support dual career couples. This organization and nine Regional Higher Education Recruitment Consortia (regional HERC) invite you to help identify ways to attract diverse job candidates by leveraging the HERC network and online technology. Come prepared to participate in an interactive roundtable discussion where participants will use brainstorming, small and large group discussion, sharing personal experiences, interactive media, and other methods to develop ideas for inviting diverse job seekers to use HERC as a resource during a job search. This session should particularly benefit those who are interested in helping colleges and universities achieve a truly diverse faculty and staff.

Nancy Aebersold, Director, National Higher Education Recruitment Consortium, a project of the Tides Center—Santa Cruz, California
nancy@nationalherc.org

Laila Maher, J.D., Director, Equal Opportunity and Affirmative Action; and Director, Metro New York & Southern Connecticut Higher Education Recruitment Consortium, Columbia University—New York, New York
HERC@columbia.edu

10:00 a.m.—noon

FIESTA BALLROOM 9 and 10

Levels of Experience: Intermediate

Category: Interactive Training

415. The Great White Elephant: How White People Can Keep Their Racial Privilege Visible

White privilege is the proverbial “elephant in the room.” It loudly trumpets over our conversations and knocks over all the furniture that would otherwise provide a comfortable place for us to meet and sends people of color running for safety. Most important, white privilege is the elephant that white people have agreed to ignore and usually never mention although its effects on our cross-race interactions can be devastating. In this session, participants will learn how to address racial privilege, find out how one “big question” can change awareness about racial privilege, and participants will discover practical ways to keep racial privilege visible. This session should particularly benefit those who are interested in improving their cross-race interactions, and those who want to help students better understand white privilege and its effects on others.

Pamela Smith Chambers, Training Director, Beyond Diversity Resource Center—Mount Laurel, New Jersey

Robin Parker, Executive Director, Beyond Diversity Resource Center—Mount Laurel, New Jersey
rparker@beyonddiversity.org

10:00 a.m.—noon

CORONADO BALLROOM C

Levels of Experience: Intermediate

Category: Theoretical Models

416. Revisiting Activism in the Age of Conformity

This interactive session addresses student engagement across college campuses pertaining to issues of diversity and social justice within the socio-cultural, academic community, and intergenerational disconnects. The session will also focus on practical concepts requiring a historical consciousness and contextual understanding necessary to increase collaboration. It appears today that we as educators depend largely on external programming and unintentional initiatives lacking contextual sagacity. Educators today need to be purposeful about the way we foster civic responsibility, assist in the interpretation of students' experiences in relation to acquired knowledge, and offer a platform to examine the degree to which student's personal values and cultural beliefs impact their decisions to be involved and reflect on their own transformation as change agents over time. The session will present on canonical trends currently underlying lack of cohesiveness between diversity and social justice groups, provide strategies for collaboration between majority and minority-based organizations, and delves into more practical movements for the cultivation of equitable community. This session should particularly benefit educators exploring creative and innovative approaches to student activism, and assist members of the academic community to 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
benitezml@lafayette.edu

10:00 a.m.—noon

CORONADO BALLROOM T

Levels of Experience: Intermediate

Category: Interactive Training

417. Unpacking My Cultural Baggage: Facilitating Difficult Dialogues About Race and Oppression

This session is excellent for participants at all levels of experience. The presenter will mix humor, personal experiences, and group interaction to uncover how bias, stereotypes and prejudices influence interactions on campus. This session should particularly benefit those who lead diversity training workshops and are looking for a fresh and unique approach to challenge participants to have critical conversations about race and oppressions in a safe intellectual and reflective environment.

William T. Lewis Sr., Doctoral Candidate, Higher Education Administration; Director, Institutional Diversity, Bridgewater State College—Bridgewater, Massachusetts
wtlewis@bridgew.edu

PART I

10:00 a.m.—noon

FIESTA BALLROOM 3 and 4

Levels of Experience: Novice and Intermediate

Category: Case Studies/Model Programs

Session continues 2:00–4:00 p.m., see Index 463

418. From Middle School to College: Taking an Earlier Proactive Approach to Preparing Public School Students for Higher Education

This session will examine a program used to increase diversity at James Madison University. Presenters will describe how Academic and nonacademic units joined forces to create a more diverse student body. This transformation has taken four years and it continues to take shape as the needs of students change. Participants will learn why and how the effort was begun and how other areas of the university have become more involved and interested. In fact, interest has spread across the state, into middle schools and high schools. This session should particularly benefit those who are interested in the academic success of inner-city and minority students in high school and college.

Oris T. Griffin, Ph.D., Director, Professor in Residence Program, James Madison University—Harrisonburg, Virginia
griffiot@jmu.edu

Naomi Hill, Graduate Student, Adult Education/Human Resources Development Program, and Graduate Mentor, Centennial Scholar Program; Director, Middle School Leadership Academy (MSLA), James Madison University—Harrisonburg, Virginia
hillnt@jmu.edu

Cynthia Klevickis, Ph.D., Professor, ISAT, James Madison University—Harrisonburg, Virginia
klevicca@jmu.edu

Monyette Martin, Regional Assistant Director, Admissions, James Madison University—Harrisonburg, Virginia
martinml@jmu.edu

Zymora Scott, Director, Guidance, Huguenot High School, Richmond Public City Schools—Richmond, Virginia
zscott@Richmond.k12.va.us

Diane L. Strawbridge, Director, Centennial Scholars Program, James Madison University—Harrisonburg, Virginia
strawbdl@jmu.edu

Michael Walsh, Director, Admissions, James Madison University—Harrisonburg, Virginia
walshmd@jmu.edu

FILM PREVIEW AND DISCUSSION

10:00 a.m.–noon

SIERRA 1 and 2



419. Banished

From 1860 to 1920 hundreds of U.S. counties expelled all of their African American inhabitants. Banished visits three of these still all white towns today. Meanwhile the descendants of those displaced and disinherited seek redress. For more information about this film, please visit www.newsreel.org

BANISHED vividly recovers the too-quickly forgotten history of racial cleansing in America when thousands of African Americans were driven from their homes and communities by violent, racist mobs.

CLOSED CAPTIONED

FILM PREVIEW AND DISCUSSION

10:15 a.m.–noon

LAREDO 1 and 2



420. Ties That Bind: Immigration Stories

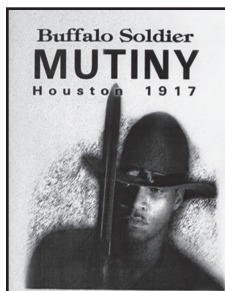
This program looks at the human drama behind the current debate over U.S. immigration policy. It roams both sides of the Texas-Mexico border, exploring the root causes of why Mexicans immigrate. The role played by transnational corporations and their social and economic

impact on both Mexicans and other North Americans is considered. A second segment explores the determination of immigrants and questions why current immigration policies are the most restrictive in years. A third part discusses the strong family values immigrants bring with them as having a positive impact on U.S. culture. Immigrant organizations are examined within the context of the American citizen action tradition. Films for the Humanities & Sciences <http://ffh.film.com>

FILM PREVIEW AND DISCUSSION

10:15 a.m.–noon

BAJA



421. Buffalo Soldier Mutiny—Houston 1917

For a half century, most records remained sealed on an event that shook the U.S. Army to its core and influenced the way it would treat black soldiers for the next 30 years.

The event was the Houston Mutiny & Courts Martial of 1917-1918, and it erupted in part because a company of recently transferred Buffalo Soldiers refused to submit to the racist Jim Crow laws being enforced by the city's political leadership and police force.

This film explores a true 20th century tragedy, one in which no side is without blame, and one which ultimately cost more than 30 people their lives. Questions and outrage in the aftermath, result in major changes in military justice policy. The program shows, in some detail, the confluence of factors, experiences, attitudes that led to this event. It's history and as such we strive to give the viewer a multi-faceted view of the times and circumstances. The project is funded by the three largest foundations in Texas, a circumstance unique in the history of documentary film production in Texas. ©2008 Bauhaus Media Group, Inc. <http://www.bauhausmedia.com>

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

10:30–11:45 a.m.

CORONADO BALLROOM E

Levels of Experience: Novice

Category: Case Studies/Model Programs

422. Cultural Miscommunication and Conflict Management

This session will help participants understand cultural barriers to communication that may cause messages to become offensive or, even worse, discriminatory. The discussion will cover the impact cultural diversity has on communication in the workplace and on recruitment and retention of employees and students in higher education. This session should particularly benefit those who are interested in strategies to reduce and prevent culturally mixed messages from becoming discrimination or harassment.

Carla R. Espinoza, Director, Equal Opportunity and Diversity, and Associate Vice President, Human Resources Services, Iowa State University of Science and Technology—Ames, Iowa eodoffice@iastate.edu

Francesca Galarraga, Assistant Director, Equal Opportunity and Diversity, Iowa State University of Science and Technology—Ames, Iowa

Jessica Stolee, Human Resource Specialist III, Equal Opportunity and Diversity, Iowa State University of Science and Technology—Ames, Iowa

10:30–11:45 a.m.

CORONADO BALLROOM N

Levels of Experience: Intermediate

Category: Research/Assessment/Evaluation

423. Experiences in Higher Education Across Race and Gender: Harassment, Discrimination, Substance Abuse, and Coping

The negative experiences of some ethnically diverse group member and women may act as barriers to their success in higher education. Therefore, it is important to identify where these experiential and perceptual differences lie in order to improve the climate for all individuals. This session will present several studies addressing some of these potential barriers. First part of this session will examine differences in the frequency of sexual and racial harassment among ethnically diverse samples of undergraduate men and women and explore the additive effects of experiencing both sexual and racial harassment on academic achievement and psychological well-being. Two studies of women in science also will be presented. The first study addresses racial differences in gender discrimination outcomes among college students and the second will focus on perceptions of discrimination, harassment, and climate among female faculty members. The final portion of the presentation will examine differences in alcohol use and coping strategies used by an ethnically diverse sample of college students. This session should particularly benefit those who conduct research, enact policy or offer services to marginalized populations, such as women of color in higher education.

NiCole T. Buchanan, Ph.D., Assistant Professor of Psychology, Michigan State University—East Lansing, Michigan nbuchana@msu.edu

Zaje A. T. Harrell, Ph.D., Assistant Professor of Psychology, Michigan State University—East Lansing, Michigan harrellz@msu.edu

Isis H. Settles, Ph.D., Assistant Professor of Psychology, Michigan State University—East Lansing, Michigan settles@msu.edu

10:30–11:45 a.m.

CORONADO BALLROOM A

Levels of Experience: Intermediate

Category: Case Studies/Model Programs

424. Building a Coalition of Parents on Campus via an African-American Parent Caucus

This session examines an African-American Parent Caucus model designed to increase students' success at Wright State University. The parent caucus was established in 2007, and serves as an advocate and a way for African American parents to work collaboratively with the university to increase the chance of success for African-American students. The mission of the African-American Parent Caucus is to develop, cultivate and foster an alliance of African-American parents, relatives and friends who advocate for and support African-American students. Additionally, they seek funds to build financial foundation for African American students pursuing their degrees. The parent caucus also develops partnerships in the community that support their mission. Members of the parents' caucus will discuss the concerns and frustrations they faced during the educational journey of their children. Research has shown that when parents are involved in the educational lives of their children from kindergarten to graduate school, students' achievement levels improve. Presenters will share the origin of the parent caucus and the interest that has sparked at Wright State and other universities and colleges and state agencies across Ohio. The session will focus on strategies to incorporate parents as partners in the educational process. This session should particularly benefit those who are interested in the retention of minority students and are seeking resources to improve student success.

Stanford Baddley, Director, Academic Support Programs for Minority Students, Wright State University—Dayton, Ohio stanford.baddley@wright.edu

Martin Gooden, Ph.D., Professor, Psychology Department, Wright State University—Dayton, Ohio martin.gooden@wright.edu

Parent Panelists:

Linda Bolds, Co-Chair, African-American Parent Caucus

Sharon Jones, Co-Chair, African-American Parent Caucus

Kenneth Randolph, Co-Chair, African-American Parent Caucus

10:30–11:45 a.m.

CORONADO BALLROOM B

Levels of Experience: Intermediate

Category: Case Studies/Model Programs

425. University-School Partnerships: Crossing the Cultural Divide to Enhance Access to College

Over the past few years we have witnessed considerable growth in anti-affirmative action programs which have had a negative impact on the enrollment of minority students in postsecondary education. This legislation also has had a chilling effect on issues of equity and diversity in higher education. How are colleges responding to these challenges? What practices/programs are lessening the negative impacts of anti-affirmative action policies? The focus of this session is on the University of Florida Alliance, a partnership between the university and high poverty, low performing high schools. Considerable attention will be given to program components related to college access and success at the University of Florida. This session should particularly benefit those participants who are engaged in activities that enhance college access and success for minority students.

Diane Archer-Banks, Program Coordinator, Counselor Education, University of Florida Alliance—Gainesville, Florida DABanks@coe.ufl.edu

Jacqueline Basallo, Graduate Student, International Business Major; Graduate Assistant, University of Florida Alliance—Gainesville, Florida jbassallo@coe.ufl.edu

Sophie Maxis, Doctoral Student, Counselor Education; Graduate Assistant, University of Florida Alliance—Gainesville, Florida smaxis@coe.ufl.edu

Diane Melendez, Coordinator, Alliance Program, University of Florida Alliance—Gainesville, Florida dmelend@coe.ufl.edu

Bernard Oliver, Ed.D., Director, Alliance Program, and Professor, Department of Educational Administration and Policy Studies, University of Florida Alliance—Gainesville, Florida beoliver@coe.ufl.edu

Mary Anne Primack, Doctoral Student, Educational Administration and Policy Studies; and Graduate Assistant, University of Florida Alliance—Gainesville, Florida mprimack@coe.ufl.edu

10:30–11:45 a.m.

CORONADO BALLROOM M

Levels of Experience: Intermediate

Category: Research/Assessment/Evaluation

426. What Does it Mean to be a White Male Engineer? The Experiences of Male Engineers in a Research University

Engineering faculties are the current gatekeepers of engineering higher education. Improving student learning and creating innovative educational experiences will begin with engineering faculties. With the overall aim of improving engineering higher education and student learning, this session presents an overview of a research examining the under-representation of engineering faculties of color. Despite literature showing diversity as a needed component of creative and innovative groups and organizations—how to “best” achieve racial diversity amongst the faculty in engineering is still a point of contention and debate. The research presented suggests a need to understand the under-representation of engineering faculties of color from a different vantage point: incorporating critical studies of whiteness with issues of equitable representation in engineering higher education through the lens of human factors’ systems engineering. This session will provide an overview of research which strategically does not focus on the under-representation of engineering faculties of color, but on the over-representation of white male engineering faculties. This session should particularly benefit those who are interested in participating in discussions of the faculty of color recruitment/retention, issues of the faculty racial diversity in science, technology, engineering, and math (STEM) areas, critical white studies, and the construction of meaning through one’s identity.

Jen S. Schoepke, Ph.D., Dissertator, Industrial and Systems Engineering-Human Factors, University of Wisconsin—Madison, Wisconsin schoepke@cae.wisc.edu

A CONVERSATION WITH VIVIAN SHUH MING LOUIE

10:30 a.m.–noon

FIESTA BALLROOM 5



427. Race, Class Still Matter: Undermining the Myth of the Model Minority

Vivian Shuh Ming Louie, Ph.D., Associate Professor of Education, Harvard Graduate School of Education-Boston, Massachusetts; Visiting Scholar, Russell Sage Foundation—New York, New York

Vivian Louie is a sociologist who studies education and identities in the diverse migratory flows occurring with globalization. In one line of inquiry, she studies immigrant families, who have settled in the United States, investigating how the incorporation of immigrant parents influences their children's high school to college transition and identity formation. A key interest is how the views and experiences among immigrants and their children intersect with and are distinct from the native-born population in these domains. In a second line of inquiry, she studies how migrants from developing Asian nations negotiate the cultural, language, and learning divides in American graduate programs emphasizing the development of global leaders, and their decision-making about whether to settle in the United States or return to Asia. In addition to her first book, *Compelled to Excel: Immigration, Education, and Opportunity among Chinese Americans*, she has a second book manuscript in preparation, focusing on Dominicans and Colombians, and several articles and book chapters. She has been awarded postdoctoral fellowships from the Social Science Research Council, and the National Academy of Education/Spencer Foundation, and a position as visiting scholar at the Russell Sage Foundation. A native of New York City, Louie received her Ph.D. in sociology from Yale University, M.A. in Communication from Stanford University. She previously worked as a newspaper journalist, editor and teacher for a youth publication, and a lecturer in sociology at Harvard.

For Book Signing by Vivian Shuh Ming Louie, visit NCORE Book Exhibit Booth (Teaching for Change)

MAJOR WORKSHOP

10:30 a.m.–noon

ACAPULCO

428. A Conversation With Alana: One Boy's Multicultural Rite of Passage

"A Conversation with Alana" is a one-person autobiographical play written and performed by Carlos Cortés. In his play, Cortés presents his story of growing up as a young man of mixed ancestry in racially segregated, religiously divided early post-World War II Kansas City, Missouri. The son of a Mexican Catholic immigrant father and an American-born Jewish mother, whose parents came from Austria and Ukraine, Cortés had to learn to navigate Kansas City's rigid racial, ethnic, and religious fault lines, while simultaneously dealing with the internal conflicts of his own divided family.

Carlos E. Cortés, Ph.D., Professor Emeritus, Department of History, University of California—Riverside, California carlos.cortes@ucr.edu

10:30 a.m.–noon

90-MINUTE CONCURRENT SESSIONS

10:30 a.m.–noon

CORONADO BALLROOM G

Levels of Experience: Intermediate

Category: Long- and Short-Range Planning

429. From Conceptualization to Implementation: Making the Case for a Chief Diversity Officer (CDO)

This session highlights the components necessary for creating and filling a Chief Diversity Officer (CDO) position at an institution of higher education. Presenters will explore information on critical stages of the process including creating the perfect proposal for the CDO, designing the recruitment process and integrating the position into the fabric of the institution and larger community. This session will provide participants with tools for each stage through discussion, individual exercises and group work. Drawing on the firsthand knowledge of a CDO search, presenters will address current literature about institutional best practices. Emphasis will be placed on the need for modeling intercultural competence at all stages of the process. Participants will learn how to negotiate the politics, structures, and environmental considerations of their own institutions and will leave with a road map for success. This session should particularly benefit administrators and other staff whose institutions are considering a chief diversity officer and/or those who are seeking strategies for implementation.

Jeanne Arnold, Ed.D., Vice President for Inclusion and Equity, Grand Valley State University—Allendale, Michigan arnoljea@gvsu.edu

Marlene Kowalski-Braun, Director, Women's Center, Grand Valley State University—Allendale, Michigan kowalskm@gvsu.edu

10:30 a.m.–noon

MONTERREY 1

Levels of Experience: Intermediate

Category: Interactive Training

430. Individual Biographies and the Presidential Election? Trajectories of Social Class, Race and Gender

This session will briefly examine American history and the structure of social institutions by way of an interactive exercise which will demonstrate the way our individual biographies are both created and perceived. Using the conceptual model of C. Wright Mills called "Sociological Imagination," the attendees and the session moderator will examine the biographies of five candidates, four with diverse racial/ethnic/gender backgrounds, which have been selected from the audience. Participants will discuss their chances of getting elected in the next presidential race. The objective here is to demonstrate how variables of social class, race, ethnicity, gender, education and religion (as determining factors in shaping individual biographies) influence participants' decisions in ranking the five candidates. Using the Audience Response System (ARS) the session attendees will cast their votes for each candidate based on an examination of each biography in relation to two broad variables of social structure and the American history as identified by the Mills model. This session is for an intermediate level to allow student participation in light of the younger generation's renewed interest in politics and social issues. This session should particularly benefit educators who are interested in using interactive simulation and games in their classes to teach and discuss social class, race and gender as they relate to prejudice, discrimination, social stratification and social mobility.

