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NCORE® 2009

22nd 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® 2009 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® 2009 Contributors:

- ◆ American Program Bureau
- ◆ College Board
- ◆ Keppler Speakers
- ◆ Public and Community Services Division, College of Continuing Education, The University of Oklahoma
- ◆ SpeakOut
- ◆ University of San Diego

Thank you for your contributions and support.

MONDAY, MAY 25, 2009

1:00–8:00 p.m.

SAPPHIRE WEST FOYER
Sapphire Level, 4th Floor

REGISTRATION AND ON-SITE CHECK-IN

001. (Registration will remain open daily 8:00 a.m.–5:00 p.m. through Saturday, May 30)

6:00–8:00 p.m.

SAPPHIRE D
Sapphire Level, 4th Floor

NATIVE AMERICAN CAUCUS

Four meetings are hosted by the Native American Caucus Group organized during the NCORE® 2007 Conference. During NCORE® 2009 the Native American Caucus will meet to discuss a series of issues affecting Native Americans in higher Education.

002. Organizational Meeting

For other meetings of the Native American Caucus group see Index 128, 211, 380, 474

6:00–8:00 p.m.

SAPPHIRE 400
Sapphire Level, 4th Floor

NATIONAL ADVISORY COMMITTEE MEETING

003. GENERAL SESSION

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)** was 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, 2005-2009 NCORE® National Advisory Committee**—Norman, Oklahoma

7:00–9:00 p.m.

SAPPHIRE H
Sapphire Level, 4th Floor

LATINO/A CAUCUS

Six meetings are hosted by the Latino/a Caucus Group organized during the NCORE® Conference. During NCORE® 2009 the Latino/a caucus will meet to discuss a series of issues affecting Latinos faculty, administrators, and students in higher education.

004. Executive Board Meeting and Social

For other meetings of the Latino/a Caucus group, see index 129, 209, 245, 381, 475

TUESDAY, MAY 26, 2009

8:00 a.m.–5:00 p.m.
SAPPHIRE WEST FOYER
Sapphire Level, 4th Floor

REGISTRATION AND ON-SITE CHECK-IN

001. (Registration will remain open daily 8:00 a.m.–5:00 p.m. through Saturday, May 30)

8:30–11:30 a.m. and continuing 1:30–5:30 p.m.
Institutes will continue Wednesday, May 27 — 8:30–11:30 a.m.

PRE-CONFERENCE INSTITUTE SESSIONS

101–125 For Pre-Conference Institutes listing, see *Pre-Conference at a Glance* on page 6 and for listing, description with time/day of all institutes (Index 101-125)

11:35 a.m.–1:15 p.m.
SAPPHIRE BALLROOM
Sapphire Level, 4th Floor

126. PRE-CONFERENCE INSTITUTE LUNCHEON & PRESENTATION



12:50–1:05 p.m.
Barack Obama: No Excuses for Lack of Student Achievement in a Globally Competitive World
Dennis Rahiim Watson, Ph.D., Motivational Speaker; President and CEO, the Center for Black Student Achievement—New York, New York

6:00–7:00 p.m.
INDIGO 204 B
Indigo Level, 2nd Floor

APINCORE (Asian/Pacific Islander American) Caucus

During NCORE® 2009, there are four meetings hosted by the APINCORE (Asian/Pacific Islander American) Caucus Group.

127. Informational Meeting and Social

For other meetings of the APINCORE Caucus group, see index 210, 382, 476

6:00–7:00 p.m.
AQUA 304
Aqua Level, 3rd Floor

NATIVE AMERICAN CAUCUS

Four meetings are hosted by the Native American Caucus Group organized during NCORE® 2007 Conference. During NCORE® 2009 the Native American Caucus will meet to discuss a series of issues affecting Native Americans in higher Education.

128. Welcome and Conference Overview

For other meetings of the Native American Caucus group see Index 002, 211, 380, 474

6:00–7:30 p.m.
INDIGO 204 A
Indigo Level, 2nd Floor

LATINO/A CAUCUS

Six meetings are hosted by the Latino/a Caucus Group organized during the NCORE® Conference. During NCORE® 2009 the Latino/a caucus will meet to discuss a series of issues affecting Latinos faculty, administrators, and students in higher education.