Mohammad Chaichian, Ph.D., Professor and Chair, Department of Sociology, Mount Mercy College—Cedar Rapids, Iowa mchaich@mtmercy.edu

10:30 a.m.–noon

YUCATAN 1

Levels of Experience: Intermediate and Advanced**Category:** Curricular/Pedagogical Models**431. Integrative Approaches for Teaching Critical Multiculturalism**

This session will provide an interactive approach to teaching diversity using strategies built on a theoretical understanding of oppression rather than focusing on a specific issue. Presenters will provide resources and lead several activities to illustrate a process known as critical multiculturalism. Race, class and gender studies underpin this process along with studies of disability, queer theory and ageism. Its deepest roots are perhaps found in the works of Black feminists. For those who represent multiple identities this holistic approach asks participants to move beyond comfort zones and see issues through the experiences of others. We're not vessels of race or gender only, but working class lesbians with disabilities, aging men of color or parents of multicultural children. Teaching materials will be provided and exchanged among participants and the presenters will address several challenges with the model. This session should particularly benefit those who have working knowledge in one or more areas of inclusive work (race, gender, class, LGBT, dis "ability," aging) who would like to increase their diversity teaching and presentation skills.

BJ Bryson, Ph.D., Director, The Learning Lab Academy—Douglasville, Georgia
bjbryson@gmail.com

Mildred C. Joyner, Ph.D., Professor and Program Director, Undergraduate Social Work, West Chester University of Pennsylvania—West Chester, Pennsylvania
mjoyner@wcupa.edu

Cathryne L. Schmitz, Ph.D., Professor, Department of Social Work, University of North Carolina—Greensboro, North Carolina
clschmit@uncg.edu

10:30 a.m.–noon

MONTERREY 2

Levels of Experience: Novice and Intermediate**Category:** Training of Trainers**432. How to Establish a Mentoring Program for Multicultural Students**

Mentoring is one of the fastest growing methods to retain multicultural students in higher education. Many colleges are beginning to look closer at mentoring as a way to help their students feel comfortable in their new environment. It is especially useful for multicultural students who are attending predominantly white institutions. Mentoring has been documented as a way to enhance retention rates by matching an experienced person to someone who is new to college. In order to establish a successful mentoring program, it takes time to train mentors and protégés. Both groups need to know the ground rules of the relationship in order to ensure it will be productive.

This interactive session will discuss what it takes to begin a mentoring program. For example, the session participants will learn how to gather statistical data regarding the need for mentoring on campus. This session should particularly benefit those who are interested in establishing or improving a mentoring program as a way to increase student retention.

Tony Davis, Counselor, Montgomery County Community College—Blue Bell, Pennsylvania
tdavis@mc3.edu

Wayne Jackson, Director, Multicultural Academic and Support Services Department, University of Central Florida—Orlando, Florida
wjackson@mail.ucf.edu

10:30 a.m.–noon

MONTERREY 3

Levels of Experience: Intermediate**Category:** Long- and Short-Range Planning**433. Establishing Centers of Responsibility for Diversity: A Long-term Plan Toward Institutional Reform**

When campus leadership supports concrete diversity initiatives, students, faculty and staff pay special attention to the issue—or at least, they should. This session will highlight Towson University's Reflective Process for Diversity aimed at shifting institutional culture toward inclusion. Based on the 2005, Now is the Time document published by a joint task force of AASCU & NASULGC, Towson University is the first institution to implement this process full scale. Presenters, drawn from three departments at the university, will share the importance of the collaborative initiatives to foster change and representation, campus climate, intergroup relations, education and scholarship, and institutional transformation with regard to diversity. Centers of responsibility are established throughout the institution for the purpose of holding each campus community member accountable for the success of the institutional diversity goals. Attendees will be guided through the model and introduced to the reflective questions instrument. Presenters will share implementation strategies and the lessons learned from the model. This session should particularly benefit those looking for new ideas to strengthen diversity and especially those who wish to improve academic excellence.

Art King, Doctoral Candidate, Conflict Analysis and Resolution, George Mason University; Assistant Vice President, Student Affairs, Center for Student Diversity, Towson University—Towson, Maryland
aking@towson.edu

Paz Galupo, Ph.D., Professor of Psychology, and Director, Multicultural Institute, Towson University—Towson, Maryland
pgalupo@towson.edu

Debbie Seeberger, Doctoral Student, Organizational Leadership, University of Maryland; Special Assistant to the President for Diversity & Equal Opportunity, Towson University—Towson, Maryland
dseeberger@towson.edu

10:30 a.m.–noon

YUCATAN 3

Levels of Experience: All**Category:** Curricular/Pedagogical Models**434. Creative Impact: Visual Art as a Tool for Dialogue on Race, Culture, and Identity**

Contemporary artists of all races and ethnicities are creating powerful works of art which address race, culture, identity and social justice. In this session participants will view many visual art images to learn the ways artists offer insights into cross-cultural understanding. Visual art has been called the universal language, transcending the written and spoken word and it provides an opportunity for better communication. Participants will compare the perspectives of several artists and will discover how art can be used in classrooms in many disciplines. Race, culture, identity and more will be covered through the lens of artistic vision and creativity. The primary focus will be on the art of Native American, Latino, Asian and African American artists. This session should particularly benefit those interested in learning how artists can provide a deep and rich platform for understanding. It should also benefit those interested in exploring new methods of engaging students in cross-cultural dialogues.

Mindy Nierenberg, Senior Program Manager, Tisch College of Citizenship and Public Service, Tufts University—Medford, Massachusetts
Mindy.nierenberg@tufts.edu

10:30 a.m.–noon

CORONADO BALLROOM F

Levels of Experience: Intermediate**Category:** Case Studies/Model Programs**435. Midwest University Latino Cultural Centers: Creating Community Connections**

This session will examine the Latino Cultural Centers at two Indiana land-grant universities which have model programs that connect college students to the local and statewide Latino/a community. As part of a service-learning and leadership training, Latino Cultural Centers organized student efforts to aid in recruiting, retaining, and applying civic responsibility to the student experience. Indiana University's Latino Enhancement Cooperative reaches out statewide to immigrant populations, focusing on college access and success. Purdue University's volunteer organization, Embajadores, uses college-to-high school student mentoring as a way to enhance understanding of and connection to the collegiate processes. Both centers have provided support for admissions, agricultural extension, Latino/a studies, etc. Both initiatives provide resources, assessment, tracking and have documented the success of Latino/a youth. In addition, outreach not only extends to Latino/a youth but also to their families. This session should particularly benefit those interested in working to incorporate volunteerism through service-learning to directly benefit both college students and Latino/a and/or immigrant (undocumented) communities.

Maricela Alvarado, Director, Latino Cultural Center, Purdue University—West Lafayette, Indiana alvaradm@purdue.edu

Lillian M. Casillas, Director, La Casa/Latino Cultural Center, Indiana University—Bloomington, Indiana mlcasill@indiana.edu

noon–1:00 p.m.**436. INFORMAL NETWORKING MEETINGS**

(For more information, see Index 131)

FILM PREVIEW AND DISCUSSION**1:15–2:30 p.m.**

LAREDO 1 and 2

**437. Ties that Bind: Connecting Communities Across Religious Boundaries**

Fundamentalism may be on the rise, but the American interfaith movement is also alive and well. This Emmy-nominated documentary follows seven women—all leaders in Chicago's Christian, Jewish, or Muslim communities—who have gathered to share views, express fears and concerns about the post-9/11 world, and build bridges of peace between their faiths. Participants include the Rev. Willie T. Barrow, chair emeritus of the Rainbow PUSH Coalition; Rabbi Andrea London of Beth Emet synagogue; and Karen Danielson, Public Education and Outreach Director for the Muslim American Society, Chicago chapter. Commentary is also provided by National Book Award-winning religion scholar Martin Marty and Interfaith Youth Core founder and executive director Eboo Patel. The DVD version includes a discussion guide and bonus disc featuring additional conversations and excerpts from a town hall meeting. Films for the Humanities & Sciences <http://ffh.films.com>

FILM PREVIEW AND DISCUSSION**1:15–2:30 p.m.**

SIERRA 1 and 2

**438. Yuri Kochiyama: Passion for Justice****Director/Producers:** Rea Tajiri, Pat Saunders**Ethnicities:** Japanese, African American

For over 40 years, the work of this tireless and inspiring political activist has touched thousands of lives in diverse communities across the United States. This documentary chronicles the history of this remarkable woman's contribution to social change through some of the most significant events of the 20th century. Yuri Kochiyama's story begins with her internment as a young woman during World War II and her gradual political awakening. A follower and friend of Malcolm X and a supporter of Black Liberation, Kochiyama was at the Audubon Ballroom in Harlem when Malcolm X was assassinated in 1965. She has been involved with worldwide nuclear disarmament, the Japanese American Redress and Reparations Movement and the International Political Prisoner Rights Movement. Through the astonishing breadth of her activities, Kochiyama has united people who otherwise might not have met. A typical yet significant example was when she initiated a meeting between Malcolm X and the Hiroshima Nagasaki Peace Study Mission from Japan. This event kindled her close friendship with Malcolm X that would endure until his death. Through interviews, writings, music and archival footage, this film captures the extraordinary vitality and compassion of Yuri Kochiyama as a Harlem-based activist, wife, mother of six children, educator and humanitarian. Her accomplishments and continuing involvement offer a unique view of past struggles in human rights and an inspiring glimpse at possibilities for the future. www.asianamericanmedia.org

1:15–2:30 p.m.**75-MINUTE CONCURRENT SESSIONS****1:15–2:30 p.m.**

CORONADO BALLROOM E

Levels of Experience: All**Category:** Case Studies/Model Programs**439. Exploring Race and Ethnicity Through Intergroup Dialogue**

The Conversations about Race and Ethnicity (CARE) program, initiated by the Offices of Residence Life and Multicultural Affairs at Syracuse University (SU) is a six-week experience for students from different racial and ethnic identities—a multidimensional approach to intergroup dialogue across the university. It offers a structured approach to discussing and better understanding the rich, complex and often difficult components of race and ethnicity. Students and staff who participate in this program develop an awareness of campus demographics and issues that their fellow students and colleagues face. They are provided with tools they can use to discuss sensitive topics such as affirmative action, interracial dating and white privilege. At the conclusion of CARE participants will have an opportunity to get involved with activities, both on and off campus, which promote further dialog and social justice. This session is designed to benefit those responsible for diversity education for undergraduate students.

Shannon Cross, Coordinator for Communications, Office of Residence Life, Syracuse University—Syracuse, New York sncross@syr.edu

James Duah-Agyeman, Ph.D., Director, Multicultural Affairs/Student Support and Diversity Education, Syracuse University—Syracuse, New York dagymen@syr.edu

Laura Harrington, Research Associate, Office of Institutional Research and Assessment, Syracuse University—Syracuse, New York lalvut@syr.edu

Rebecca Reed Kantrowitz, Director, Office of Residence Life, Syracuse University—Syracuse, New York rrkantro@syr.edu

1:15–2:30 p.m.

CORONADO BALLROOM D

Levels of Experience: Advanced

Category: Case Studies/Model Programs

440. Recruitment and Retention of Underrepresented Faculty, Staff, and Students at a Traditionally White, Rural Institution of Higher Education

This session will present strategies used to increase the diversity of the faculty, staff and students at Bloomsburg University of Pennsylvania. Bloomsburg University is a microcosm of the rest of the United States from the standpoint of diversity issues. Therefore, the strategies discussed in this session should be directly applicable to most other institutions of higher education in the country. Faculty and staff recruitment efforts have aimed at increasing the size and diversity of applicant pools. In addition, university-wide retention efforts have been carried out that increase the advancement opportunities for all faculty and staff, including individuals from underrepresented populations. These diversity initiatives have significantly changed the culture of the institution. Many previously disengaged faculty and staff have become actively involved in the recruitment of underrepresented individuals. Sensitivity toward minority populations has increased, particularly at the management level. Finally, over the past few years the campus has seen an increase in the number of underrepresented employees and students. This session should particularly benefit those who are interested in increasing recruitment and retention of underrepresented faculty and staff at institutions of higher education.

James Mackin, Ph.D., Provost and Vice President, Academic Affairs, Bloomsburg University of Pennsylvania—Bloomsburg, Pennsylvania
jmackin@bloomu.edu

Robert Wislock, Ph.D., Deputy to the President for Social Equity, Bloomsburg University of Pennsylvania—Bloomsburg, Pennsylvania
rwislock@bloomu.edu

Irvin Wright, Ed.D., Assistant to the Provost and Vice President, Academic Affairs for Diversity Initiatives, Bloomsburg University of Pennsylvania—Bloomsburg, Pennsylvania
iwright@bloomu.edu

1:15–2:30 p.m.

CORONADO BALLROOM C

Levels of Experience: Intermediate and Advanced

Category: Long- and Short-Range Planning

441. Foundations for Success in Higher Education for African-American and Latino Students: They Have to be Resilient!

For the past several years report after report has bemoaned the state of academic achievement of African-American and Hispanic students. Numerous scholars, programs, writers, agencies have posited various strategies for improving the academic plight of minority students in all levels of schooling. Unfortunately many of these suggestions/recommendations neglect to focus on ideas that will assist navigation through economic and social systems where race/ethnicity matters. We know all too well how minority students who are successful academically still confront barriers that lead to despair and failure in mainstream society. The focus of this session is on teaching resiliency as a tool to enhance the success and development of minority students in higher education. This session should particularly benefit those educators responsible for development and support for minority students in postsecondary institutions.

Bernard Oliver, Ed.D., Director, University of Florida Alliance, and Professor, Department of Educational Administration and Policy Studies, University of Florida Alliance—Gainesville, Florida
beoliver@coe.ufl.edu

1:15–2:30 p.m.

CORONADO BALLROOM N

Levels of Experience: All

Category: Case Studies/Model Programs

442. College Access and Honors: Creating an International Study Opportunity

In this session the presenter will discuss the International Scholars Program (ISP) at Philadelphia University. ISP is a collaborative effort between a college access program and an honors program designed to introduce low-income students to international study. Case studies will be presented to illustrate how the ISP experience increased student involvement, changed social perspectives, and impacted academic pursuits. This session should particularly benefit those who are interested in identifying strategies for increasing low-income student participation in international study.

Judith Corbett Carter, Ph.D., Assistant Professor, SEEK Department, Brooklyn College, City University of New York—Brooklyn, New York
jccarter@brooklyn.cuny.edu

MAJOR WORKSHOP

PART II

1:15–4:15 p.m.

FIESTA BALLROOM 1 and 2

443. Effective Diversity Training Design: Understanding Your Audience, and Designing Appropriately and Effectively For What You Need and Want to Accomplish

(For session description, see Index 413)

MAJOR WORKSHOP

1:15–4:15 p.m.

ACAPULCO

444. The Art of Restorative Justice/Art as Healing

In this session Indigenous Issues Forums facilitators Harley Eagle (Dakota) and Ruth Yellowhawk (Wyandot) will share the artwork of Lakota artist Jim Yellowhawk (Lakota/Iroquois) to explore themes of boarding schools, addiction, and the value of understanding and transcending life's difficulties. In this highly participatory session, participants will be able to spend time with distinct pieces of artwork, then gather together to talk about them in terms of our own experiences and values. The session objectives are (1) to use Native art as a teaching/healing tool and as a catalyst for deep dialogue, (2) to provide opportunity for first hand participation in a wholistic talking circle process, (3) to present a discussion of curriculum models that embrace art in the workplace and classroom, and (4) to share and increase understanding and appreciation of restorative practices in our homes and in our communities.

Harley Eagle, Dakota/Salteaux First Nations, enrolled in the Wapaha Ska Dakota First Nations Reserve, Saskatchewan, Canada—Winnipeg, Canada
Jim Yellow Hawk, Lakota artist—Rapid City, South Dakota
Ruth Yellow Hawk, Ph.D., Co-Director, Indigenous Issues Forums—Rapid City, South Dakota

MAJOR WORKSHOP**1:15–4:15 p.m.**

BAJA

445. Accessing and Analyzing National Databases for Race and Ethnicity Research

In this session, participants will learn about the various national databases available that provide rich information about race- and ethnicity-related constructs, experiences, and outcomes including, but not limited to: National Science Foundation (NSF) datasets (e.g., Survey of Doctorate Recipients, Recent College Graduates Survey, etc.); U.S. Department of Education datasets (e.g., NELS, B&B, High School & Beyond, etc.); and archival data hosted at the University of Michigan (e.g., Survey of Black Households, etc.). The session will be divided into two main sections, first, participants will learn how to access these sources by way of online archive portals and “seemingly complex” application procedures for restricted data licenses through NCES and NSF. As an experienced analyst of secondary data, the presenter will clarify the application process and provide practical recommendations for satisfying the security/clearance requirements. Participants will work through a number of exercises to develop the framework for their restricted-license application. The second half of the session will focus on analyzing national data. In this session, the presenter will address technical issues that tend to loom “threatening” to novice and inexperienced users. These issues range from writing syntax to open files in statistical analysis packages to handling missing cases, applying appropriate sampling weights to recoding variables to suit one’s research questions. Admittedly, these procedures can be convoluted and cumbersome but I will offer participants a “map” for successfully navigating this statistical/technical terrain. Finally, we will “groupthink” about various ways in which participants can apply these new skills to their research on race and ethnicity.

Terrell Lamont Strayhorn, Ph.D., Assistant professor and Special Assistant to the Provost, Department of Educational Psychology and Counseling, University of Tennessee—Knoxville, Tennessee strayhorn@utk.edu

MAJOR WORKSHOP**1:15–4:15 p.m.**

FIESTA BALLROOM 9 and 10

446. Cracking the Codes of Internalized Racial Oppression and Internalized Racial Supremacy

The purpose of this session is to provide a platform for learning and dialogue that will allow us to explore the subject of internalized racial oppression, internalized racial supremacy and their impact upon our lives. The history and social contexts of race, racism, privilege and power get encoded within us, and then externalized through our behaviors. These behaviors are made manifest in our relationships, communities, cultures and institutions—all of which comprise the systems we live in. These systems are rooted in and connected to specific historical and social contexts. During our time together we will consider both the historical and social contexts, as well as the consequences of the beliefs and behaviors that give rise to denial, internalized dominance, entitlement and their corresponding manifestations. We will also explore the inherent role internalized racial oppression and internalized racial supremacy play in “compelling” all of us to participate in systems that are designed —by their very nature—to reinforce themselves. When patterns of internalized racial oppression and dominance are made visible, we have more choices in working effectively toward dismantling them. We will look at how cultural identity development, intercultural relations, intra-cultural rejection, cross-cultural disassociation, and their subsequent influences upon our institutionalized socio-political realities, keep us from developing the capacities that are needed to enhance the respective worlds we live in. These contexts and topics will be woven together through presentations of historical, social and contemporary challenges. As a learning community we will utilize experiential, didactic and creative approaches to engage all of our powers and resources of body, mind, heart and imagination.

Michael Benitez Jr., Director for Intercultural Development and Director of Portlock Black Cultural Center, Lafayette College—Easton, Pennsylvania <http://www.lafayette.edu/~intercultural>

Shakti Butler, Ph.D., Executive Director, World Trust Educational Services, Inc., Producer, Director of The Way Home, Light in the Shadows and Mirrors of Privilege: Making Whiteness Visible—Oakland, California shaktib@earthlink.net

Victor Lee Lewis, Internationally recognized leader and scholar in the field of anti-oppression diversity work and alliance-building; Co-Director and Founder, Center for Diversity Leadership—Berkeley, California victorlewis@diversitywork.org

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

Tim Wise, Leading Anti-Racism Educator, Activist, and Author—Nashville, Tennessee timjwise@msn.com

MAJOR WORKSHOP**1:15–4:15 p.m.**

FIESTA BALLROOM 7 and 8

447. Is There a Tenure Track Chief Diversity Officer in the House?: A Business and Higher Education CDO Panel Discussion

The chief diversity officer (CDO) can be found in the government, health-care, higher education, and business sectors. What are the similarities and differences in their roles and responsibilities across the sectors in which they serve as diversity leaders? What can they learn from each other and what is needed to help them communicate and collaborate? What are some specific incentives for collaborating? These are some of the major questions the panel will address. The audience will better understand the CDO’s role and responsibilities, the challenges of doing the work, and what is needed to serve in the position across sectors.

Corporate Representatives:

Clayton Osborne, Vice President, Human Resources & Equity, Bausch & Lomb—Rochester, New York

Baraz Samiian, Ph.D., Corporate Learning & Diversity, Blue Cross-Blue Shield of Florida—Jacksonville, Florida

Francine Small, Vice President, Diversity & Inclusion, Cook Group, Inc.—Bloomington, Indiana

Higher Education Representatives:

Nydia Gonzalez, Chief Diversity Officer, Human Resources, Yale University—New Haven, Connecticut

Benjamin Reese Jr., PsyD, Vice President, the Office for Institutional Equity, Duke University—Durham, North Carolina

Damon Williams, Ph.D., Assistant Vice Provost, Multicultural & International Affairs, University of Connecticut—Storrs, Connecticut

Moderator:

Billy Vaughn, Ph.D., Chief Learning Officer, Diversity Training University International—San Francisco, California billy@dtui.com

MAJOR WORKSHOP**1:15–4:15 p.m.**

YUCATAN 1

448. Multiracial People on Campus: An Open and Honest Discussion of Issues

This highly interactive session seeks to create an environment where participants speak openly about their experiences, concerns, or questions related to 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 gain greater understanding of issues facing multiracial students, the impact of their own beliefs and attitudes on their ability to work with multiracial students, and conditions that promote or block coalition building between multiracial people and other racial communities. In addition, participants are encouraged to openly grapple with larger questions raised by increasing numbers of people who identify as multiracial, such as what constitutes race, how should multiracial people identify and be identified in terms of race, and the impact of multiracial students on other demographic groups on campus. Examples of successful campus programs or interventions related to multiracial students will also be shared.

James Francisco 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 jbonilla@gw.hamline.edu

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

1:15–4:15 p.m.**3-HOUR CONCURRENT SESSIONS****1:15–4:15 p.m.**

DURANGO 1

Levels of Experience: Intermediate and Advanced**Category:** Interactive Training**449. A CAMPUS OF DIFFERENCE™: An Anti-Bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute**

This interactive diversity training session will present A CAMPUS OF DIFFERENCE™ anti-bias and diversity training program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute which is the leader in providing anti-bias education and diversity training resources. Human relations and education professionals design training modules and produce curricula to teach the necessary skills to promote inclusive and respectful school, college, work and home environments. Customized to meet the needs of a wide range of audiences the programs are available to schools, universities, corporations, community organizations and law enforcement agencies. A CAMPUS OF DIFFERENCE™ program provides practical, experiential, hands-on training 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.

Douglas Cureton, ADL Training Specialist and Facilitator, Anti-Defamation League A WORLD OF DIFFERENCE® Institute—Los Angeles, California dstogel@adl.org

1:15–4:15 p.m.

MONTERREY 2 and 3

Levels of Experience: Intermediate**Category:** Interactive Training**450. One Better World: Race, Skin Color, Privilege, and Identity in the U.S. (For Student Participants Only)**

Think for a moment of all the identity groups that make up whom you are as a person. Which of those identity groups receive privileges? Which become targets for oppression? This interactive student session has been developed to give participants an opportunity to see themselves as racial beings and to discover how our identities impact how we 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" and who seek an opportunity to understand others by knowing more about themselves.

Vernon A. Wall, Founding Faculty, Social Justice Training Institute—Washington, D.C. vernon.wall@gmail.com

1:15–4:15 p.m.

YUCATAN 3

Levels of Experience: All**Category:** Case Studies/Model Programs**451. More Inclusive Curricula and Community Partnerships: Through Tiospaye and Other Sacred Circles**

Tiospaye is a Lakota word for "extended family." In Part I of this session, participants will be introduced to the story of a 17-year-old Hunkpapa woman who became the catalyst for formation of a Tiospaye that "makes relatives" between institutions of higher education and diverse communities, especially those marginalized by race, ethnicity, culture, and/or risk. Elders and youth from that Tiospaye will share stories, multimedia clips, and materials that will demonstrate how the Tiospaye model has helped them become better scholar-practitioners and advocates for university-community partnerships. Presenters will offer several approaches and applications but all presentations will connect indigenous values of "sacred circles" and intergenerational learning, leading, and serving. In Part II of this session, participants will share their own institutional and community needs regarding diversity and inclusion and then discuss how the Tiospaye model can be adapted to their settings. Participants also will be given time for a consultation. Presenters work collaboratively with each other and with others at educational institutions and communities across the United States and Canada. This session should benefit those interested in learning about Tiospaye and different approaches and applications for the model.

Mary Anne Angel, Ph.D., Director, Circle of Light Program, and Lecturer, Department of Communication, University of Dayton—Dayton, Ohio Mary.Angel@notes.udayton.edu

Anna Marie Carrera, Undergraduate Student, Social Science Education Major, Wright State University—Xenia, Ohio anna405@yahoo.com

Robin I. Herman, Ph.D., Adjunct Professor of Psychology; CEO and Program Director, Hanbleceya House, Inc., Wright State University—Beavercreek, Ohio docherman@hotmail.com

David Weinkauff, Ph.D., Professor Emeritus, Edinboro University of Pennsylvania; President, Two Trees, Inc.—Conneautville, Pennsylvania dave_w@alltel.net twotreesinc@alltel.net

Kathryn Wetzel, Undergraduate Student, Language Arts Major, University of Dayton—Dayton, Ohio Kathryn.Wetzel@notes.udayton.edu

1:15–4:15 p.m.

CORONADO BALLROOM P and Q

Levels of Experience: Advanced

Category: Case Studies/Model Programs

452. Everyone's Responsibility: A Comprehensive Staff Approach for Infusing Multicultural Competence

Despite the widespread recognition of the value of diversity in higher education, there is still a need for staff to learn how to form meaningful relationships with people from diverse backgrounds. Workshops and training sessions are a common approach to teaching multicultural competence, but there is still a need to include this competence in one's daily work. At the 2007 NCORE conference new diversity tools were introduced to teach multicultural competency. This interactive session will again share these tools and present recent assessment data. Through facilitated discussion, participants will learn to use these tools and create their own diversity strategies tailored to the needs of their own institutions. This session should particularly benefit those who teach diversity training and how to achieve diversity goals. It will also benefit those who are looking for ways to enhance the multicultural competence of their staff.

Phoebe Kuo-Jackson, Ph.D., Director, Counseling and Psychological Services; Licensed Psychologist, University of Nevada—Las Vegas, Nevada pheobekuo.jackson@ccmail.nevada.edu

Randy McCrillis, Assistant Director, Student Diversity Programs and Services, University of Nevada—Las Vegas, Nevada randy.mccrillis@unlv.edu

Karen Strong, Associate Vice President, Student Life, University of Nevada—Las Vegas, Nevada karen.strong@unlv.edu

1:15–4:15 p.m.

YUCATAN 2

Levels of Experience: Novice and Intermediate

Category: Interactive Training

453. Moving Forward: Activating a Multi-dimensional Framework for Assessing and Advancing Campus Diversity

This interactive session will describe the campus-wide diversity assessment team at Kennesaw State University, where a multifaceted model for studying diversity guided a year-long research project that is serving as the foundation for building a diversity program. Using Daryl Smith's model for studying diversity, teams of faculty and staff evaluated the status of diversity in several areas such as education and scholarship, campus climate, recruitment and retention, and structures and resources. The session facilitators will provide an overview of how the team identified strengths and weaknesses, established benchmarks, and developed recommendations for new diversity initiatives. Participants will break into teams and discuss, write about and reflect on KSU's collaborative model for assessing campus diversity. This session should particularly benefit those who are involved in diversity programs on university campuses, where leaders are seeking to build greater commitment and understanding among all stakeholders.

Kathryn K. Epps, Ph.D., Assistant Professor of Accounting, Michael J. Coles College of Business, Kennesaw State University—Kennesaw, Georgia kepps@kennesaw.edu

Thierry Léger, Ph.D., Associate Dean, College of Humanities and Social Sciences, Kennesaw State University—Kennesaw, Georgia tleger@kennesaw.edu

Jorge Pérez, Ph.D., Associate Professor, Information Systems, CETL Faculty Fellow for E-Learning, and Associate Director, Center for Hispanic Studies, Kennesaw State University—Kennesaw, Georgia jperez@kennesaw.edu

Ivan Pulinkala, Ph.D., Assistant Professor and Director of Dance Program, Kennesaw State University—Kennesaw, Georgia ipulinka@kennesaw.edu

Sarah Ruffing Robbins, Ph.D., Faculty Executive Assistant to the President, and Co-Chair, Diversity Forum, Kennesaw State University—Kennesaw, Georgia srobbins@kennesaw.edu

Angela Teachey, Ph.D., Assistant Professor, Mathematics Education, Kennesaw State University—Kennesaw, Georgia ateachey@kennesaw.edu

MAJOR WORKSHOP

1:30–3:00 p.m.

CANCUN

454. Silence is an Ally of Hate: Campaigning Against Anti-Semitism on College Campuses

The U.S. Commission on Civil Rights recently declared that anti-Semitism is a "serious problem" on many college campuses. The presenter will discuss examples of anti-Semitic hate and bias incidents identified throughout the country, presenting the findings. Course instruction covers the nature and sources of the newly resurgent campus anti-Semitism; best practices for eliminating anti-Semitism and racism; institutional impediments to equal opportunity; First Amendment and academic freedom issues; and the role of federal civil rights agencies.

Kenneth L. Marcus, Lillie and Nathan Ackerman Visiting Professor of Equality and Justice in America, Bernard Baruch College School of Public Affairs, The City University of New York—Leesburg, Virginia klmarcus@aol.com

SPECIAL FEATURE PRESENTATION

PART II

1:30–3:30 p.m.

CORONADO BALLROOM H

455. Demystifying the Dilemma: When Trustees Hire Presidents of Color

(For more information on this special feature, see Index 406)

SPECIAL FEATURE PRESENTATION

1:30–3:30 p.m.

FIESTA BALLROOM 6

456. Breaking the Bamboo Ceiling: Not Viewed Historically as Academic Leaders, Asian/Pacific Americans are Stepping Forward to Fill the Pipeline to Leadership Positions

The numbers of Asian/Pacific Americans in leadership positions in our colleges and universities are minuscule compared to other racial/ethnic groups. In fact, they are by far the most severely under-represented of all the groups in these positions. For example, less than one percent of all the presidencies in our institutions of higher education are held by Asian/Pacific Americans despite comprising over seven percent of all faculty nationwide, the primary pool from which candidates for administrative positions are drawn. This session will discuss the reasons for this disparity. It will also describe a program, the Leadership Development Program in Higher Education, which has helped address this leadership void. Participants will have the opportunity to dialogue and share experiences to help them gain

a better understanding of the dynamics of this disparity and how it may be remedied. The session should benefit those who are in a position to mentor, support, or develop the leadership potential of Asian/Pacific American faculty, staff, and students.

Bob H. Suzuki, Ph.D., President Emeritus, California State Polytechnic University-Pomona—Los Angeles, California bsuzuki1@charter.net
Audrey Yamagata-Noji, Ph.D., Vice President, Student Services, Mt. San Antonio College—Walnut, California Ayamagata-Noji@mtsac.edu

MAJOR WORKSHOP

1:30–3:30 p.m.

CORONADO BALLROOM F and G

457. WHITE AFFIRMATIVE ACTION: Ethics of College Admissions—The Price of Admission: How America's Ruling Class Buys Its Way into Elite Colleges—and Who Gets Left Outside the Gates

Every year thousands of middle- and low-income high school seniors learn they've been rejected by America's top universities. What they may never learn is that candidates like themselves have been passed over for wealthy students with lesser credentials—Children of alumni, big donors or celebrities. The Price of Admission by Daniel Golden is an explosive book that exposes how America's richest families receive access to elite higher education—regardless of ability. It lays bare the inner workings of a system that favors the children of the rich and powerful, perpetuating privilege across generations and undermining the American dream of upward mobility.

The presenter/author of The Price of Admission: How America's Ruling Class Buys Its Way into Elite Colleges—and Who Gets Left Outside the Gates, will discuss preferences for wealthy white students in admissions to elite colleges and the implications for students of other backgrounds. Topics include: preferences for alumni children, development cases, and athletes in upper-class sports such as crew and squash; Harvard's secret "Z-list"; and why a 760 on the math SAT is considered an "Asian fail."

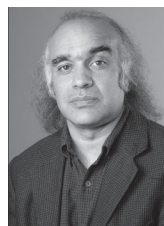
Daniel Golden, Senior Editor, Portfolio Magazine—New York, New York
Daniel_Golden@condenast.com

For book signing by Daniel Golden, visit the NCORE Book Exhibit Booth (Teaching for Change)

A CONVERSATION WITH SUT JHALLY

2:00–3:30 p.m.

FIESTA BALLROOM 5



458. The Factory in the Living Room: How Television Exploits its Audience

Sut Jhally, Ph.D., Professor of Communication, University of Massachusetts and founder and Executive Director of the Media Education Foundation (MEF)—Amherst, Massachusetts

Sut Jhally is one of the world's leading scholars looking at the role played by advertising and popular culture in the processes of social control and identity construction. He is the author of numerous books and articles on media including The Codes of Advertising and Enlightened Racism, he is also an award-winning teacher—a recipient of the Distinguished Teaching Award at the University of Massachusetts, where the student newspaper has also voted him "Best Professor." In addition, he has been awarded the Distinguished Outreach Award, and was selected to deliver a Distinguished Faculty Lecture in 2007. Professor Jhally is best known as the producer and director of a number of films and videos including Dreamworlds: Desire/Sex/Power in Music Video; Tough Guise: Media, Violence and the Crisis of Masculinity; and Hijacking Catastrophe: 9/11, Fear and the Selling of American Empire that deal with issues ranging from gender, sexuality and race to commercialism, violence and politics. Born in Kenya, raised in England, educated in graduate studies in Canada.

For book signing by Sut Jhally, visit the NCORE Book Exhibit Booth (Teaching for Change)

FILM PREVIEW AND DISCUSSION

2:00–4:00 p.m.

ACAPULCO



459. Trouble the Water

Director(s): Tia Lessin, Carl Deal

Executive Producers: Danny Glover, Joslyn Barnes

How is it that Hurricane Katrina managed to revolutionize American attitudes about the environment, but somehow the very people most devastated by the storm have become refugees in their own country, and their experiences have been all but forgotten? In Trouble the Water, this voiceless population becomes vibrantly human as documentarians Tia Lessin and Carl Deal engage with native New Orleans filmmaker and musician Kimberly Rivers Roberts and her husband, Scott, to create a powerful, partly autobiographical survival story that reflects many of the lives of the people of New Orleans. Kimberly's chilling home footage of her hometown before, during, and after the storm provides a petrifying account that essentially rewrites most of the media coverage of the disaster. Broadcast news stories of rampant looting are transformed into ingeniously heroic tales of survival, while recent stories of a thriving recovery in New Orleans are exposed as a false bill of goods sold on the backs of the disenfranchised. Trouble the Water makes unapologetically clear that Hurricane Katrina rages on as an unnatural disaster of governmental and journalistic neglect. What is also truly amazing is that the levee protecting Kimberly's humanity against this devastating storm remains firmly grounded in her deep-rooted love for New Orleans, her family, and her art, and her enduring faith in her fellow human beings. www.troublethewaterfilm.com For more information contact Kaz at kaz@igc.org

2:00–4:00 p.m.

2-HOUR CONCURRENT SESSIONS

2:00–4:00 p.m.

CORONADO BALLROOM B

Levels of Experience: Intermediate**Category:** Case Studies/Model Programs**460. Beyond Diversity: The City University of New York Moves Toward Inclusive Excellence**

This interactive session examines the affirmative action program at City University of New York (CUNY) which seeks to recruit and retain a culturally diverse faculty. Frequent reviews of methodology and data have resulted in the university's movement beyond diversity toward "Inclusive Excellence," a movement led by the university's new Dean of Diversity. CUNY affirmative action policies, as well as CUNY's definition of a culturally diverse faculty have been instrumental in the development of new initiatives. CUNY administrators and members of the CUNY university Affirmative Action Council will share (via video) lessons learned over the past 37 years, current initiatives and future challenges. This session should particularly benefit administrators, affirmative action/diversity officers, department chairpersons and others interested in developing strategies for attracting diverse faculty.

Candita C. Gual, Special Projects Manager, Office of Recruitment and Diversity, City University of New York—New York, New York

Candita.gual@mail.cuny.edu

Charlotte Y. Phoenix, Ph.D., Senior Vice President and Provost (Interim), City University of New York—White Plains, New York

cphoenix@mec.cuny.edu

2:00–4:00 p.m.

CORONADO BALLROOM A

Levels of Experience: Novice and Intermediate**Category:** Interactive Training**461. STREAT: Social TheatRe for Education, Action and Training**

Through participatory activities this session will explore the use of theater-based techniques to engage students on issues of oppression and prejudice. The theater has long been a successful tool to provide meaningful and emotional connections to these issues. The presenter use these methods regularly in the trainings and workshops with undergraduate and graduate students as well as with high school students. This session is skill based and will particularly benefit educators who are unfamiliar with theater-based methods. Participants should be prepared to be actively involved in the session and be willing to step outside their comfort zone. Participants will leave with four useful activities for their own classroom training. This session should particularly interest those looking for innovative teaching techniques.

Sarah Napoli, Social Justice Education Specialist, Multicultural Student Center, University of Wisconsin—Madison, Wisconsin snapoli@odds.wisc.edu

2:00–4:00 p.m.

CORONADO BALLROOM R and S

Levels of Experience: All**Category:** Interactive Training**462. Creating The Unstoppable Leader That Is You**

This powerful, thought provoking, interactive, humorous and a fun session is a must for anyone interested in nurturing strong, positive leaders. The session will explore "the leader that is you." It will look at leadership development from a personal perspective while offering pertinent and relevant ideas that will improve your campus leadership skills. Among the issues addressed: diversity, leadership development, creativity, long- and short-term planning, life skills, values and much, much more. This session should benefit those who seek to nurture and develop service-oriented student leaders who will add value to their communities.

Steve Birdine, President/CEO, Affirmations In Action!—Laurel, Maryland
sbirdine1@aol.com

PART II

2:00–4:00 p.m.

FIESTA BALLROOM 3 and 4

Levels of Experience: Novice and Intermediate**Category:** Case Studies/Model Programs**463. From Middle School to College: Taking an Earlier Proactive Approach to Preparing Public School Students for Higher Education**

(For session description, see Index 418)

2:30–4:00 p.m.

90-MINUTE CONCURRENT SESSIONS

2:30–4:00 p.m.

DURANGO 2

Levels of Experience: Intermediate**Category:** Research/Assessment/Evaluation**464. The Bull by the Horns: How One University is Tackling Race Relations on Campus and in the Community**

This session examines how the University of Arkansas-Little Rock, is tackling race and diversity issues on its campus and in the community. Presenters will provide the results of the student racial attitudes survey and the community-wide race relations survey and will also provide insights and lessons learned from their implementation. This session will examine how race issues were dealt with at a Southwestern University and will address efforts to develop policies, procedures and action plans based on the results of those surveys. This session should particularly benefit those interested in implementing similar campus and community surveys as well as those interested in research involving a campus climate, and how to deal with race and diversity issues in the classroom. Finally, this session should be of interest to those who teach at metropolitan or urban universities situated in the south or southwest with diverse student populations.

Siobhan Bartley, Ph.D., Research Assistant, Institute of Government, University of Arkansas—Little Rock, Arkansas stbartley@ualr.edu

LaVerne Bell-Tolliver, Ph.D., Assistant Professor, School of Social Work, University of Arkansas—Little Rock, Arkansas lbtolliver@ualr.edu

Tim Edwards, Ph.D., Associate Professor, School of Mass Communication, University of Arkansas—Little Rock, Arkansas txedwards@ualr.edu

David Montague, Ph.D., Assistant Professor, Department of Criminal Justice, University of Arkansas—Little Rock, Arkansas drmontague@ualr.edu

Patricia Wilkerson, Ph.D., Assistant Professor, School of Social Work, University of Arkansas—Little Rock, Arkansas pawilkerson@ualr.edu

2:30–4:00 p.m.