129. Pre-Conference Orientation Meeting and Social

For other meetings of the Latino/a Caucus group, see index 004, 209, 245, 381, 475

6:00–8:00 p.m.
INDIGO 206
Indigo Level, 2nd Floor

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 379

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 NCORE® to be inclusive, we invite you to visit the caucus group meetings. NCORE® has eight active caucuses: Native American, 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 important issues and topics. Meeting rooms are available for informal meetings to facilitate networking and discussion. Rooms may be scheduled in the evening through conference headquarters personnel, and will be assigned on a first-come, first-served basis. An effort will be made to announce scheduled informal meetings at prior plenary sessions and a notice will be posted on the bulletin board located in the conference registration area.

6:00–8:00 p.m.
UNIVERSITY OF SAN DIEGO

132. COLLEGE BOARD/NCORE® 2009 STUDENTS AND STUDENT SCHOLARS' RECEPTION



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

NCORE® would like to acknowledge the President's Advisory Board on Inclusion and Diversity and the ethnic Studies Program at the University of San Diego's Sponsorship for Reverend Vivian's participation and presentation at NCORE® 2009.



NCORE® 2009 Student Scholars, Student Participants, and National Advisory Committee members are invited to join us for this reception to honor our Student Scholars and to discuss a series of issues affecting students in higher education.

Transportation will be provided by NCORE®. Please check with the registration desk.

8:15–9:00 p.m.

SAPPHIRE BALLROOM
Sapphire Level, 4th Floor

SPECIAL EVENING EVENTS



133. "One Dream 2009" Youth Project

"...Just like on September 11th...except that this time... my community is the one that's under attack"

Together, we perform Spoken Word, Skits, and through multimedia storytelling will be showcasing the empowerment and resiliency of immigrant youth. An organization of 20 undocumented youth has devoted themselves to demonstrating humanity for undocumented immigrants. Of the total undocumented population, 3 million of them arrived in this country as children and are being raised in this country. They would like the opportunity to choose this country as their own. Our national public awareness campaign illuminates the plight of undocumented youth as a dignified human experience. Young people have organized to demonstrate the humanity for all undocumented immigrants, whose country was once chosen for them and one they choose today. This movement, known as *One Dream 2009*, is giving a voice to the voiceless and needs your support by providing Human Being Cards to all people.

JuanCarlos Arauz, Ph.D., Consultant, Peace x Piece Education Consulting—
Novato, California (**Coordinator/Organizer**) arauzmoore@comcast.net
www.peacexpiece.org 1world@peacexpiece.org

9:00–10:30 p.m.

SAPPHIRE BALLROOM
Sapphire Level, 4th Floor

SPECIAL EVENING EVENTS



134. *Between Barack and a Hard Place: Racism and White Denial in the Age of Obama*

Race is, and always has been, an explosive issue in the United States. In this timely new book, Tim Wise explores how Barack Obama's emergence as a political force is taking the race debate to new levels. According to Wise, for many whites, Obama's rise signifies the end of racism as a pervasive social force; they point to Obama as a validation of the American ideology that anyone can make it if they work hard, and as an example of how institutional barriers against people of color have all but vanished. But is this true? And does a reinforced white belief in color-blind meritocracy potentially make it harder to address ongoing institutional racism? After all, in housing, employment, the justice system and education, the evidence is clear: white privilege and discrimination against people of color are still operative and actively thwarting opportunities, despite the success of individuals like Obama.

Is black success making it harder for whites to see the problem of racism, thereby further straining race relations, or will it challenge anti-black stereotypes to such an extent that racism will diminish and race relations improve? Will blacks in power continue to be seen as an "exception" in white eyes? Is Obama "acceptable" because he seems "different than most blacks," who are still viewed too often as the dangerous and inferior "other?" All of these possibilities are explored in *Between Barack and a Hard Place*, by Tim Wise.

Tim Wise, one of the nation's most prominent anti-racist activists and educators and author of the critically-acclaimed memoir, *White Like Me*. For more information visit www.speakoutnow.org



PRE-CONFERENCE INSTITUTES AT A GLANCE

101. INSTITUTE ON Accessing and Analyzing National Databases for Race and Ethnicity Research in Higher Education

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

102. INSTITUTE FOR Advancing Your Career: What You Need to Know to Advance in Higher Education

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

103. INSTITUTE ON Asian and Pacific Islander Americans: Taking Notice, Being Heard

- PART I—Tuesday, May 26—8:30–11:30 a.m.
- PART II—Tuesday, May 26—1:30–5:30 p.m.
- PART III—Wednesday, May 27—8:30–11:30 a.m.