CORONADO BALLROOM T

Levels of Experience: Intermediate

Category: Research/Assessment/Evaluation

465. Asian/Americana: Three Research Projects on Asian/American Identity, Whiteness, and Experience

This session reports the preliminary results of three separate research projects on various aspects of Asian American issues. Anna Wong Lowe will present on the intersection of whiteness and the communicative behaviors, racial consciousness, experiences and perspectives of Chinese, Japanese, Filipino, Korean and Vietnamese Americans in the San Francisco Bay Area and Oklahoma City metropolitan area. David Oh specifically addresses the in-group behaviors and perspectives of second-generation Korean Americans and their relationship to the racial views of the dominant majority. Vijay Kanagala explores the perspectives of six “1.5” generation Asian Indians and their ability to negotiate between national and ethnic identities while living and studying in a predominantly White society. This session should benefit administrators and students working with Asian American communities, undergraduate students interested in Asian American identity, whiteness, and nationality and graduate students and professors researching Asian American issues.

Vijay Kanagala, Doctoral Candidate and Research Associate, Department of Educational Leadership and Policy Studies, Iowa State University—Ames, Iowa vijay@iastate.edu

Anna Wong Lowe, Doctoral Candidate in Communication; and Graduate Research Assistant, RISE, The University of Oklahoma—Norman, Oklahoma awonglowe@ou.edu

David Oh, Ph.D., Assistant Professor, Department of Communication, Denison University—Granville, Ohio ohd@denison.edu

FILM PREVIEW AND DISCUSSION

2:45–4:00 p.m.

LAREDO 1 and 2



466. Hispanic Education at the Crossroads

Education is intrinsic to success in our society. But for members of Hispanic groups, good education may be hard to come by, because of either language barriers or under-performing schools. This program, hosted by actor Edward James Olmos, examines how Hispanic American children are faring in the educational system, with an emphasis on bilingual education. Two such programs in California and in New York are examined; students and teachers evaluate their effectiveness. Films for the Humanities & Sciences <http://ffh.films.com>

FILM PREVIEW AND DISCUSSION

2:45–4:00 p.m.

SIERRA 1 and 2



467. Racial Stereotypes in the Media

Although demeaning and offensive racial stereotypes were pervasive in popular media of every kind during the 20th century, most observers would agree that the media is much more sensitive to representations of race today. But the pernicious effects of that stereotyping live on in the new racism arising from disparities in the treatment of stories involving whites and people of color in a ratings-driven news market, media-enhanced isolationism as a result of narrowcasting, and other sources. This program examines the relationship between mass media and social constructions of race from political and economic perspectives while looking at the effects media can have on audiences. A Films for the Humanities & Sciences Production. Films for the Humanities & Sciences <http://ffh.films.com>

2:45–4:00 p.m.

75-MINUTE CONCURRENT SESSIONS

2:45–4:00 p.m.

CORONADO BALLROOM D

Levels of Experience: Intermediate

Category: Case Studies/Model Programs

468. Recruiting Promising Future Faculty of Color: A Postdoctoral Fellowship Program Model

Developing a university-wide postdoctoral fellowship program is one method to recruit promising scholars for faculty positions at research institutions. This session examines the University of Minnesota Postdoctoral Fellowship Program that is intended to attract tenure-track faculty of color. The session will present the unique advantages of this program, its structural components, and methods for evaluation. This session should particularly benefit those interested in developing programs to recruit and retain the faculty of color at their research- and teaching-centered institutions and also graduate students interested in pursuing tenure-track faculty positions.

Noro Andriamanalina, Ph.D., Director, Academic and Professional Development, Graduate School and Office of Postdoctoral Affairs, University of Minnesota—Roseville, Minnesota andri002@umn.edu

2:45–4:00 p.m.

CORONADO BALLROOM N

Levels of Experience: Intermediate and Advanced**Category:** Research/Assessment/Evaluation**469. Striving for 100% Graduation: The Impact of Identity-based Mentoring Using the Thomas Principles**

Even with the success of many higher education mentoring programs, assessing the factors that successfully promote college adjustment, improve GPA and graduation of diverse students continues to be a challenge. In a longitudinal study of graduating Black college students in a large Midwestern university and identity-based mentoring, using the Thomas Principles (Identity Development, Social Support, Psychological Support, Academic Support, Sense of Belonging, and Leadership Development) demonstrates the importance of mentoring and the significance of identity development. After four years, more than 80% of students mentored were retained and of those students 20% filed for graduation. These results have led to several universities working together to promote an assessment methodology for mentoring programs. It has also led to an initiative funded by the National Science Foundation (NSF) to increase the number of underrepresented students and women in technology and computing. This session should particularly benefit those who are developing an evaluation-based mentoring program or who have a mentoring program and that needs to be evaluated.

E. Nathan Thomas III, Ph.D., Campus Diversity Officer, University of South Florida—Lakeland, Florida nathomas@lakeland.usf.edu

2:45–4:00 p.m.

CORONADO BALLROOM E

Levels of Experience: Advanced**Category:** Theoretical Models**470. Hip Hop 101: The Psychology of Hip Hop “Survivalist Turned In To Consumers”**

This thought provoking presentation examines Hip Hop and how the media shapes the global perceptions of African Americans. The session will illustrate the influence of Hip Hop on mainstream culture and will explore the effect of the Hip Hop

subculture on urban and suburban environments, the African American value system, consumerism, stereotypes, ethics, morality and much more. The presentation will conclude with a slide show that celebrates the struggles, triumphs and history of African Americans. The video present set to R & B and Hip Hop, takes the audience on the African American odyssey from slavery to present day. This session should particularly benefit those who have an affinity for the Hip Hop art form and an awareness of the immeasurable power of the media in shaping self-perception and the reinforcement of negative stereotypes.

John Rogers III, Director of Orientation, Wright State University—Dayton, Ohio
John.Rogers@wright.edu

2:45–4:00 p.m.

CORONADO BALLROOM C

Levels of Experience: All**Category:** Case Studies/Model Programs**471. Freshman Camp That Works! Incoming Students at a Public College—Bronx, New York**

This session is a response to the educational crisis which has turned schools into “drop out factories.” We will examine the structural and institutional foundations of failure, k-college. This structure excludes the sociocultural, educational and migratory identities of students. Drawing on ethnographic research gathered over the past four years, this session will take attendees into a freshman writing class in the south Bronx high school. The presenter will discuss a research-based teaching model that takes the students’ educational background into account. The teaching model, illustrated with a typical classroom assignment, works to reverse alienating school practices. Participants will have an opportunity to apply this teaching model in their own classroom. This session should particularly benefit those who work with culturally and linguistically diverse college freshmen in writing classes and want to learn a more effective teaching method.

Janis Massa, Ph.D., Faculty, Department of English, Lehman College, City University of New York—Bronx, New York janmas@msn.com

SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE**4:30–5:30 p.m.**

CORONADO BALLROOM J, K, and L

**472. Academic Leadership: Creating A Climate of Success for All Students**

Freeman A. Hrabowski III, Ph.D., President, University of Maryland, Baltimore County

Freeman A. Hrabowski III, has served as President of UMBC (The University of Maryland, Baltimore County) since May, 1992. His research and publications focus on science and math education, with special emphasis on minority participation and performance. He serves

as a consultant to the National Science Foundation, the National Institutes of Health, and universities and school systems nationally. He also sits on several corporate and civic boards. Examples include the Carnegie Foundation for the Advancement of Teaching, Constellation Energy Group, the France-Merrick Foundation, Marguerite Casey Foundation (Chair), McCormick & Company, Inc., Mercantile Safe Deposit & Trust Company, and the Urban Institute. Examples of recent awards or honors include election to the American Academy of Arts & Sciences and the American Philosophical Society; receiving the prestigious McGraw Prize in Education, the U.S. Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring, and the Columbia University Teachers College Medal for Distinguished Service; being named a Fellow of the American Association for the Advancement of Science and Marylander of the Year by the editors of the Baltimore Sun; and being listed among Fast Company magazine’s first “Fast 50 Champions of Innovation” in business and technology. Dr. Hrabowski also holds a number of honorary degrees, including most recently from Haverford College, Princeton University, Duke University, the University of Illinois, the University of Alabama-Birmingham, Gallaudet University, Goucher College, the Medical University of South Carolina, and Binghamton University. He has co-authored two books, *Beating the Odds* and *Overcoming the Odds* (Oxford University Press), focusing on parenting and high-achieving African American males and females in science. Both books are used by universities, school systems, and community groups around the country. A child-leader in the Civil Rights Movement, Dr. Hrabowski was prominently featured in Spike Lee’s 1997 documentary, *Four Little Girls*, on the racially motivated bombing in 1963 of Birmingham’s Sixteenth Street Baptist Church.

For Book Signing by Dr. Hrabowski, visit NCORE Book Exhibit Booth (Teaching

for Change)

6:00–7:00 p.m.

CORONADO BALLROOM T

473. NATIVE AMERICAN CAUCUS

Four meetings are hosted by the Native American Caucus Group organized during NCORE 2007 Conference. During NCORE 2008 the Native American caucus will meet to discuss a series of issues affecting Native American in higher education.

Future Planning

For meetings for Native American Caucus group, see Index 002

6:00–7:30 p.m.

DURANGO 1

474. LATINO/A CAUCUS

Five meetings are hosted by the Latino/a Caucus Group organized during NCORE Conference. During NCORE 2008 the Latino/a caucus will meet to discuss a series of issues affecting Latinos faculty, administrators, and students in higher education.

No-Host Social (Open to all)

For meetings for Latino/a Caucus group, see Index 003

6:00–8:00 p.m.

CANCUN

475. APINCORE (ASIAN/PACIFIC ISLANDER AMERICAN) CAUCUS

During NCORE 2008, there are four meetings hosted by the APINCORE (Asian/Pacific Islander American)Caucus Group.

No-Host APINCORE Dinner Social

For meetings for APINCORE Caucus group, see Index 127

6:00–8:00 p.m.

476. INFORMAL NETWORKING MEETINGS

(For more information, see Index 131)

SPECIAL EVENT: FILM SCREENING AND PANEL DISCUSSION

7:30–10:00 p.m.

MONTERREY 1



477. Follow Me Home

Follow Me Home is a defiant, humorous, poetic tale exploring race and identity in the United States. Weaving together traditions of Native, African and Latin cultures, this feature film, called “a work of genius” by Alice Walker, follows the quest of four artists (Jesse Borrego, Benjamin Bratt, Calvin Levels and Steve Reevis) who are joined by Evey (Alfre Woodard), an enigmatic African American woman on a journey of her own.

The screening will be followed by an engaging post-screening discussion with long-time Native American activist **Lakota Harden**, actor **Calvin Levels**, diversity activist **Hugh Vasquez**, anti-racism activist **Tim Wise** and Speak Out Executive Director **Felicia Gustin**. www.speakoutnow.org

SPECIAL EVENT: PERFORMANCE

8:30–10:00 p.m.

CORONADO BALLROOM K and L

478. Retrograde

The Center for Contemporary Dance



Blending grace and emotion, THE CENTER FOR CONTEMPORARY DANCE presents Retrograde, a thought-provoking contemporary ballet about the journey from revolution to reconciliation. Daring choreography, powerful music and poetic storytelling collide in this exploration of the truths we hold, the conflicts we create and the paths we take to rediscover our fundamental connection to one another. Moving between sorrow and joy, Retrograde, above all else, is a celebration of hope, determination and the relentless search for unity.

Home to four professional dance companies, a dance education center and an art gallery, THE CENTER FOR CONTEMPORARY DANCE, INC. is a nonprofit arts organization dedicated to fostering the traditions of contemporary dance in Central Florida and beyond. THE CENTER FOR CONTEMPORARY DANCE, please visit www.TheCenterForDance.org

479. JDOTT-SPONSORED DANCE

10:00 p.m.–1:00 a.m.

FIESTA BALLROOM 5 and 6



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

DAY AT A GLANCE • SATURDAY, MAY 31

9:00-10:15 a.m.

- 501.** Recruiting First Generation College Students Using a National Media Campaign: Lessons Learned From KnowHow2Go
- 502.** Diversity Peer Education Teams: Transforming Others, Transforming Ourselves

9:00-11:00 a.m.

- 503.** Racial “Illiteracies” on Campus

9:00-11:30 a.m.

- 504. MAJOR WORKSHOP:** Asian Americans and the Dilemma of Affirmative Action in Higher Education
- 505. MAJOR WORKSHOP:** KEEPING OUR EYES ON THE PRIZE: Mainstreaming Assessment as a Diversity Grounded Pathway to Excellence

9:00 a.m.-noon

- 506. MAJOR WORKSHOP:** Digital Citizenship: Toward Economic and Political Equality in the Information Age
- 507. MAJOR WORKSHOP:** Give Your Diversity Education Program a Boost
- 508. MAJOR WORKSHOP:** Building Multiculturalism Into Faculty Development Programs
- 509. MAJOR WORKSHOP:** Bringing Together Student and Academic Affairs for Research, Professional Development, and Outreach: The University of Oregon’s Model
- 510. MAJOR WORKSHOP:** I Don’t Want to Have to Be a Saint—How Educators Own Social Identities Affect Their Experiences Working With Students From Privileged Groups on Social Justice Issues
- 511. MAJOR WORKSHOP:** Insight Beyond Sight™—Improving 21st Century Intergroup Relations
- 512. MAJOR WORKSHOP:** Listening and Storytelling: Back to the Basic of Learning
- 513.** Lessons in Our Leadership: Helping Black Women Navigate Professional Success
- 514.** Dialogue: Racism: Enhancing Anti-Racism Work in This Era of Backlash
- 515.** “You Mean, There’s Race in My Movie?” A Critical Analysis of Race in Mainstream Movies
- 516.** The SMILE Program: A University-School-Community Partnership Model That Supports the Higher Education Aspirations, Academic Success and Educational Attainment of Underrepresented Students
- 517.** Higher Education’s Commitment to White Student Racial Identity Development: A Model for Practice and Pedagogy

FILM SCREENING AND DIALOGUE:

- 518.** Heart to Heart Conversations®: Mirrors of Privilege: Making Whiteness Visible (PART I—Rivers of Change)

10:00-11:30 a.m.

- 519. A CONVERSATION WITH NARCISA POLONIO**

- 521. A CONVERSATION WITH TIM WISE**

SPECIAL FEATURE PRESENTATION:

- 522.** The Freedom Archives: Legacy of Torture (Part II) (Danny Glover)

SPECIAL FEATURE PRESENTATION:

- 523.** MEET AN OLYMPIAN—John Carlos

- 524.** The Racially Ambiguous Student—Interrupting Notions of Identity Politics

- 525.** Planning That Leads Institutional Change—The Strategic Diversity Plan

- 526.** Diverse in Numbers, Limited in Understanding: Fostering Cultural Competency and Moral Development for Today’s Student

- 527.** If You Want Inclusivity, Model It!—How Saint Mary’s College of California Used the Principles and Practice of Inclusivity to Create and Provide a Leadership Diversity Training Program

10:00 a.m.-3:30 p.m.

- 528. EXHIBITOR SHOWCASE AND RESOURCE CENTER**

10:30-11:45 a.m.

- 529.** Access to Teach: Examining the Access of African American Students at Predominantly White Colleges and Universities in Teacher Education Programs

- 530.** Bridge Over Troubled Waters: Summer Bridge Programs and Inequality in Educational Access

11:45-1:15 p.m.

- 531. CLOSING LUNCHEON**

1:30-3:00 p.m.

- 532.** Addressing Race in the Media: Film and Televisions Positions on Race or “Is it Really in Color?”

- 533.** Building a Coalition for the Recruitment and Retention of Minority Faculty, Staff and Students

- 534.** The Media Watchdog Project on Race, Ethnicity and Media Literacy: Teaching and Training University Students to Work in Under-Resourced Schools

- 535.** Beyond Words and Into Action: Building Inclusive Environments in a Predominantly White Institution

DAY AT A GLANCE • SATURDAY, MAY 31

536. “The Problem is in ME”: Thinking, Talking and Acting on Race, Racism and Teaching

537. Oreos and Bananas: Got Any Milk to Go With That?

538. Targeted and Timely Strategies—The Evolution of the Visions Mentoring Program

539. Reducing Health Disparities in the State of Missouri

540. Making “Green” Multicultural: Diversity, The Environment and Higher Education

1:30-3:30 p.m.

FILM SCREENING AND DISCUSSION:

541. Bamako

FILM SCREENING AND DIALOGUE:

542. Heart to Heart Conversations®: Mirrors of Privilege: Making Whiteness Visible
(PART II—Rivers of Change)

543. Conflictual Issues in Education: Addressing Tensions Within Contested Areas of Race, Class, Gender, Culture, Ethnicity, Ablism and Identity in the Context of an Antiracist Educational Framework

544. A Model of an Integrative “Multicultural Affairs” Office

545. Contemplative Education and Diversity: A Unique Model

4:00-4:45 p.m.

546. CONFERENCE CLOSING PLENARY SESSION

Keynote Address: Morris Dees

5:00-6:00 p.m.

547. BOOK SIGNING AND INFORMAL DIALOGUE WITH MORRIS DEES

SATURDAY, MAY 31, 2008

9:00–10:15 a.m.

75-MINUTE CONCURRENT SESSIONS

9:00–10:15 a.m.

YUCATAN 1

Levels of Experience: Novice

Category: Case Studies/Model Programs

501. Recruiting First Generation College Students Using a National Media Campaign: Lessons Learned From KnowHow2Go

This session will describe a national and regional campaign designed to increase the “college knowledge” of potential first generation college students. The initiative includes a media and ground campaign focusing on the steps students need to take to prepare for and attend college. The discussion will cover the lessons learned from implementing a community-based campaign using KnowHow2Go TampaBay as a case study. This session should particularly benefit those who are interested in community-based programs that encourage and support the college aspirations of first generation students.

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

Andrew Gallo, Graduate Student, Mass Communication Major; Communications Specialist, KH2Go Program, Louis de la Parte Florida Mental Health Institute, University of South Florida—Tampa, Florida
agallo@fmhi.usf.edu

Anh-Kay Pizano, Doctoral Student, Education; Coordinator, KH2Go Program, Louis de la Parte Florida Mental Health Institute, University of South Florida—Tampa, Florida
apizano@fmhi.usf.edu

9:00–10:15 a.m.

MONTERREY 3

Levels of Experience: Intermediate

Category: Interactive Training

502. Diversity Peer Education Teams: Transforming Others, Transforming Ourselves

This session will discuss a team-taught course in which students studied diversity and developed diversity Peer Education Teams (DPETs). Near the end of the course they applied what they learned by conducting diversity workshops on campus and in the community. Taught by the Director of the Black Cultural Center and the Director of Service-Learning/Associate Professor of General Studies, the class demonstrated the value of collaboration to promote diversity and inclusion. Participants will practice activities used in the class and the DPET workshops, and will receive a packet of course activities and a bibliography of resources on diversity and peer education. This session should particularly benefit those who are interested in promoting understanding and action among different groups on campus and in the community, and who would like to know more about the effectiveness of peer education. It should also benefit educators committed to student empowerment and practitioners who want to learn how to create a Diversity Peer Education Team.

Tashia Bradley, Director, Black Cultural Center, Berea College—Berea, Kentucky
bradleyt@berea.edu

Meta Mendel-Reyes, Ph.D., Director of Service—Learning and the Center for Excellence in Learning Through Service (CELTS), and Associate Professor, General Studies, Berea College—Berea, Kentucky
mendel-reyesm@berea.edu

9:00–11:00 a.m.

2-HOUR CONCURRENT SESSIONS

9:00–11:00 a.m.

MONTERREY 2

Levels of Experience: All

Category: Case Studies/Model Programs

503. Racial “Illiteracies” on Campus

This session will present a case study of one incident of racial intolerance at a small liberal arts university, focusing on the institution’s response. Three aims are central to this session: (1) to explore the origins of such incidents, (2) to consider a range of interventions and responses, and (3) to articulate multiple accountabilities. Participants will be invited to briefly identify incidents that have occurred on their own campuses. This session should benefit students, staff, faculty, and administrators whose campuses have experienced incidents of racial bigotry, particularly attendees whose formal duties include framing campus responses. Anyone interested in Tim Wise’s session, “Power is the Problem: White Students, Black Face, and the Failure of Mainstream Multiculturalism” will find this session relevant.

Colleen Bell, Ph.D., Professor, Conflict Studies and Women’s Studies, Hamline University—Saint Paul, Minnesota
cbell@hamline.edu

Veena Deo, Ph.D., Professor, Department of English, Hamline University—Saint Paul, Minnesota
vdeo@hamline.edu

Gordon Nakagawa, Ph.D., Director of Diversity Integration, Hamline University—Saint Paul, Minnesota
gnakagawa01@hamline.edu

Natalie Self, Undergraduate Student, English Major, Hamline University—Saint Paul, Minnesota
nself01@hamline.edu

Carlos D. Sneed, Assistant Dean and Director of Multicultural and International Student Affairs, Hamline University—Saint Paul, Minnesota
csneed@hamline.edu

MAJOR WORKSHOP

9:00–11:30 a.m.

DURANGO 2

504. Asian Americans and the Dilemma of Affirmative Action in Higher Education

There is a growing number of Asian American professionals and students at elite universities who have joined the ranks of those calling for an end to race-based or race-conscious admissions practices for college, law and medical schools, arguing instead for a strictly merit based—that is, measurable test score-based—admissions policies and criteria. One Yale Chinese American undergraduate is suing Princeton for discrimination, because Princeton denied him admissions while accepting other students, white and of color, with lower SAT scores and high school grades. White anti-affirmative activists have joined cause with these aggrieved Asians, as well as most members of the new Civil Rights Commission. They are building a case for anti-Asian discrimination in higher education. What is right and what is wrong with this picture? For this session, we will also review the historical case of Asian Americans in education, beginning with segregated schools in California in the early 20th century, progressing to the period of Chinese exclusion that was not effectively lifted until renewal of Asian immigration in 1965, which has seen a huge influx of new Asian immigrants, whose children have in turn flooded our schools from KG to graduate schools in ever larger numbers, resulting in the construction of an “over-represented minority” and a “model minority,” terms invented ostensibly to showcase their academic success while designed, more subtly, to embarrass if not outright castigate

the “under-represented” and “failing” minorities. How should we approach this delicate issue of Asian Americans in Higher Education, a group that had benefitted from affirmative action in its initial period, when they were rarely seen on our campuses, until the present day when some campus student bodies are over 50 percent Asian and who now perceive affirmative action as a form of anti-Asian discriminatory practice?

Evelyn Hu-DeHart, Ph.D., Professor, History and Ethnic Studies, and Director, Center for the Study of Race and Ethnicity in America, Brown University—Providence, Rhode Island Evelyn_Hu-Dehart@brown.edu

MAJOR WORKSHOP

9:00–11:30 a.m.

FIESTA BALLROOM 6

505. KEEPING OUR EYES ON THE PRIZE: Mainstreaming Assessment as a Diversity Grounded Pathway to Excellence

Excellence and diversity are intimately intertwined. Excellence is the prize and diversity, a necessary prerequisite for its attainment. Unleashing the potent powers of assessment cultivates and sustains excellence when we resourcefully work it for the greater good of those we seek to serve. Assessment and evaluative judgments are inextricably bound up with culture and context so engaging diversity offers an essential resource. Excellence demands that we “know the prize” from multiple vantage points so that we can keep our eyes focused on it. The ultimate prize resides in students and others who receive our services or products vis a vis our outcome promises and success vision.

In what ways and to what extent are your curricular, co-curricular, pedagogical and other intervention activities breathing life into that vision for all segments of your target population? How do you know what you have accomplished and to what extent do your evaluative judgments resonate with the lived realities of the persons that you assess—experiential validity? These questions spotlight “interpersonal validity” issues which demand ongoing personal homework. Addressing these issues—self as contextually-responsive knower, inquirer and engager—calls for a lifelong learning and reflective practice journey that I invite us to explore together.

Hazel Symonette, Ph.D., Senior Policy and Program Development Specialist, Offices of the Dean of Students and Office of Human Resource Development, University of Wisconsin—Madison, Wisconsin
symonette@bascom.wisc.edu

MAJOR WORKSHOP

9:00 a.m.–noon

BAJA

506. Digital Citizenship: Toward Economic and Political Equality in the Information Age

“Digital citizens” are those who are online daily—who have regular access to information technology and the skills to use it. This session will present evidence from recent national surveys that the capacity to participate in society online is increasingly critical for economic opportunity and for political participation. Technology use at work matters even for less-educated workers, and it matters most for minorities. The Internet also has positive implications for political discussion, interest, knowledge, and participation. Despite greater diffusion of the Internet, however, poor African-Americans and Latinos continue to lag behind in technology use, even compared to other poor Americans, and there is evidence that living in areas of concentrated poverty has an impact on opportunities to use technology. Racial and ethnic disparities, along with education, are statistically significant even

among those who are under 30, despite the more positive attitudes about technology reported by minorities in comparison with similarly-situated whites. The session will also discuss issues that educators can address to promote digital citizenship, including information literacy online, as well as findings from *Digital Citizenship: The Internet, Society and Participation* (MIT Press, 2008) by Karen Mossberger, Caroline J. Tolbert, and Ramona S. McNeal.

Karen Mossberger, Ph.D., Associate Professor, Public Administration, Department of Political Science, and Director, Graduate Studies, Graduate Program in Public Administration, College of Urban Planning and Public Affairs, University of Illinois—Chicago, Illinois kmossberger@gmail.com

For Book(s) by Dr. Mossberger, visit NCORE Book Exhibit (Teaching for Change)

MAJOR WORKSHOP

9:00 a.m.–noon

DURANGO 1

507. Give Your Diversity Education Program a Boost

The session is for diversity officers, faculty, and administrators. This session offers a strategy for developing high impact diversity education programs. Participants will learn how to avoid the common mistakes that sabotage sincere efforts to promote inclusion. The session covers three areas. The first part focuses on the common mistakes professionals make in designing and developing diversity programs in higher education. The second part offers a cultural competence approach to strategy design that avoids diversity education pitfalls. Participants consider how to implement the cultural competence approach design features in their institution’s diversity education program.

Billy Vaughn, Ph.D., Chief Learning Officer, Diversity Training University International—San Francisco, California billy@dtui.com

MAJOR WORKSHOP

9:00 a.m.–noon

FIESTA BALLROOM 3 and 4

508. Building Multiculturalism Into Faculty Development Programs

In this interactive session, participants will have the opportunity to hear about, discuss, and experience a number of tools and techniques. Breaking through to the classroom level across campus in all disciplines is a particular challenge of diversity work, as we seek to build positive, appropriate, and sensitive consideration of the dynamics of race and ethnicity across the curriculum. Find out what you and faculty members in various fields can do both in classrooms and to reach out the colleagues who are not currently part of the choir. This session will be led by presenter who is the editor of the September 2007 volume “The Scholarship of Multicultural Teaching and Learning” in *New Directions in Teaching and Learning* and expert on an inclusive classroom pedagogical practice.

Crisca Bierwert, Ph.D., Associate Director, Center for Research on Learning and Teaching, 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 atmiller@umich.edu

MAJOR WORKSHOP**9:00 a.m.–noon**

FIESTA BALLROOM 7 and 8

509. Bringing Together Student and Academic Affairs for Research, Professional Development, and Outreach: The University of Oregon's Model

This session will provide an overview of Center on Diversity and Community (CoDaC), briefly describe the history that lead us to its current iteration, and will present a model of meaningful collaboration between student and academic affairs. It is our belief that the Center is much stronger, reaches a wider audience, and provides better programs and services as a result of this collaboration. Using this model, other institutions could consider in developing their own infrastructure to work with diversity issues across the campus. In its work, CoDaC has focused on improving the campus climate, issues of pedagogy and related classroom issues.

Timothy R. McMahon, Faculty Consultant, Teaching Effectiveness Program, Center for Diversity and Community, University of Oregon—Eugene, Oregon
Kimi Mojica, Director, Diversity Education and Support, Office of Student Life, , University of Oregon—Eugene, Oregon

Mia Tuan, Ph.D., Director, Center on Diversity and Community, and Associate Professor, College of Education, University of Oregon—Eugene, Oregon tuan@uoregon.edu

MAJOR WORKSHOP**9:00 a.m.–noon**

FIESTA BALLROOM 9 and 10

510. I Don't Want to Have to Be a Saint—How Educators Own Social Identities Affect Their Experiences Working With Students From Privileged Groups on Social Justice Issues

Social justice education is an emotional and psychological process, as well as an intellectual one. Many educators and psychologists have suggested the importance of creating a trusting and supportive relationship in order to do growth-promoting work. However, creating and sustaining a compassionate and supportive relationship can be challenging, especially with people from privileged groups who are often resistant. As one former workshop participant said, "I don't want to have to be a saint!"

This experiential session will lead participants through a series of exercises to explore how educators' own social identities affect how they react to students from privileged groups, how students react to them, and what underlies these dynamics. We will discuss the struggles, and strategies educators can use to develop compassion for their students and constructive educational relationships without feeling resentful or compromised. For example, how is it different when white educators and educators of color work with white students on racism? How can educators of color be caring and supportive without once again feeling like they have to "take care of white people" and be "nice"?

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

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

MAJOR WORKSHOP**9:00 a.m.–noon**

FIESTA BALLROOM 1 and 2

511. Insight Beyond Sight™—Improving 21st Century Intergroup Relations

With all the news coverage, high pitch accolades and special attention directed on the gender and race of the 2008 U.S. Presidential candidates, one may forget that...Race and Sex do matter in America. When the feverish excitement of the possibility of a different kind of President being sworn into office dies, will America really vote for a woman or man of color—in particular, a black man at that? Discuss the unique aspects of how race and gender will play out in the November elections. Among other things, the presenters will explore: (1) race, culture and gender in 21st Century America, (2) identify the causes of how we develop traits which inhibit healthy intergroup relations, (3) steps to take in order to overcome such traits, (4), motivate them to have successful relationships for a successful life; and, (5) develop understanding about how class manipulations, not race or gender per se determines how we relate to others.

This is a premiere session which will give the attendees perhaps their first direct experience with the unconscious psychological triggers which cause humans to have preconceived notions, biases and prejudices about other color, cultural, national, religious, gender and disability. Attendees will then be shown how to override such triggers either within themselves and/or others. This session should particularly benefit those who have a heart and soul for going beyond the "problems," "blame game" or issues regarding intergroup discord, tensions and prefer to have a proactive solution for ameliorating such.

David Merritt, Author, Talk Show Host, Insight Beyond Sight Institute—Sunnyvale, California, InsightBeyondSight@gmail.com

Salma Rashid, MD, Siemens Medical Solutions, American Registry of Diagnostic Medical Sonography—Sunnyvale, California

MAJOR WORKSHOP**9:00 a.m.–noon**

CORONADO BALLROOM G

512. Listening and Storytelling: Back to the Basic of Learning

All too often in the world of Higher Education it is easy to get sucked into the whirling vortex of busy. This highly interactive session is all about listening and sharing stories as they relate to our passions for engendering learning. Presenters, Ruth Yellow Hawk (Wyandot) and Harley Eagle (Dakota), will share the insights and voices of elders and children who counsel us to listen deeply to the natural world and to one another at many distinct levels. Eagle and Yellow Hawk will present audio clips, film clips and one on one visiting, to see how the simple act of listening and sharing stories can continue to inspire and transform the world of higher education, especially as they relate to embracing the unique constructs of race and ethnicity.

Harley Eagle, Dakota/Salteaux First Nations, enrolled in the Wapaha Ska Dakota First Nations Reserve, Saskatchewan, Canada—Winnipeg, Canada

Ruth Yellow Hawk, Ph.D., Co-Director, Indigenous Issues Forums—Rapid City, South Dakota Kfyellowhk@aol.com

9:00 a.m.–noon

3-HOUR CONCURRENT SESSIONS

9:00 a.m.–noon

CORONADO BALLROOM R and S

Levels of Experience: Novice and Intermediate**Category:** Interactive Training**513. Lessons in Our Leadership: Helping Black Women Navigate Professional Success**

Over the years progress has been made toward increasing the number of Black female leaders in the field of Student Affairs and higher education. These advancements have come at a tremendous sacrifice, as Black female leaders 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 impeded by stereotypical misconceptions. The goal of this presentation 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 and higher education. This session should particularly benefit Black women who are interested in learning how to enhance their leadership careers. This session will also be beneficial to those who mentor and support Black female leaders. We recommend this session for graduate students, professionals of all levels, and encourage senior-level professionals to attend and share their experiences.

Christina Davis, Assistant Director, Residential Life, Temple University—Philadelphia, Pennsylvania cdavis1@temple.edu

Stacey A. Miller, Director, Department of Residential Life, University of Vermont—Burlington, Vermont stacey.miller@uvm.edu

Daphne Wells, Residence Coordinator, Department of Residential Life, Florida State University—Tallahassee, Florida dwells2@admin.fsu.edu

9:00 a.m.–noon

CORONADO BALLROOM T

Levels of Experience: Novice and Intermediate**Category:** Training of Trainers**514. Dialogue:Racism: Enhancing Anti-Racism Work in This Era of Backlash**

This session will provide training for facilitators of dialogue in anti-racism work. The training is based on the Dialogue:Racism program that has been tested over 17 years. Participants will learn how to develop inter-ethnic co-facilitator teams, develop trusting and supportive relationships, and conduct dialogue sessions that focus on healing by listening and being heard. These exercises will enable participants to begin to heal from their racial conditioning in a safe environment, so they in turn can conduct such exercises. Facilitators and participants of healing racism workshops have grown up in a society where racism is endemic. This upbringing infects everyone in the society with varying degrees of racial conditioning. Yet facilitators of healing racism workshops often ignore the extent to which they themselves have been adversely affected. If facilitators are to help others heal the wounds of racial conditioning, they must first heal themselves. The healing process that is fundamental to Dialogue:Racism will be explored through dialogue exercises.

The events in Jena, Louisiana demonstrates how racism distorts thinking, causes distrust and polarization. The national response to remarks made by radio personality Don Imus gave the nation a chance to address the deeply divisive public discourse on “race” in this country. Racism, along with the mistrust that goes with it, is like a dead weight; facilitators need to unburden themselves of this racial conditioning so they can stand upright and help heal the ethnic divide in this country. This session should particularly benefit those who are in a position to start a healing racism program in their own

institutions, especially by putting on Dialogue:Racism workshops. CEUs will be available for people with documented attendance at the session.

Tricia McFarlin, Ph.D., English Faculty, Houston Saint Agnes Academy—Houston, Texas

Cherry Steinwender, Co-Executive Director, Center for the Healing of Racism—Houston, Texas cfhr1@juno.com

9:00 a.m.–noon

ACAPULCO

Levels of Experience: Novice**Category:** Theoretical Models**515. “You Mean, There’s Race in My Movie?” A Critical Analysis of Race in Mainstream Movies**

Prepare yourself, this is the report that Hollywood doesn’t want you to see. This session will discuss and analyze how Hollywood consistently marginalizes minority characters and consistently glamorizes white characters. Learn how to identify six primary character patterns of minority and white characters, and explore the reasons behind the creation and perpetuation of these patterns.

This session should particularly benefit those who are interested in understanding both covert and overt discriminatory patterns in the mainstream media. It will also benefit educators and community activists concerned with deconstructing public imagery as well as general movie fans. We will guarantee after this presentation, you’ll never see movies the same way again!

Frederick Gooding Jr., J.D., Founder, CEO, The Minority Reporter—Glenside, Pennsylvania fgooding@minorityreporter.com

Khalid Patterson, Director, Media Services, The Minority Reporter—Glenside, Pennsylvania kpatterson@minorityreporter.com

9:00 a.m.–noon

CORONADO BALLROOM F

Levels of Experience: All**Category:** Case Studies/Model Programs**516. The SMILE Program: A University-School-Community Partnership Model That Supports the Higher Education Aspirations, Academic Success and Educational Attainment of Underrepresented Students**

This session will discuss a twenty-year program focused on increasing the number of historically underrepresented minority and other educationally underserved high school students who are interested in pursuing careers in science, mathematics, engineering, health professions and teaching. The Science & Math Investigative Learning Experiences (SMILE) program functions as a pipeline for students in grades four through twelve. Support for college readiness is provided through weekly after-school clubs facilitated by advisers who are also classroom teachers. SMILE faculties, along with science and math faculties, at Oregon State University offer professional development workshops three times a year to support both math and science learning and pedagogical content knowledge of teacher-advisors. Annually, SMILE students participate in a college-connection event designed to involve them in college-level academic experiences. College students serve as mentors and role models during these events. The SMILE model has been implemented in three states—Oregon, Rhode Island, and Indiana. This session should particularly benefit those involved in university-school-community partnerships, practitioners who provide direct service in K-12 outreach and those who are interested in the academic success of underrepresented students.

Eda Davis-Lowe, Director, The SMILE Program, Oregon State University—Corvallis, Oregon eda.davislowe@smile.oregonstate.edu

9:00 a.m.–noon

CORONADO BALLROOM P and Q

Levels of Experience: Intermediate and Advanced**Category:** Theoretical Models

517. Higher Education's Commitment to White Student Racial Identity Development: A Model for Practice and Pedagogy

This session will assist participants understand how college students develop racial identity with an emphasis on the use of models and theories available to white students. This interactive presentation will showcase the White Student Racial Identity Development Model (Arviso, 2007) and how it can be used by higher education administrators and faculty to help students see, critique, understand and identify White supremacy as it relates to historical and contemporary issues in the United States. The model provides pragmatic ways to help students develop racial identity while reducing the emotional and psychological cost of students of color interacting in multiracial environments on college campuses. This session should particularly benefit those who are interested in understanding issues of student racial identity development on college campuses; issues of Whiteness and White dominance in higher education as well as administrators and/or faculty who are committed to assisting White students develop positive racial identities and individuals interested in helping all students understand the history of White dominance and how it is intimately connected to people's everyday experiences.

Joél Arviso, Partnership Manager, Youth Education & Success, University of Utah Office of the President; University Neighborhood Partners—Salt Lake City, Utah j.arviso@partners.utah.edu

FILM SCREENING AND DIALOGUE

PART I

9:00 a.m.–noon

YUCATAN 2 and 3

Part I and Part II can be independently attended

For Part II, see Index 542

518. Heart-to-Heart Conversation®: Mirrors of Privilege: Making Whiteness Visible (PART I—Rivers of Change)



World Trust presents an interactive dialogue session using two nationally acclaimed films by Dr. Shakti Butler (*The Way Home* and *Light in the Shadows*). *The Way Home* captures the stories of eight separate ethnic councils of women and their experiences of race in the United States. *Light in the Shadows* provides a provocative film context that invites white women and women of color to stay at the table with one another, even when the conversation gets tough. The prominent voices of women of color express perceptions that are often unheard in general conversations. This will be an experiential presentation and journey into issues of oppression through the lens of race. The purpose of this session is to (1) support intensive critical self-inquiry related to unconscious bias, internalized issues and institutionalized systems of oppression; (2) provide opportunities for transformative learning by unearthing new questions related to conscious and unconscious embedded assumptions; (3) stimulate new ideas for taking action that interrupts patterns and systems of behavior linked to oppression.

Shakti Butler, Ph.D., Executive Director of World Trust Educational Services, Inc.; Producer, Director, *The Way Home*, *Light in the Shadows*, and *Mirror of Privilege: Making Whiteness Visible* shaktib@earthlink.net
<http://www.world-trust.org>

A CONVERSATION WITH NARCISA POLONIO

10:00–11:30 a.m.

MONTERREY 1



519. The Leadership Challenge: Will the Next Generation of Presidents be Representative of a More Inclusive Society?

Narcisa A. Polonio, Ed.D., Vice President, the Association of Community College Trustees (ACCT) Education, Research and Board Leadership Services—Washington, D.C.

Narcisa A. Polonio is the Vice President, Education, Research & Board Services at the Association of Community College Trustees (ACCT). ACCT has a long and distinguished history of providing outstanding services to boards of trustees. Narcisa is responsible for trustee education, research projects and leadership services: the CEO Search Service; Board Leadership Retreat Service; Interim President Service; and the AACCT/ACCT Leadership Academy. She has facilitated over 100 board retreats and presidential searches. Narcisa previously served as the Chief Operating Officer for Replication and Program Strategies, Inc. (RPS) in Philadelphia, PA, and president of Harcum College (PA) and Hudson County Community College (NJ). Other previous positions include Director of the Office of Community Colleges, New Jersey Department of Higher Education. Narcisa served for seven years as a faculty member for the Institute for Educational Management, Graduate School of Education, Harvard University. Narcisa served on the Board of Trustees at the College of St. Elizabeth and other advisory boards including, the USAID Commission on Community Colleges and International Development, the Commission for Financing Higher Education, NAICU Commission on Higher Education and the National Council of Independent Junior Colleges. Additionally, she has chaired or served as a member of numerous accreditation teams of the Middle States Association. She was named "An Outstanding Leader in Higher Education and a Strong Advocate and Supporter of Women" by the Maryland ACE/NIP in 1991.