104. INSTITUTE ON Cracking the Codes of Internalized Racial Oppression and Internalized Racial Supremacy

- PART I—Tuesday, May 26—8:30–11:30 a.m.
- PART II—Tuesday, May 26—1:30–5:30 p.m.
- PART III—Wednesday, May 27—8:30–11:30 a.m.

105. INSTITUTE FOR Community Cross-Racial Institute on LGBT Issues in Higher Education

- PART I—Tuesday, May 26—8:30–11:30 a.m.
- PART II—Tuesday, May 26—1:30–5:30 p.m.
- PART III—Wednesday, May 27—8:30–11:30 a.m.

106. INSTITUTE ON Diversity Training: Sheep-dipping or Changing Your Organization

- PART I—Tuesday, May 26—8:30–11:30 a.m.
- PART II—Tuesday, May 26—1:30–5:30 p.m.
- PART III—Wednesday, May 27—8:30–11:30 a.m.

107. INSTITUTE FOR Establishing Dynamic Cultural Centers to Meet the Needs of Changing Student Populations

- PART I—An Establishment and Growth Model for Cultural Centers
Tuesday, May 26—8:30–11:30 a.m.
- PART II—Continuing the Development Model for Cultural Centers: Interventions and Methodologies
Tuesday, May 26—1:30–5:30 p.m.
- PART III—Experiential Application of the Establishment and Growth Model
Wednesday, May 27—8:30–11:30 a.m.

108. INSTITUTE ON Contemporary Strategies for Affecting Institutional Change

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- PART II—Tuesday, May 26—1:30–5:30 p.m.
- PART III—Wednesday, May 27—8:30–11:30 a.m.

109. INSTITUTE FOR Exploring Racism and Internalized Racism in the Classroom

- PART I—Tuesday, May 26—8:30–11:30 a.m.
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110. INSTITUTE ON Faculty of Color: Teaching in Predominantly White Colleges and Universities

- PART I—What are Faculty of Color Saying About Their Experiences in Predominantly White Colleges and Universities?
Tuesday, May 26—8:30–11:30 a.m.
- PART II—What are Some Recommendations for Recruiting and Retaining Faculty of Color?
Tuesday, May 26—1:30–5:00 p.m.

111. INSTITUTE ON “In Search of Our Mother’s Garden:” Growing a Model Multicultural Affairs Department

- PART I—Tilling the Soil: Creating Inclusive Excellence in Multicultural Affairs’ Offices!
Tuesday, May 26—8:30–11:30 a.m.
- PART II—Sowing the Seeds: Recruitment and Retention Diversity Programs That Work!
- PART III—Watering the Spirit: Diversity Beyond the Borders!
Tuesday, May 26—1:30–5:30 p.m.
- PART IV—Fertilizing the Soul: Increasing Longevity and Promotion Opportunities of Multicultural Affairs Professionals
Wednesday, May 27—8:30–11:30 a.m.

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

- PART I—Racial Identity and Contemporary Research in Multiracial Issues: Discussions to Help Understand the Perceptions of Multiracial Students
Tuesday, May 26—8:30–11:30 a.m.
- PART II—Describing and Distinguishing a Racial or Multiracial Identity
Tuesday, May 26—1:30–5:30 p.m.
- PART III—Panel of Multiracial Persons: The Assessment and Development of On-campus Programs Addressing Contemporary Multiracial Issues
Wednesday, May 27—8:30–11:30 a.m.

113. INSTITUTE ON Listening To and Learning From Student Voices

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

114. INSTITUTE FOR Making Assessment Work for Inclusive Excellence: It Works If You Work It!

- PART I—Foundational Concepts and an Integral Educator/Evaluator-Self As Responsive Instrument Model
Tuesday, May 26—8:30–11:30 a.m.
- PART II—Working It!: Maximizing the Value and Utility of Assessment/Evaluation Practices for Inclusive Excellence and Ethical Praxis
Tuesday, May 26—1:30–5:30 p.m.
- PART III—Assessment Works!: From Data → Information → Insight to Action for Social Justice
Wednesday, May 27—8:30–11:30 a.m.