A CONVERSATION WITH TIM WISE

10:00–11:30 a.m.

CORONADO BALLROOM H



521. Power is the Problem: White Students, Blackface, and the Failure of Mainstream Multiculturalism

Tim Wise, Leading Anti-Racism Educator, Activist, and Author—Nashville, Tennessee

Tim Wise is among the most prominent anti-racist writers and activists in the U.S. Wise has provided anti-racism training to teachers nationwide, and conducted trainings with physicians and medical industry professionals on how to combat racial inequities in health care. He has trained corporate, government, and law enforcement officials on methods for dismantling racism in their institutions, and has served as a consultant for plaintiff's attorneys in federal discrimination cases in New York and Washington State. In Summer 2005, Wise served as adjunct faculty member of the School of Social Work at Smith College, in Northampton, Massachusetts, where he taught a Master's level class on Racism in the U.S. In September 2001, Wise served as adjunct faculty at the Poynter Institute in St. Petersburg, Florida, where he trained journalists to eliminate racial bias in reporting. Wise was an advisor to the Fisk University Race Relations Institute (1999–2003), and in the early '90s was Associate Director of the Louisiana Coalition Against Racism and Nazism: the largest of the many groups organized for the purpose of defeating neo-Nazi political candidate, David Duke. Wise is the author of two books—*White Like Me: Reflections on Race from a Privileged Son* (Soft Skull Press) and *Affirmative Action: Racial Preference in Black and White* (Routledge). He has contributed essays to a dozen books and anthologies including *White Privilege: Essential Readings on the Other Side of Racism* and *Should America Pay?: Slavery and the Raging Debate on Reparations*. Wise is also featured in *White Men Challenging Racism: Thirty-Five Personal Stories* (Duke University Press). Wise received the 2001 British Diversity Award for best feature essay on race issues, and his writings are taught at hundreds of colleges and have appeared in dozens of popular, professional and scholarly journals. Wise serves as the Race and Ethnicity Editor for LIP Magazine, and articles about his work have appeared in the Los Angeles Times, Washington Post and San Francisco Chronicle.

SPECIAL FEATURE PRESENTATION

10:00–11:30 a.m.

FIESTA BALLROOM 5

522. Legacy of Torture: The War Against the Black Liberation Movement (PART II)



former Black Panther (now deceased)

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,

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, 2008

This session will include a panel discussion of the San Francisco Eight case, and a showing of the (recently updated) film, *Legacy of Torture*. Discussion of the case, which resurrects previously dismissed charges from a 1971 police murder, will reveal the government's determination to vindicate the use of torture, recast movements for human rights as “conspiracies” and justify illegal repression.

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

Harold Taylor, Member of the San Francisco Eight

Wayne Thompson, Investigative Consultant, San Francisco 8 Legal Defense Team

SPECIAL FEATURE PRESENTATION

10:00–11:30 a.m.

CORONADO BALLROOM D and E



523. Meet an Olympian: Larger Than Life

John Carlos, Ph.D., Sports Activist, Olympian, 1968 Olympic in Mexico City

During his stay at San Jose State University, John Carlos participated in the 1968 Mexico Olympics and won the bronze medal in the 200 meters. During the victory ceremony, John and Tommy Smith raised a black gloved fist in protest against racism

and economic depression for all opposed peoples. This “silent Protest” was voted as the sixth most memorable event of the century.

Dr. John Carlos tells young people all around the country that it depends on you! Do not let anyone steal your dream. Some will tell you that you cannot. Some will tell you that you are good at something else. Very few will see the talent that lies within your heart. Follow your Dreams! Do not be or get discouraged!

10:00–11:30 a.m.

90-MINUTE CONCURRENT SESSIONS

10:00–11:30 a.m.

CORONADO BALLROOM A

Levels of Experience: All**Category:** Theoretical Models**524. The Racially Ambiguous Student: Interrupting Notions of Identity Politics**

This session examines the impact of a growing population—that of multiracial students. Multiracial students are one of the fastest growing populations on college campuses. It is estimated that by 2020 the number of postsecondary students who are multiracial will be similar to the number of students who identified as “Asian” in 2000. Multiracial college students face many challenges relating to identity, academic work and social interaction. Because educational issues in curriculum development have been geared to serve monoracial populations, the experiences of multiracial students are often not addressed. This population embodies a conundrum for college campuses as they call into question the inclusivity and politics of communities of color on college campuses. How does the concept of multiraciality interrupt notions of racial identity? How will educational institutions address the policy ramifications and the unique needs of multiracial students? This session should particularly benefit those who are interested in the intersection of racial identity and academic identity and success, as well as practitioners who serve a diverse student body, students interested in issues of the self-identity, and those interested in discussing the implications of race in a sociopolitical and educational context.

Aurora Chang-Ross, Doctoral Student, Curriculum and Instruction, College of Education, Graduate Research Assistant/Project Director, Division of Diversity and Community Engagement, University of Texas—Austin, Texas
changross@mail.utexas.edu

10:00–11:30 a.m.

CORONADO BALLROOM M and N

Levels of Experience: Intermediate**Category:** Long- and Short-Range Planning

AUBURN UNIVERSITY
OFFICE OF DIVERSITY AND
MULTICULTURAL AFFAIRS

525. Planning That Leads Institutional Change—The Strategic Diversity Plan

The Strategic Diversity Plan for Auburn University was created to provide the foundation for the institution to become a culturally diverse community and a model institution for diversity. The plan has five goals that were used to establish diversity as a core value at the university. Strategies and tactics were designed to achieve each goal. This session will provide background information on the development of the Strategic Diversity Plan, address how the plan is being implemented as well as discuss how it is evaluated. This session should particularly benefit those interested in institutional long- and short-range diversity plans and how to implement them. It will also benefit those who are concerned with how to effectively handle change in a large research institution.

Florence Holland, Ph.D., Special Assistant to the Associate Provost, Diversity and Multicultural Affairs, Auburn University—Auburn, Alabama
hollafm@auburn.edu

Overtoun Jenda, Ph.D., Associate Provost, Diversity and Multicultural Affairs, Auburn University—Auburn, Alabama
jendaov@auburn.edu

Robin Taylor, Ph.D., Diversity Planning and Assessment Analyst, Auburn University—Auburn, Alabama
taylor1@auburn.edu

10:00–11:30 a.m.

CORONADO BALLROOM B

Levels of Experience: All**Category:** Theoretical Models**526. Diverse in Numbers, Limited in Understanding: Fostering Cultural Competency and Moral Development for Today's Student**

What happens when students graduate and work with others from a different background? Are students prepared to engage those who may be different from them? The Millennial generation is said to be the most diverse student body in history. However, as diverse as a student population is, research shows its cultures remain segregated. How can the residential experience serve as a catalyst to develop cultural competence and moral development for today's students? Presenters will provide a brief introduction to the literature and engage participants in the creation of a model intended to foster student development. This session should particularly benefit those who are passionate about multicultural and social justice issues and who are in a position to establish practices within their department or institution.

Suhail Guerrero, Coordinator, Residence Life, Rutgers University—New Brunswick, New Jersey
Suguerro@rci.rutgers.edu

Matthew A. Walker, Complex Director, Richard Stockton College of New Jersey—Pomona, New Jersey
matthew.walker@stockton.edu

David S. Williams II, Coordinator, Residence Life, Rutgers University—New Brunswick, New Jersey
dswill@rci.rutgers.edu

10:00–11:30 a.m.

CORONADO BALLROOM C

Levels of Experience: Intermediate**Category:** Case Studies/Model Programs

SAINT MARY'S COLLEGE
of California

527. If You Want Inclusivity, Model It!—How Saint Mary's College of California Used the Principles and Practice of Inclusivity to Create and Provide a Leadership Diversity Training Program

This session will examine one college's strategic response to diversity issues identified by students, faculty and staff. These issues impacted various levels of institutional practice, recruitment and retention, communication, conflict resolution, performance coaching and development. In line with the college's mission and values, more than 40 campus representatives created a leadership development pilot program. This program provided a concrete, practical response to diversity concerns and trained future presenters. This session should particularly benefit those who wish to develop practical and strategic responses to institutional needs for diversity and inclusion and those who want to involve top leadership to ensure the success of a program.

Barry Chersky, Senior Human Resources Consultant, Saint Mary's College of California—Moraga, California
bac3@stmarys-ca.edu

Jerry Lew, Consultant, Jerry Lew & Associates—Sausalito, California
jayella@aol.com

Linda J. Rose, Director, Training and Development, Saint Mary's College of California—Moraga, California
lrose@stmarys-ca.edu

10:00 a.m.–3:30 p.m.

VERACRUZ EXHIBIT HALL C

528. EXHIBITOR SHOWCASE AND RESOURCE CENTER

(For more information on Exhibitor Showcase, see Index 208)

(For a comprehensive listing of Exhibitors and their product and services, see page 96)

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

10:30–11:45 a.m.

MONTERREY 3

Levels of Experience: All**Category:** Research/Assessment/Evaluations**529. Access to Teach: Examining the Access of African American Students at Predominantly White Colleges and Universities in Teacher Education Programs**

This session will include an overview of research that analyzes the access of African American undergraduate students into Teacher Education Programs at predominantly white colleges and universities. The presenter will provide a historical overview of African Americans in the field of teacher education, as well as reasonable explanations found in research for the importance of having African American teachers. Information on the major factors that influence the absence of African American students in Teacher Education Programs will be offered, including a detailed look at the admissions tool of Praxis I scores. This session should particularly benefit those who are new or seasoned professionals and students in higher education concerned with the access of African American and other multicultural students, along with those working in or attending a School of Education. The session should be advantageous to those who advise African American students who have an interest in the field of education, as well as individuals who would like to learn more about a specific aspect of African American history.

Marsha Y. Saddler, Doctoral Student, Philosophy, Higher Education; Graduate Assistant to the Dean, College of Education, University of Iowa—Iowa City, Iowa marsha-saddler@uiowa.edu

10:30–11:45 a.m.

YUCATAN 1

Levels of Experience: Novice and Intermediate**Category:** Research/Assessment/Evaluation**530. Bridge Over Troubled Waters: Summer Bridge Programs and Inequality in Educational Access**

This session will present findings from a national study of pre-college summer bridge programs (SBPs) and their influence on the college enrollment of racial/ethnic minorities at two- and four-year public institutions. The session will draw on theories of social, cultural, and human capital. Data will be presented on the role that SBPs play in reducing racial disparities in college enrollment, and within-group gender differences will be highlighted. Anecdotal and theoretical insights suggest program components that are advantageous to students who are ill-prepared for college. Discussion will focus on implications for policy, practice, and future research. This session should particularly benefit anyone interested in pre-college outreach initiatives, racial/ethnic disparities in higher education and national studies that inform policy and practice innovations.

Terrell Lamont Strayhorn, Ph.D., Assistant Professor and Special Assistant to the Provost, University of Tennessee—Knoxville, Tennessee Strayhorn@utk.edu

11:45 a.m.–1:15 p.m.

CORONADO BALLROOM J, K, and L

531. CLOSING LUNCHEON

1:30–3:00 p.m.

90-MINUTE CONCURRENT SESSIONS

1:30–3:00 p.m.

DURANGO 1

Levels of Experience: Novice and Intermediate**Category:** Curricular/Pedagogical Models**532. Addressing Race in the Media: Film and Televisions Positions on Race or “Is it Really in Color?”**

This session will focus on understanding mainstream media’s role in the social construction of race and will examine media as a tool for introducing many aspects of prejudice theory and social justice awareness. This program involves multiple presenters addressing different media issues related to race and ethnicity. Presentation assumes a basic understanding of race, ethnic and identity development theory. The session will focus on the concepts of social construction of race and racism as the starting point for analysis of other forms of prejudice. Learning objectives are (1) presentation of a specific tool for raising awareness, and (2) explain and demonstrate facilitation methods related to media and its themes. Participant will be acquainted with methods for facilitating discussions on media related to race and ethnic through film and movies, and will be provided with a list of resources as a tool for teaching about media. This session should particularly benefit teachers, trainers and facilitators who use media as a tool for addressing issues of race and ethnicity.

Sherwood Smith, Ed.D., Assistant Professor, Department of Education, and Director, Center for Cultural Pluralism, and Lecturer, University of Vermont—Burlington, Vermont ssmith3@uvm.edu

1:30–3:00 p.m.

CANCUN

Levels of Experience: Intermediate**Category:** Long- and Short-Range Planning**533. Building a Coalition for the Recruitment and Retention of Minority Faculty, Staff and Students**

This session will cover the strategies implemented in the last year to increase minority faculty, staff, and students on the campus of the University of Texas at Arlington, a predominantly white university. The university increased its recruitment and retention of African Americans and Hispanics with targeted funds made available to deans and department heads. This session will describe the collaboration of the African American Alumni Chapter, the African American Faculty and Staff Association, community leaders and the university president and provost. This partnership project began acrimoniously but has since developed into a mutually beneficial professional alliance. This session should particularly benefit those who are interested in developing innovative strategies and partnerships to recruit and retain minority faculty, staff and students at predominantly white institutions.

Timeka Denise Gordon, NCAA CHAMPS/Life Skills Coordinator, Inter-collegiate Athletics, and President, African-American Faculty and Staff Association, University of Texas—Arlington, Texas tgordon@uta.edu
Zeb Strong Jr., Director, Student Activities, Tarrant County College South Campus—Fort Worth, Texas zeb.strong@tccd.edu

1:30–3:00 p.m.

BAJA

Levels of Experience: Intermediate and Advanced**Category:** Case Studies/Model Programs

534. The Media Watchdog Project on Race, Ethnicity and Media Literacy: Teaching and Training University Students to Work in Under-Resourced Schools

Based on an eight-year partnership between the facilitator and schools in the local area, this session will cover the benefits, issues, difficulties, concerns, and skills needed to develop and implement similar long-term partnerships between universities and schools in marginalized and underserved communities. The presenter will discuss the content and curriculum of a race, ethnicity and media literacy program and strategies to examine “deficit” discourses about marginalized communities, as well as assumptions inherent in positions of racial and class privilege. The session will also cover action-based research (and potential publication) for students and faculty. Participants will be given materials necessary to design their own programs and assess available opportunities for local long-term partnerships. This session should particularly benefit the faculty who works with graduate and undergraduate students to facilitate community-based learning and who wish to conduct research on racial and ethnic identity. It will also benefit teachers and students working with middle school students in underserved communities with underperforming schools.

Leda Cooks, Ph.D., Professor, Department of Communication, University of Massachusetts—Amherst, Massachusetts

1:30–3:00 p.m.

YUCATAN 1

Levels of Experience: Intermediate**Category:** Long- and Short-Range Planning

535. Beyond Words and Into Action: Building Inclusive Environments in a Predominantly White Institution

This session will provide an overview of the Diversity Action Plan developed by the Housing and Dining Services at Oregon State University. Developed over several years, this plan involved self discovery, vision, research, and implementation to meet the social and educational needs of our students. The session will outline the plan itself, what needs the plan met, and its intended outcomes. Presenters will cover a step-by-step description of the plan’s development, as well as the history, rationale, and the motivation for creating it. Through sharing experiences, the session will impart a practical model from which others can learn. This session should particularly benefit those who wish to develop an action plan for their department, organization, or institution to improve service and performance in the area of diversity.

Katherine H. Betts, Coordinator, Multicultural Resource, University Housing and Dining Services (UHDS), Oregon State University—Corvallis, Oregon
katherine.betts@oregonstate.edu

Dave L. Craig, Assistant Director, Residential Life, University Housing and Dining Services (UHDS), Oregon State University—Corvallis, Oregon
davidcraig@oregonstate.edu

Erik T. Elordi, Resident Director, University Housing and Dining Services (UHDS), Oregon State University—Corvallis, Oregon
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1:30–3:00 p.m.

FIESTA BALLROOM 1

Levels of Experience: All**Category:** Curricular/Pedagogical Models

536. “The Problem is in ME”: Thinking, Talking and Acting on Race, Racism and Teaching

This session examines a year-long project, Summer Institute: Infusing Diversity in the General Education Curriculum, at the University of Wisconsin-Parkside. In June 2007, 12 white faculty and instructors participated in an intense two-week Institute. The institute focused on teaching courses that are inclusive of multiple histories, experiences, epistemologies, and pedagogies. Participants modified the existing General Education course syllabus or created a new course for Fall 2007, and continued meeting throughout the year. This session provides insight into developing an effective learning community, creative approaches to confronting race, racism and color-blindness in white teachers, and assessment results from Summer Institute teachers and their students. This session should particularly benefit those interested in how a learning community and critical race theory moved a white teacher to say, “The problem is in ME.” The session ends with organizers addressing challenges and possibilities for organizational change as they prepare for the Second Summer Institute in June 2008.

Fay Akindes, Director, Center for Ethnic Studies, University of Wisconsin-Parkside—Kenosha, Wisconsin
fay.akindes@uwp.edu

Eugene Fujimoto, Assistant to the Chancellor for Equity and Diversity, University of Wisconsin-Parkside—Kenosha, Wisconsin
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Roseann J. Mason, Director, Community Dialogues, University of Wisconsin-Parkside—Kenosha, Wisconsin
roseann.mason@uwp.edu

1:30–3:00 p.m.

ACAPULCO

Levels of Experience: Intermediate**Category:** Interactive Training

537. Oreos and Bananas: Got Any Milk To Go With That?

This interactive session explores the personal experiences of two women, an Asian and an African American, as professionals in higher education. The struggle for professional acceptance in the workplace as well as the struggle for acceptance within their own communities is examined from the perspective of the intellectual as an outsider. This session will focus specifically on the perception of minority professionals “acting white.” Thus the Oreo (black on the outside, white on the inside) and the banana (yellow on the outside, white on the inside) explore their marginalization as professionals. Presenters will share strategies that can be used to move the “outsider” to an insider as a competent, capable professional. This session should particularly benefit those who seek to broaden their awareness of the experiences of the “other” and are interested in taking an active role as change agents in creating an environment of inclusion in higher education.

Vannee Cao-Nguyen, Ph.D., Assistant Director, Student Disability Resource Center, University of West Florida—Pensacola, Florida
vcao@uwf.edu

Lusharon Wiley, Ed.D., Associate Dean of Students, University of West Florida—Pensacola, Florida
lwiley@uwf.edu

1:30–3:00 p.m.

FIESTA BALLROOM 3

Levels of Experience: Intermediate**Category:** Case Studies/Model Programs**538. Targeted and Timely Strategies—The Evolution of the Visions Mentoring Program**

This session will examine a series of targeted and timely strategies that were implemented to change the retention and graduation rates of African-American first year students in Wright State University. Presenters will discuss and explain how the program was developed and implemented and how these changes increased the effectiveness and performance of the students who participated. Participants will gain insight from mentors who were actively involved in recent implementation of the program modification and enhancements. This session will include a preview of mentoring programs that are used at universities and colleges across America. The presentation will compare and contrast various mentoring models with the approaches used by the Visions Mentoring Program at Wright State University. This session should particularly benefit the faculty, staff and Student Affairs professionals who are interested in finding ways to improve the retention of underrepresented students.

Stanford Baddley, Director, Academic Support Programs for Minority Students, Wright State University—Dayton, Ohio
stanford.baddley@wright.edu

Elizabeth Beemer, Undergraduate Student, Organizational Leadership Major, Wright State University—Dayton, Ohio

Martin Gooden, Ph.D., Professor, Psychology Department, Wright State University—Dayton, Ohio
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Syreta Gould, Undergraduate Student, Psychology Major, Wright State University—Dayton, Ohio

Karla Hill, Undergraduate Student, Nursing Major, Wright State University—Dayton, Ohio

1:30–3:00 p.m.

MONTERREY 3

Levels of Experience: Novice and Intermediate**Category:** Research/Assessment/Evaluation**539. Reducing Health Disparities in the State of Missouri**

This session will provide an overview of the national health disparities that exist in the United States and strategies that have been suggested to eliminate them. It will also discuss the perceptions that individuals possessed about the factors that contributed to health disparities within the State of Missouri. Moreover, it will report the recommendations that were stated in the Health Disparity Elimination Plan to lessen the presence of health disparities within Missouri. This session should particularly benefit those who are interested in gaining more knowledge about the strategies that can be implemented at the state level to reduce the occurrence of health disparities among gender, age, ethnic and socio-economic groups.