PRE-CONFERENCE INSTITUTES AT A GLANCE

115. INSTITUTE ON Multicultural Fraternities and Sororities; Are We Ready for Change?

- PARTI—Identify Issues and Discuss the Background/History of These Issues
- PARTII—Identify the Process for Building a Strong Fraternity and Sorority Community
Tuesday, May 26—8:30–11:30 a.m.
- PARTIII—Discussion on the Pros and Cons
- PARTIV—Discussion From Other Models and Suggestions for Advisors
Tuesday, May 26—1:30–5:30 p.m.
- PARTV—Developing Your Action Plan (Greek Affairs Network on Minority Issues)
Wednesday, May 27—8:30–11:30 a.m.

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

- PARTI—Tuesday, May 26—8:30–11:30 a.m.
- PARTII—Tuesday, May 26—1:30–5:30 p.m.
- PARTIII—Wednesday, May 27—8:30–11:30 a.m.

117. INSTITUTE ON Postracial Nation? What Colleges and Universities Can Do to Help This Happen

- PARTI—A Post-Race, Post-Whiteness, Post-Oppression Analysis (Change in the Self)
Tuesday, May 26—8:30–11:30 a.m.
- PARTII—What Can We Do at Our Own Institution to Promote a Postracial Nation? (Change in the Organization)
Tuesday, May 26—1:30–5:30 p.m.
- PARTIII—Creating a Postracial Democracy, Economy and National Education System (Change in Larger Systems)
Wednesday, May 27—8:30–11:30 a.m.

118. INSTITUTE ON Race and Class Matters: The Ins and Outs

- PARTI—Unpacking the Intersections of Race and Class
Tuesday, May 26—8:30–11:30 a.m.
- PARTII—Examining and Understanding Internalized Racism and Classism
Tuesday, May 26—1:30–5:30 p.m.
- PARTIII—Strategies for Building Solidarity Across Race and Class Lines on Campus
Wednesday, May 27—8:30–11:30 a.m.

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

- CommunityCollege Leadership Development Initiative
Tuesday, May 26—9:00–11:30 a.m.
- America: Bright or Bleak Future?
Tuesday, May 26—1:30–5:00 p.m.
- Defending the Community College Equity Agenda
Wednesday, May 27—8:30–11:30 a.m.

120. INSTITUTE ON SAAB: Tackling the Black and Brown Male Crisis

- PARTI—Male Initiatives: Creating Culturally Sensitive Environments Conducive for Learning and Success (Systemic and Institutional Component)
Tuesday, May 26—8:30–11:30 a.m.
- PARTII—Disappearing Acts: Visibility and Role of Minority Males (Dialogical Component)
Tuesday, May 26—1:30–5:30 p.m.
- PARTIII—Black and Brown Males: Cultivating Passion for Excellence (A Conversation With the Students)
Wednesday, May 27—8:30–11:30 a.m.

121. INSTITUTE ON Strategies for Conducting Effective Campus Climate Studies

- PARTI—Tuesday, May 26—8:30–11:30 a.m.
- PARTII—Tuesday, May 26—1:30–5:30 p.m.

122. INSTITUTE ON Teaching and Studying Across National and Cultural Boundaries: Exploring Tensions, Ambivalence and Understandings Regarding Race, Ethnicity and Identity

- PARTI—Tuesday, May 26—8:30–11:30 a.m.
- PARTII—Tuesday, May 26—1:30–5:30 p.m.
- PARTIII—Wednesday, May 27—8:30–11:30 a.m.

123. INSTITUTE FOR Women in the Academy: Adding Organizational Development Frameworks to Your Cultural Toolkit

- PARTI—Tuesday, May 26—8:30–11:30 a.m.
- PARTII—Tuesday, May 26—1:30–5:30 p.m.

124. INSTITUTE FOR a Work in Progress: Building the Institutional Capacity for Diversity

- PARTI—Tuesday, May 26—8:30–11:30 a.m.
- PARTII—Tuesday, May 26—1:30–5:30 p.m.
- PARTIII—Wednesday, May 27—8:30–11:30 a.m.

125. INSTITUTE ON Leadership and Empowerment of Students

- The Ultimate Guide to Finding a Job: NCORE® Edition by The National Association of Colleges and Employers
Tuesday, May 26—8:30–11:30 a.m.
- Dancing on the Head of a Pin: Preparing Students for Graduate and Professional Schools
Tuesday, May 26—1:30–5:30 p.m.
- PREPARING FUTURE FACULTY—Mutual Mentoring: Creating and Sustaining Mentoring Networks
Wednesday, May 27—8:30–11:30 a.m.

PRE-CONFERENCE INSTITUTES

Tuesday, May 26, 2009—8:30–11:30 a.m. and 1:30–5:30 p.m.

Wednesday, May 27, 2009—8:30–11:30 a.m.

A series of 25 Institutes is scheduled all day Tuesday, May 26 and the first half day of Wednesday, May 27. 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.

SAPPHIRE 411

Sapphire Level, 4th Floor

101. INSTITUTE ON Accessing and Analyzing National Databases for Race and Ethnicity Research in Higher Education

In this daylong institute, 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) data sets (e.g., Survey of Doctorate Recipients, Recent College Graduates Survey, etc.); U.S. Department of Education data sets (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 institute 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, skills for accessing national databases, and an understanding of the costs and benefits associated with secondary data analysis.

The second part will focus on analyzing national data. This part 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 the presenter 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.

PART I—Tuesday, May 26—8:30–11:30 a.m.

PART II—Tuesday, May 26—1:30–5:30 p.m.

Terrell Lamont Strayhorn, Ph.D., Associate Professor and Special Assistant to the Provost; Director, Center for Higher Education Research and Policy (CHERP), Department of Educational Leadership and Policy Studies, University of Tennessee—Knoxville, Tennessee strayhorn@utk.edu

AQUA 303

Aqua Level, 3rd Floor

102. INSTITUTE FOR Advancing Your Career: What You Need to Know to Advance in Higher Education

This daylong institute will provide participants an opportunity to conduct extensive career planning, participate in mock interviews, and review resume and letters of applications. Dr. Polonio has helped recruit and has placed over 100 college presidents. Has had extensive experience mentoring and advising aspiring presidents.

This is an opportunity for individuals in the beginning, middle or experience administrators to learn how searches for administrators are conducted.

Topics will include career planning, learning effective interview skills, preparing a competitive resume and letter of reference, and understanding how background checks are conducted. Learn how search committees approach and evaluate minority candidates. Come learn from national experts about being effective candidates and reaching your professional goals.

PART I—Tuesday, May 26—8:30–11:30 a.m.

PART II—Tuesday, May 26—1:30–5:30 p.m.

Narcisa A. Polonio, Ed.D., Vice President for Research, Education, and Board Leadership Services including: the CEO Search Service; Board Leadership Retreat Service; Presidential Evaluation Service; Board Self-Assessment Service; Interim President Service; Mediation and Conflict Resolution Service; and the AACCT/ACCT Leadership Academy, Association of Community College Trustees—Washington, D.C. npolonio@acct.org
www.acct.org

AQUA 309

Aqua Level, 3rd Floor

103. INSTITUTE ON Asian and Pacific Islander Americans: Taking Notice, Being Heard

This day and a half long institute focuses on understanding the uniqueness of Asian and Pacific Islander Americans in education: from the myths and stereotypes to the politics of inclusion and representation. Participants will study issues and challenges, as well as receiving first-hand practice in developing leadership skills and career planning.

Tuesday, May 26—8:30–11:30 a.m.

In the first part, the institute will present and discuss issues in regard to:

- Asian and Pacific Islander Americans—Our Name, Our Numbers;
- Asian and Pacific Islander Americans—Cultural Values;
- Asian and Pacific Islander American Educational Leaders in the U.S.—Facts, Figures, Myths and Stereotypes; and
- Understanding Campus Racial Politics of Asian and Pacific Islander American Students/Staff/Faculty/Administration: Inclusion and Representation.

Tuesday, May 26—1:30–5:30 p.m.

In the the second part, the institute will present and discuss issues in regard to:

- Leadership Styles; Leadership Challenges,
- Managing the Asian and Pacific Islander American Career,
- Developing Your Unique Leadership Style,
- Assertiveness versus Aggressiveness: How to make a mark, and
- Communication Strategies.

Wednesday, May 27—8:30–11:30 a.m.

In this part, the institute will present and discuss issues in regard to:

- Networking and Mentoring,
- Interviewing Skills,
- Advocacy: My role or someone else’s,
- Campus Problem Solving, and
- Charting a Course; Staying on Course.