Cheryl Avant, Doctoral Candidate, Racial and Ethical Bias, Health Care System; Chief, Office of Minority Health, Missouri Department of Health and Senior Services—Jefferson City, Missouri
Cheryl.Avant@dhss.mo.gov
<http://www.dhss.mo.gov/MinorityHealth/>

Nadie DuBose, Ph.D., Project Specialist, Office of Minority Health, Missouri Department of Health and Senior Services—Jefferson City, Missouri
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1:30–3:00 p.m.

MONTERREY 2

Levels of Experience: All**Category:** Interactive Training**540. Making “Green” Multicultural: Diversity, the Environment and Higher Education**

Since the 2006 release of Al Gore’s documentary, *An Inconvenient Truth* campuses across the country have rightly embraced “going green” as the next wave of student activism. Yet, closer examination of the ranks of today’s American “environmentalists” on and off-campus reveals a major contradiction. Edmundson (2006) has observed a paucity of “black and brown faces in wild places.” Equally as noticeable is the absence of diverse faces in environmental and outdoor programs and activities on campus. The next generation of environmental stewards is already sitting in our college classrooms: Students of color and students with disabilities. This session asks what is happening on our campuses and in our classrooms to make diversity in the outdoors an academic, curricular and environmental priority? Educating students of color and those with disabilities to the physiological, mental, esthetic and spiritual benefits of the outdoors should be a right, not a privilege. Without universal access for all and not just some, the potential for tackling global warming and stewarding our natural places is very much in doubt. The goals of this interactive session are to: (1) examine briefly the history of the environmental and outdoor education movements as well as the emerging environmental justice movement; (2) debunk some of the myths surrounding people of color and the outdoors; (3) invite participants to reflect on their own outdoor experiences; and (4) explore together a range of inclusive strategies for diversifying higher education’s outdoor and environmental initiatives, on and off-campus. This session should be of particular interest to student affairs staff, student leaders, faculty and students in environmental studies, environmental sciences, outdoor education, social justice, public policy & administration, disability studies and those concerned with universal access for all students.

James Francisco Bonilla, Ed.D., Associate Professor, Graduate School of Management, Hamline University—St. Peter, Minnesota
jbonilla@gw.hamline.edu

FILM SCREENING AND DISCUSSION**1:30–3:30 p.m.**

FIESTA BALLROOM 5

**541. Bamako**

Danny Glover Produces and Stars in New Film Putting the World Bank and IMF on Trial in Africa

Joslyn Barnes, Co-executive Producer

Actor and activist Danny Glover presents his new film *Bamako*. It is a fictional film set in Mali, the plot revolves around a trial that puts the people of Bamako against the World Bank and the International Monetary Fund.

Danny Glover, Actor and activist who is the executive producer of *Bamako*. He is a co-founder of Louverture Films and serves as chair of the board of TransAfrica Forum. He is also a UNICEF Goodwill Ambassador and a recipient of the Lifetime Achievement Award from Amnesty International.
www.NewYorkerFilms.com

FILM SCREENING AND DIALOGUE

PART II

1:30–3:30 p.m.

YUCATAN 2 and 3

Part I and Part II can be independently attended

For Part I, see Index 518



542. Heart-to-Heart Conversation®: Mirrors of Privilege: Making Whiteness Visible (PART II—Rivers of Change)

You are invited to spend some time with filmmaker and lecturer, Shakti Butler unwrapping, healing, learning and transforming unconscious aspects of bias, privilege and racism. We will work with *Mirrors of Privilege: Making Whiteness Visible*, a film that explores the invisibility of whiteness and its relationship to race, power and privilege. We will spend time building community together, will gather and use the power and truth found within our own stories, and will use these stories to distinguish and analyze racism at three distinct levels—personal/interpersonal, community/cultural and institutional/systemic. Participants will have an opportunity to journal, engage in reflective silence, hear lectures and participate in dialogue. By probing our deeply embedded beliefs, assumptions and behaviors we can make them visible. Through an approach, which includes a practice of forgiveness—in tandem with accountability—we seek to illumine possibilities for creating a new action story; a story of truth, justice and empowerment. This dialogue session illustrates the magnitude of unconscious bias that must be revealed if we are to think critically, address and heal issues of race in this country. We, at World Trust, are interested in spending focused time with you towards participation in the creation of the kind of world that we want to live in and to leave for those who will follow.

Shakti Butler, Ph.D., Executive Director of World Trust Educational Services, Inc.; Producer, Director, *The Way Home*, *Light in the Shadows*, and *Mirror of Privilege: Making Whiteness Visible* shaktib@earthlink.net
<http://www.world-trust.org>

1:30–3:30 p.m.

2-HOUR CONCURRENT SESSIONS

1:30–3:30 p.m.

MONTERREY 1

Levels of Experience: Novice and Intermediate

Category: Case Studies/Model Programs

543. Conflictual Issues in Education: Addressing Tensions Within Contested Areas of Race, Class, Gender, Culture, Ethnicity, Ablism and Identity in the Context of an Antiracist Educational Framework

This session will examine the conflict in local schools and communities in the City of Toronto and it will offer solutions to the challenges of various groups in diverse urban areas. It takes into consideration antiracist education as a discursive framework. The model uses specific methods to resolve disputes and produce options for inclusive schooling and community involvement. The session is beneficial for educators at the elementary, secondary and post-secondary levels, as well as community development specialists, who are interested in achieving the synergy between schools and communities, taking into consideration policy development, leadership, school-community partnerships, curriculum, staff development and employment practices. Undergraduate and graduate students who are engaged in ethnographic research in the field of equity studies are also encouraged to attend.

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

1:30–3:30 p.m.

FIESTA BALLROOM 7 and 8

Levels of Experience: Intermediate and Advanced

Category: Case Studies/Model Programs

544. A Model of an Integrative “Multicultural Affairs” Office

This session describes the advocacy and support for, as well as institution-wide intercultural education of traditionally under-represented and under-served students at the Office of Intercultural Relations at Lake Forest College. Presenters will provide information on the evolution of the office from “Minority Affairs” to “Intercultural Relations,” and describe the structure of the office, its institutional linkage and challenges. In addition, the presentation will share insights gained since the inception of the office in 1987. Finally, this session will afford professionals the opportunity to consider how dual goals of support and education would work in their institution. This session should particularly benefit those who are interested in integrating offices such as multicultural affairs, international student services, GLBT, and interfaith departments. It should also benefit intercultural educators whose departments have a single charge and those interested in learning how multicultural offices with broad charges balance departmental and institutional goals and missions while simultaneously meeting the needs of various constituent groups.

Rob Allan Flot, Doctoral Candidate, Counseling Psychology; Associate Dean of Students, and Director, Intercultural Relations, Lake Forest College—Lake Forest, Illinois flot@lakeforest.edu

Erin A. Mink Garvey, Program Coordinator, Office of Intercultural Relations and Office of Residence Life, Lake Forest College—Lake Forest, Illinois mink@lakeforest.edu

1:30–3:30 p.m.

FIESTA BALLROOM 9 and 10

Levels of Experience: Intermediate

Category: Curricular/Pedagogical Models

545. Contemplative Education and Diversity: A Unique Model

This interactive session will explore a unique model of teaching diversity and contemplative education at Naropa University, a Buddhist inspired institution. Presenters will discuss how using contemplative practices and deeply exploring multicultural histories, including oppression in the United States and its impact on global society, will expand the ability of students to learn new perspectives. Topics covered will include the results of having this as a required course for all students, the theoretical models used, and an experiential activity. This session should particularly benefit those who are interested in world view transformation, teaching multicultural awareness, and who are looking for innovation.

Suzanne Benally, Associate Vice President of Academic Affairs and Chief Diversity Officer; Core Faculty, Environmental Studies, Naropa University—Boulder, Colorado sbenally@naropa.edu

Jeanine M. Canty, Ph.D., Core Faculty, Environmental Studies, Naropa University—Boulder, Colorado jcanty@naropa.edu

Barbara Catbagan, Core Faculty, Transpersonal Counseling Psychology; Director of Counseling Psychology, and Coordinator of Diversity of Seminar, Naropa University—Boulder, Colorado bcatbagan@naropa.edu

Samantha A. Wall, Diversity Instructor, Naropa University—Boulder, Colorado swall@naropa.edu

546. CONFERENCE CLOSING PLENARY SESSION**4:00–4:45 p.m.**

CORONADO BALLROOM J, K and L

**Keynote Address:
With Justice for All****Morris Dees**, Co-Founder of the Southern Poverty Law Center, and Chief Trial Counsel**Combatant of Hate Groups and Domestic Terrorism**

In 1967, lawyer Morris Dees had achieved extraordinary business and financial success with his book publishing company. The son of an Alabama farmer, he witnessed firsthand the painful consequences of prejudice and racial injustice. He sympathized with the Civil Rights Movement but had not become actively involved. A night of soul searching at a snowed-in Cincinnati airport changed his life, inspiring Dees to leave his safe, business-as-usual world and undertake a new mission. “When my plane landed in Chicago, I was ready to take that step, to speak out for my black friends who were still ‘disenfranchised’ even after the Voting Rights Act of 1965,” Dees wrote in his autobiography, *A Season for Justice*. “Little had changed in the South. Whites held the power and had no intention of voluntarily sharing it ... ‘I had made up my mind. I would sell the company as soon as possible and specialize in civil rights law,’” Dees said. “All the things in my life that had brought me to this point, all the pulls and tugs of my conscience, found a singular peace. It did not matter what my neighbors would think, or the judges, the bankers, or even my relatives.” Out of this deeply personal moment grew the Southern Poverty Law Center.

Morris Dees Jr. attended undergraduate school at the University of Alabama where he founded a nationwide direct mail sales company that specialized in book publishing. After graduation from the University of Alabama School of Law in 1960, he returned to Montgomery, Alabama’s capital, and opened a law office. He continued his mail order and book publishing business, Fuller & Dees Marketing Group, which he sold the company to Times Mirror, the parent company of the Los Angeles Times. In recognition of his publishing work and his efforts to encourage young people to become active in the business world, Dees was named one of the Ten Outstanding Young Men of America in 1966 by the U.S. Jaycees. After his epiphany in 1967, Dees began taking controversial cases that were highly unpopular in the white community. He filed suit to stop construction of a white university in an Alabama city that already had a predominantly black state college. In 1969, he filed suit to integrate the all-white Montgomery YMCA. As he continued to pursue equal opportunities for minorities and the poor, Dees and his law partner Joseph J. Levin, Jr. saw the need for a non-profit organization dedicated to seeking justice. In 1971, the two lawyers and civil rights activist Julian Bond founded the Southern Poverty Law Center. Dees has received numerous awards in conjunction with his work at the Center. Trial Lawyers for Public Justice named him Trial Lawyer of the Year in 1987, and he received the Martin Luther King Jr. Memorial Award from the National Education Association in 1990. The American Bar Association gave him its Young Lawyers Distinguished Service Award, and the American Civil Liberties Union honored Dees with its Roger Baldwin Award. The University of Alabama gave Dees its Humanitarian Award in 1993. In 2001, the National Education Association selected Dees as recipient of its Friend of Education Award, its highest award, for his “exemplary contributions to education, tolerance and civil rights.” Dees’ success has not been limited to his work for the Center. Dees also served as former President Carter’s national finance director in 1976 and as national finance chairman for Senator Kennedy’s 1980 presidential campaign. Dees’ autobiography, *A Season For Justice*, was published by Charles Scribner’s Sons in 1991. The American Bar Association re-released it in 2001 as *A Lawyer’s Journey: The Morris Dees Story*. His second book, *Hate on Trial: The Case Against America’s Most Dangerous Neo-Nazi*, was published by Villard Books in 1993. It

chronicles the trial and \$12.5 million judgment against white supremacist Tom Metzger and his White Aryan Resistance group for their responsibility in the beating death of a young black student in Portland, Oregon. His third book, *Gathering Storm: America’s Militia Threat*, exposes the danger posed by today’s domestic terrorist groups. It was published by Harper Collins Publishers in 1996.

5:00–6:00 p.m.

CORONADO BALLROOM K and L

547. BOOK SIGNING AND INFORMAL DIALOGUE WITH MORRIS DEES

For Books by Morris Dees, Visit NCORE Book Exhibit Booth (Teaching for Change)

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2008 CONCURRENT SESSIONS BY CATEGORY

THEORETICAL MODEL: 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.

- 226. White Privilege Conference: The Institution, Community and Beyond
- 230. Universal Design and Student Centered Advising
- 325. Social Dimensions That Divide and Oppress Within the Asian American Communities
- 327. PROMOTING DIALOGUE WHEN CAMPUS CONTROVERSIES ERUPT PART I—A Collaborative Approach to Designing a Dialog Initiative
- 335. The 10 Myths of Social Justice
- 416. Revisiting Activism in the Age of Conformity
- 470. Hip Hop 101: The Psychology of Hip Hop “Survivalist Turned In To Consumers”
- 515. “You Mean, There’s Race in My Movie?” A Critical Analysis of Race in Mainstream Movies
- 517. Higher Education’s Commitment to White Student Racial Identity Development: A Model for Practice and Pedagogy
- 524. The Racially Ambiguous Student: Interrupting Notions of Identity Politics.
- 526. Diverse in Numbers, Limited in Understanding: Fostering Cultural Competency and Moral Development for Today’s Student.

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.

- 353. Responding to Racism in the Front and Backstage

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 institution-wide or systemwide diversity plans and/or departmental or program unit plans that include specific objectives, goals, and timelines.

- 221. Improving the Strategic Planning Process for Diversity: A Framework to Foster Diversity at Penn State
- 235. The Spectrum Initiative: Advancing Diversity in the American College Presidency
- 241. Recruiting and Retaining the I.P.O.D Generation
- 324. Developing a University/Community Dialogue to Form a Partnership With California American Indian Communities
- 328. Strategies for Increasing Minority and Underprivileged Students’ Recruitment and Retention at a Community College in Colorado: LEAP (Learning and Achieving From Middle School Through College Program)
- 429. From Conceptualization to Implementation: Making the Case for a Chief Diversity Officer (CDO)
- 433. Establishing Centers of Responsibility for Diversity: A Long-term Diversity Plan Toward Institutional Reform

- 441. Foundations for Success in Higher Education for African American and Latino Students: They Have to be Resilient!
- 525. Planning That Leads Institutional Change—The Strategic Diversity Plan
- 533. Building a Coalition for the Recruitment and Retention of Minority Faculty, Staff and Students
- 535. Beyond Words and Into Action: Building Inclusive Environments in a Predominantly White Institution

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.

- 222. Facilitating Communication Among Racially/Ethnically Diverse Members of the Campus Community: Rochester Institute of Technology’s Partnership and Pluralism Initiative and Global Leadership Certificate Program
- 224. Diversity Officers Professional Skills Development Series: A Pioneering Training Model for Diversity Officers
- 227. A Student Peer Advisor Approach to Diversity and Social Justice in Campus Residence Halls
- 229. Education for Liberation: College Preparation as a Means for Social Justice
- 232. Seizing Institutional Milestones for Student and Alumni Engagement, Assessment, Outreach and Development
- 234. Campus Conversations on Race: A Talk Worth Having®—A Program Model for Engaging Student Led Discussions on Race and Ethnicity
- 237. Before and After the Memorandum of Understanding: A Case Study of Tribal/University Relations
- 239. Building a Core of Latinos in Higher Education Through Collaboration and Partnerships
- 316. Racial Aikido: Equipping Students of Color at Predominantly White Institutions
- 320. The Transformation of a Multicultural Academic Support Office
- 321. Promoting Excellence in the Academy
- 323. Developing Peer Intimacy: It’s Not All About Sex!
- 329. Students Empowering Students
- 336. Crossing the Border: The Transition to UCLA From High School and Community College Using a Pedagogy of Excellence
- 338. Asian American Heterogeneity
- 347. Student EFEX (Encouraging the Filmmaking EXperience): Social Outreach and Engagement Through Community Art
- 348. It’s a Small World: Incorporating International Student Programming in a Domestic Diversity Programming Office
- 354. Thinking and Working at the Intersections: The University of Dayton Women’s and Gender Studies Program as a Model for Border Crossing, Collaboration, and Institutional Change
- 359. Cradle to the Grave
- 364. 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

- 418.** From Middle School to College: Taking an Earlier Proactive Approach to Preparing Public School Students for Higher Education (PART I)
- 422.** Cultural Miscommunication and Conflict Management
- 424.** Building a Coalition of Parents on Campus via an African-American Parent Caucus
- 425.** University School Partnerships: Crossing the Cultural Divide to Enhance Access to College
- 435.** Midwest University Latino Cultural Centers: Creating Community Connections
- 439.** Exploring Race and Ethnicity Through Intergroup Dialogue
- 440.** Recruitment and Retention of Underrepresented Faculty, Staff, and Students at a Traditionally White, Rural Institution of Higher Education
- 442.** College Access and Honors: Creating an International Study Opportunity
- 451.** More Inclusive Curricula and Community Partnerships: Through Tiospaye and Other Sacred Circles
- 452.** Everyone's Responsibility: A Comprehensive Staff Approach for Infusing Multicultural Competence
- 460.** Beyond Diversity: The City University of New York Moves Toward Inclusive Excellence
- 463.** From Middle School to College: Taking an Earlier Proactive Approach to Preparing Public School Students for Higher Education (PART II)
- 468.** Recruiting Promising Future Faculty of Color: A Postdoctoral Fellowship Program Model
- 471.** Freshman Camp That Works! Incoming Students at a Public College—Bronx, New York
- 501.** Recruiting First Generation College Students Using a National Media Campaign: Lessons Learned From KnowHow2Go
- 503.** Racial "Illiteracies" on Campus
- 516.** The SMILE Program: A University-School-Community Partnership Model That Supports the Higher Education Aspirations, Academic Success and Educational Attainment of Underrepresented Students
- 527.** If You Want Inclusivity, Model It!—How Saint Mary's College of California Used the Principles and Practice of Inclusivity to Create and Provide a Leadership Diversity Training Program.
- 534.** The Media Watchdog Project on Race, Ethnicity and Media Literacy: Teaching and Training University Students to Work in Under Resourced Schools
- 538.** Targeted and Timely Strategies—The Evolution of the Visions Mentoring Program
- 543.** Conflictual Issues in Education: Addressing Tensions Within Contested Areas of Race, Class, Gender, Culture, Ethnicity, Ablism and Identity in the Context of an Antiracist Educational Framework
- 544.** A Model of an Integrative "Multicultural Affairs" Office
- 228.** The Dot Game and More: Nurturing Intellectual Empathy and Otherness—Looking Through my "ism" to Feel Your "ism" Breaking Down the Schism
- 233.** Bridging the Cultural Divide: Using Multicultural Theater as a Tool to Create Effective Communication and Learning Outcomes
- 238.** Geographical Diversity of Asian America
- 315.** Moving Your Diversity Dialogue From Talk to ACTION!
- 317.** Finding People of Color: Virtual Research on People of Color in the Information Age
- 330.** Surviving the Game: How to Navigate the College Sports Plantation System
- 346.** Mindfully Resolving Conflicts: Facilitation for Diversity Issues
- 349.** On Creating (Y)Our Image: A Participatory Action Research
- 355.** Greek Letter Organizations: Restoring Our Lost Luster! Reclaiming Our Legacy!
- 360.** PROMOTING DIALOGUE WHEN CAMPUS CONTROVERSIES ERUPT PART II—An Experiential Demonstration of a Dialogue Session Interactive Training
- 362.** Until I Know Me, How Can I Know You?
- 366.** Fostering Change on College Campuses Through Diversity Initiatives
- 414.** Recruiting and Retaining Diverse Faculty, Staff, and Executives at our Institutions: Your invitation to Participate in an Interactive Roundtable
- 415.** The Great White Elephant: How White People Can Keep Their Racial Privilege Visible
- 417.** Unpacking My Cultural Baggage: Facilitating Difficult Dialogues about Race and Oppression
- 430.** Individual Biographies and the Presidential Election? Trajectories of Social Class, Race and Gender
- 449.** A CAMPUS OF DIFFERENCE™: An Anti-Bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute
- 450.** One Better World: Race, Skin Color, Privilege, and Identity in the U.S. (For Student Participants Only)
- 453.** Moving Forward: Activating a Multi-dimensional Framework for Assessing and Advancing Campus Diversity
- 461.** STREAT: Social TheatRe for Education, Action and Training
- 462.** Creating The Unstoppable Leader That Is You
- 502.** Diversity Peer Education Teams: Transforming Others, Transforming Ourselves
- 513.** Lessons in Our Leadership: Helping Black Women Navigate Professional Success
- 537.** Oreos and Bananas: Got Any Milk To Go With That?
- 540.** Making "Green" Multicultural: Diversity, the Environment and Higher Education

INTERACTIVE TRAINING: Sessions involving significant interaction between the facilitator(s) and session attendees and designed to result in growth and enhanced awareness through introspection, interaction, and experiential learning. Examples might include games, simulations, or other exercises or combination of exercises that are experiential and interactive in nature.

TRAINING OF TRAINERS: Sessions designed to teach attendees how to become effective trainers in specific content areas or how to set up programs for developing effective trainers in these areas, with an emphasis on both the specific content required for effective training as well as training methods. Examples might include training for academic counselors or peer mentors, or the training of discussion or focus group leaders skilled in facilitating dialogue around diversity issues.

- 334.** Preparing for Law School in a Post-Grutter World
- 432.** How to Establish a Mentoring Program for Multicultural Students
- 514.** Dialogue: Racism: Enhancing Anti-Racism Work in This Era of Backlash

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.

- 231. The Mis Education of The Black Greek™
- 232. Seizing Institutional Milestones for Student and Alumni Engagement, Assessment, Outreach and Development
- 236. Border Crossings: Engaging Students in Diversity Work and Intergroup Relations
- 240. Personalization Over Critical Learning: The Outcomes of White Students Learning About White Privilege
- 242. Connecting Health Care and Cultural Competency: Creating Awareness in Prospective and Practicing Health Care Professionals
- 314. Teaching White Privilege at a Predominantly White Institution: Challenges and Opportunities
- 331. Cultural Competency Development: A Curricular Model for Physical Therapists in Training
- 358. Naadamaadiwin—Development of a Native Focused Special Education Licensure Program
- 363. Possibilities in Practice: Teaching Diversity Through Spike Lee Films at a Predominantly White Institution
- 431. Integrative Approaches for Teaching Critical Multiculturalism
- 434. Creative Impact: Visual Art as a Tool for Dialogue on Race, Culture, and Identity
- 532. Addressing Race in the Media: Film and Televisions Positions on Race or “Is it Really in Color?”
- 536. “The Problem is in ME”: Thinking, Talking and Acting on Race, Racism and Teaching
- 544. Contemplative Education and Diversity: A Unique Model

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.

- 225. Making it Through, Doing My Own Thing, Pulling From Within, and Relying on My Homies: Coping Strategies of Engineering Students of Color
- 313. Evaluating Effects of Diversity Programs: Intergroup Dialogue
- 322. Understanding and Valuing Differences Between Chinese and American Cultures
- 339. Christian Privilege: Do Jewish Students Feel Marginalized in U.S. Public Schools
- 352. Leading Institutional Change: Graduate Students' Internal Research Facilitating Diversity Development.
- 361. Betwixt and Between: To be Young, Gifted, Gay, and Black at a White Institution
- 365. If We Build it They Will Come, But Will They Stay? Exploring Ethnic Minority Students' Campus Experiences and the Impact on Recruitment and Retention Processes
- 423. Experiences in Higher Education Across Race and Gender: Harassment, Discrimination, Substance Abuse, and Coping
- 426. What Does it Mean to be a White Male Engineer? The Experiences of Male Engineers in a Research University
- 464. The Bull by the Horns: How One University is Tackling Race Relations on Campus and in the Community
- 465. Asian/Americana: Three Research Projects on Asian/American Identity, Whiteness, and Experience
- 469. Striving for 100% Graduation: The Impact of Identity-based Mentoring Using the Thomas Principles
- 529. Access to Teach: Examining the Access of African American Students at Predominantly White Colleges and Universities in Teacher Education Programs
- 530. Bridge Over Troubled Waters: Summer Bridge Programs and Inequality in Educational Access
- 539. Reducing Health Disparities in the State of Missouri

NCORE 2008 EXHIBITOR LISTING

Exhibit Hours:

Wednesday, May 28, 9:00 a.m.- 6:00 p.m.

Thursday, May 29 & Friday, May 30, 7:30 a.m.-6:00 p.m.

Saturday, May 31, 10:00 a.m.-3:30 p.m.

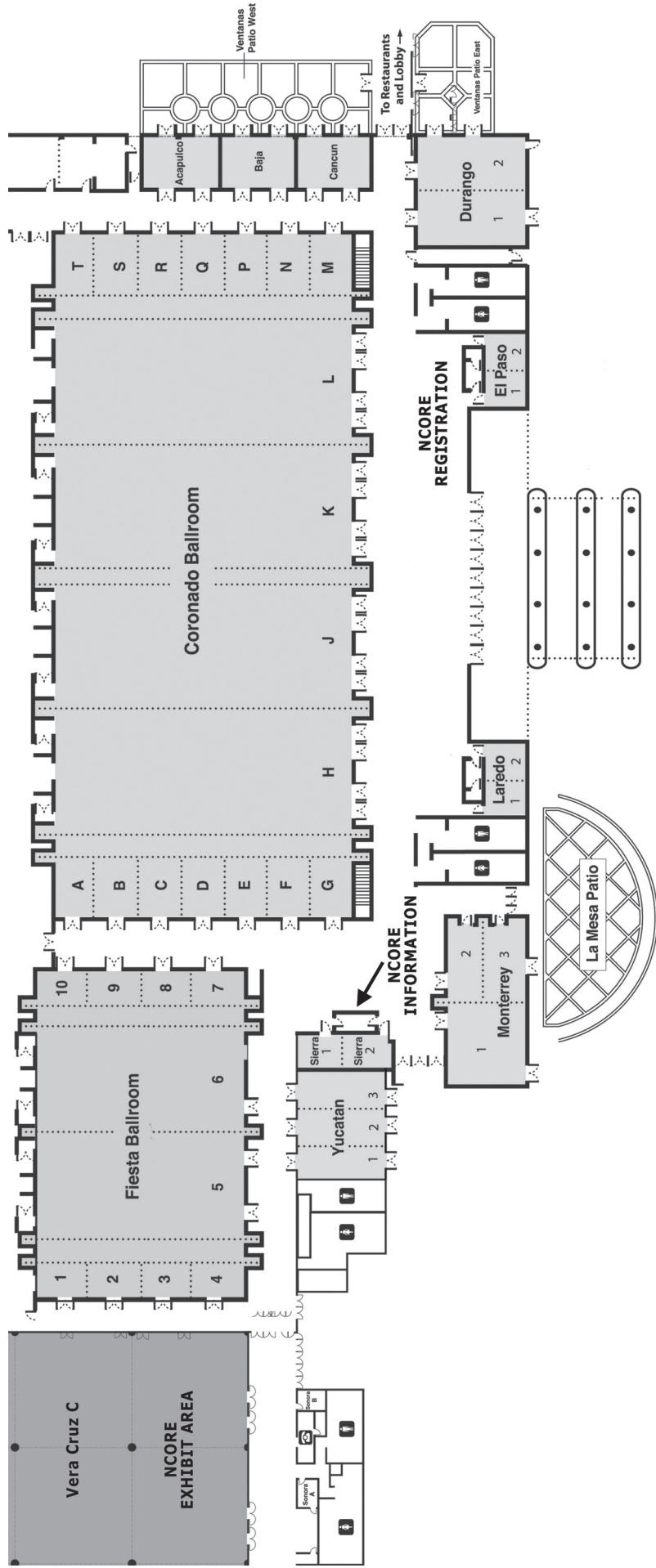
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MEETING ROOM LOCATIONS

- El Paso (NCORE Registration Desk)
- Coronado Ballroom J, K, L (General Sessions)
- El Paso 1, 2 (NCORE Headquarters Office)
- Veracruz Exhibit Hall C (NCORE Exhibit and Resource Room)
- Session/Film Rooms:**
- Acapulco
- Baja
- Cancun
- Coronado A, B, C, D, E, F, G, H, M, N, P, Q, R, S, T
- Laredo 1, 2
- Monterrey 1, 2, 3
- Yucatan 1, 2, 3
- Durango
- Veracruz Exhibit Hall C (NCORE Exhibit and Resource Room)
- Fiesta Ballroom 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- Sonora
- Toluca



THE UNIVERSITY OF OKLAHOMA A NATIONAL FLAGSHIP OF EXCELLENCE



- OU ranks number one per capita among all public universities in the number of National Merit Scholars enrolled.
- With seven Goldwater Scholars in the past two years, OU ranks in the top 10 universities in the entire nation to demonstrate leadership in science and mathematics, and OU student Andrea DenHoed was just named OU's 27th Rhodes Scholar.
- The Gaylord College of Journalism and Mass Communication at OU is home to the Native American Journalists Association, the oldest and largest international organization for indigenous journalists.
- 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.
- OU has over a \$1.5 billion impact on the state's economy each year.
- More Native American languages are taught for college credit at OU than any other university in the world.
- The OU College of Law publishes the only law journal in the United States devoted exclusively to Native American legal issues.
- 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's Campaign for Scholarships has passed the \$125 million mark, allowing the university to double new scholarships for students in just four years.
- The Campaign for Scholarships is continuing, and in March 2008 surpassed its goal of raising \$100 million for endowed scholarships. To date, \$104 million in scholarship endowments have been donated or pledged..
- OU ranks first in the Big Twelve and at the top in the nation in international reciprocal exchange agreements with countries around the world. The University has 174 student exchange agreements with universities in 66 countries. More than 1,500 students from almost 100 countries are enrolled on OU's Norman campus.
- OU has been recognized as an outstanding university for Hispanic students by *Hispanic Outlook in Higher Education* magazine.
- The OU College of Engineering was recently listed by *Hispanic Business Magazine* as one of the top 10 engineering schools in the nation for Hispanics.

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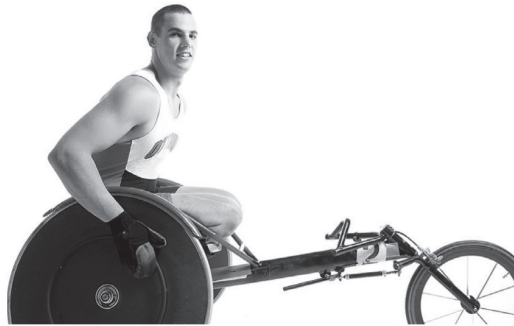
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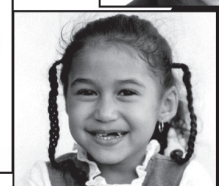
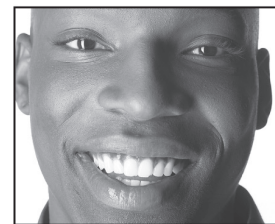
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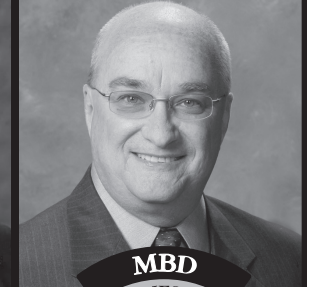
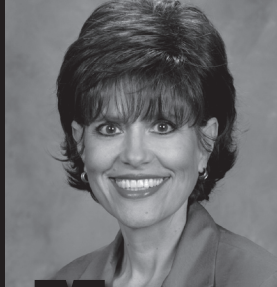
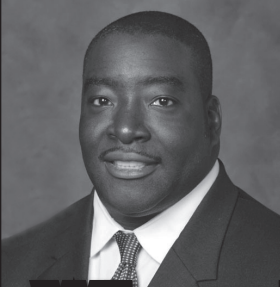
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NEW Empowering Parents of First-Year College Students: A Guide for Success

Richard Mullendore & Leslie Banahan

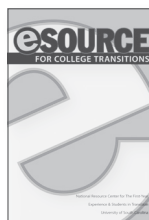
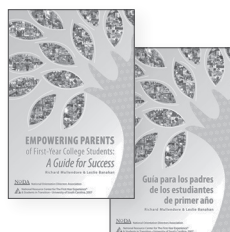
Produced in association with the National Orientation Directors Association

This new guide helps parents understand the nature of the college transition and offers tips to make that transition a successful one for not only the first-year college student but for their families as well. An ideal resource for orientation programs, parents' weekends, and other parent programs. (2007). 32 pages. ISBN 978-1-889-27156-9. **\$3 each**. Bulk pricing available.

Also in Spanish *Guía para los padres de los estudiantes de primer año* (2007). 36 pages. ISBN 978-1-889-27156-9. **\$3 each**. Bulk pricing available.

E-Source for College Transitions

E-Source for College Transitions, an electronic newsletter, features short articles and news briefs on pedagogy; strategies for addressing the first-year, sophomore, senior, and transfer transitions; proven institutional initiatives; assessing student learning, experiences, programs, and courses; and other relevant topics. Subscription includes access to current and archival content. ISSN 1545-5742. One-year subscription: **\$40** for individuals; **\$100** for institutions. Multi-year subscription: **\$35** for individuals; **\$95** for institutions per year.

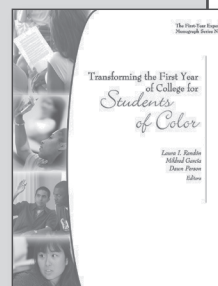


Monograph #38

■ Transforming the First Year of College for Students of Color

Laura Rendón, Mildred García, & Dawn Person, Editors

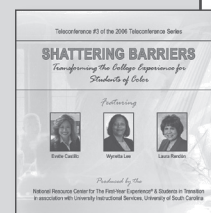
Chapters address specific strategies for working with African American, Latino/a, Asian Pacific American, American Indian/Alaska Native, and multiracial student populations to ensure their success in the first year of college and beyond. (2004). 208 pages. ISBN 1-889271-45-4. **\$35**



■ Shattering Barriers Transforming the College Experience for Students of Color

Evette Castillo, Wynetta Lee, & Laura Rendón

An expert panel shares proven strategies for transforming institutions into places where today's highly diverse college student population can succeed. Includes a 42-page resource packet with comprehensive bibliography. (2006). **\$145** (price includes shipping). Available on DVD or VHS.



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Saint Paul, Minnesota

DIRECTOR OF DIVERSITY INTEGRATION

OFFICE OF ACADEMIC & STUDENT AFFAIRS 2008

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The Director of Diversity Integration is also responsible for facilitating and representing the University in external strategic initiatives that ensure alignment of Hamline's multiple and integrated diversity objectives, with a specific strategic focus on historically underrepresented communities. In this capacity, the position also represents the University in building community relations across all diverse communities and key stakeholder groups externally.

For more information about the position, please visit

http://www.hamline.edu/hamline_info/offices_services/administration/hr/employ.html
or contact the Search Chair:

Tom I. Romero, II, J.D., Ph.D.
Associate Professor of Law
tromero01@hamline.edu
651 523-2805

**Application materials will be fully reviewed as they are received,
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Please send a cover letter, resume, and the names and phone numbers of three references to
hujobs@hamline.edu (electronic copies preferred) or:

Director of Diversity Integration Search
c/o Human Resources
Hamline University
1536 Hewitt Ave.
St. Paul, MN 55104

Hamline University is an affirmative action/equal opportunity institution that subscribes to all federal, state, and university legal requirements and does not discriminate against applicants, students, or employees on the basis of race, sex, ethnicity, national origin, sexual orientation, religion, age, disability, or marital or veteran status.

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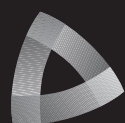
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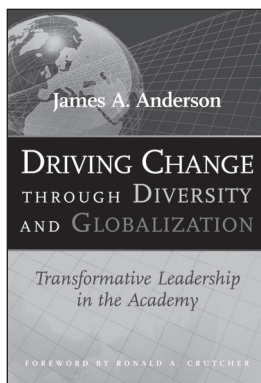
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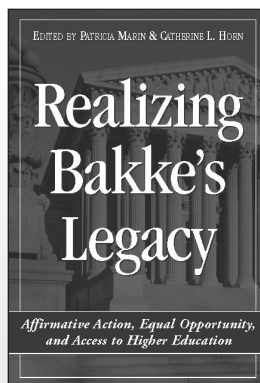
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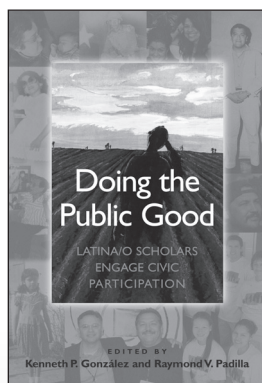
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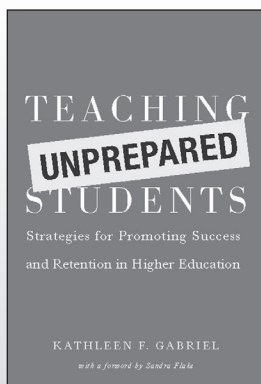
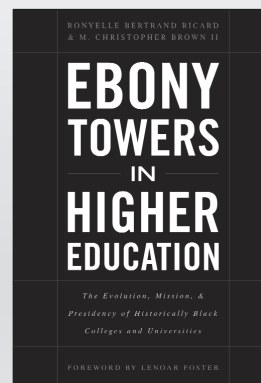
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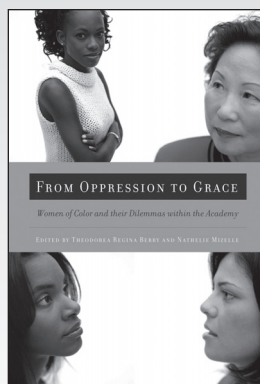
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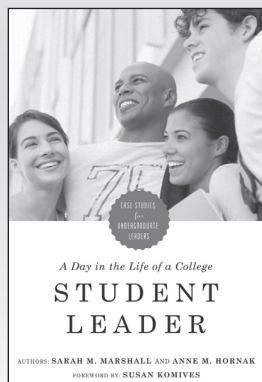
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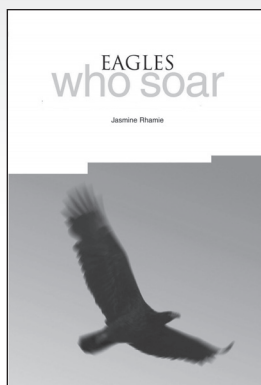
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Currently in its 15th year, the Student Leadership Development Conference Scholarship Program supports a paid conference registration for each student recipient. Both undergraduate and graduate students were eligible, and application information was 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 2008 Student Scholars and their institutions are listed below

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Jessica LeeAnn Carter
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Nikki T. Cavan
Undergraduate Student
Aerospace Engineering
Iowa State University
Ames, Iowa

Carolyn L. Chambers
Undergraduate Student
Undecided Major
Georgetown University
Washington, D.C.

Charmayne Champion-Shaw
Graduate Student
Communications
Indiana University Purdue University—Indianapolis
Indianapolis, Indiana

Victoria Lynn Coats
Undergraduate Student
New Politics and Black Women's Studies
New York University
New York, New York

Matthew Wayne Costa
Undergraduate Student
Business Administration
Colorado State University
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Rossella Maningas De Leon
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Business Administration
Portland State University
Portland, Oregon

Sayra Amelia Gordillo
Undergraduate Student
Latin American History
University of Missouri—Kansas City
Kansas City, Missouri

Jessica Guzman
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Kimberly M. Holmes
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Higher Education Administration
College of William and Mary
Williamsburg, Virginia

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Communications
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Lilian Bortoto, Graduate Student, Human Relations; Graduate Assistant, Henderson Scholars Program, The University of Oklahoma—Norman, Oklahoma

Patrick Harlan Hackbert, Graduate Student, Human Relations; Graduate Assistant, Henderson Scholars Program, The University of Oklahoma—Norman, Oklahoma

Sedelta Oosahwee, Graduate Student, Adult and Higher Education; Graduate Research Assistant, STEM Education and project titled "Portraying Success Among URM Engineering Majors," The University of Oklahoma—Norman, Oklahoma