Audrey Yamagata-Noji, Ph.D., Vice President, Student Services, Mt. San Antonio College; Board of Directors, Asian and Pacific Americans in Higher Education (APAHE); Trainer/Facilitator, Leadership Education for Asian Pacifics (LEAP)—Walnut, California ayamagata-noji@mtsac.edu
Other Presenter(s) are being invited

SAPPHIRE P

Sapphire Level, 4th Floor

104. INSTITUTE ON Cracking the Codes of Internalized Racial Oppression and Internalized Racial Supremacy

This institute will explore the subjective or personal dimension of internalized racial oppression. In people socialized as “white” this will show up as *internalized racial superiority*. Among people of color who bear the brunt and burden of institutionalized white supremacy this subjective, psychic dimension of social oppression is known as *internalized oppression*. Internalized racism and internalized racial entitlement powerfully impact our capacities for analysis and behavior. Our explorations will have three distinct and overlapping aims:

- to describe experiences of internalized racial superiority and internalized racism
- to understand or theorize the harm done by these experiences in our lives, teaching and activism
- to initiate thoughtful action and future planning to loosen and lessen the impact of these traumas on our lives

The primary source material for our research will be our own experience and knowledge of internalized supremacy and internalized oppression. As a self-study learning community we will use multiple approaches, including:

- individual self-reflection; one-on-one conversation
- small group conversation
- group writing and expressive arts activities
- lecturettes, dialogue and film

All of these approaches will be designed to make visible the unconscious dynamics which keep us locked into our assigned roles as oppressors and oppressed, and to support us in creating experiential and practical knowledge about how we can work our way to freedom as persons and communities.

PART I—Tuesday, May 26—8:30–11:30 a.m.

PART II—Tuesday, May 26—1:30–5:30 p.m.

PART III—Wednesday, May 27—8:30–11:30 a.m.

Mike Benitez Jr., Doctoral Student, Educational Leadership and Policy Studies; Graduate Assistant, Vice President for Student Affairs, Iowa State University—Ames, Iowa

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 <http://www.sivideo.com/diversity/shakti.htm>

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

Tim Wise, Leading Anti-Racism Educator, Activist, and Author—Nashville, Tennessee www.speakoutnow.org timjwise@msn.com

Catherine Wong, Director, Urban Outreach Initiatives, Lynch School of Education, Boston College—Chestnut Hill, Massachusetts
catherine.wong.2@bc.edu

SAPPHIRE L

Sapphire Level, 4th Floor

105. INSTITUTE FOR Community Cross-Racial Institute on LGBT Issues in Higher Education

On most predominantly white institution campuses, people of color are already under-represented and LGBT people of color can find themselves particularly isolated or very few in number. How do LGBT people of color strategize to get sexual orientation and gender identity issues included within the ethnic communities’ agendas, as well as trust or make sure that LGBT organizations are inclusive of people of color? What are the appropriate roles of white LGBT allies in these dynamics on campus? How do we speak about these issues openly and honestly with each other? Presenters expect to cover/explore a range of issues in regard to campus and community life issues, mentoring, academic approaches to these issues and inclusion within ethnic studies and multicultural curricula, student and human relations services, and the contexts of religious affiliations both institutionally and on campus. Issues of personal presentation, representation and “authenticity” will be shared and discussed as we encourage support and mutual strategizing during the current national climate that has placed LGBT relationships at the center of several state and national debates. When race and ethnicity overlap and are central parts of our LGBT identities, how do we manage personal, academic and professional demands and expectations? Presenters will be addressing these and other questions that will break new ground in this important area for higher education and its people of color constituencies at NCORE®.

This institute provides an opportunity for a critical mass of LGBT people of color to have within-group and cross-group discussions to explore and share common concerns, strategize, and gain understanding of each others circumstances and gain allies. The institute is designed for faculty, staff, and students from the LGBT community and its active allies who will then explore with each other the issues, tensions and successes around the intersections of racial identity and sexual orientation/gender identity on campus. At this institute there will be a resource table to share publications, brochures, books, videos and materials that have proven helpful on campus. This institute will be facilitated by a varied group of leaders from the African-American, Native American, Latino, mixed-race, and white LGBT campus communities at a variety of institutions across the U.S. and we hope and expect to have participants from a wide variety of racial backgrounds.

PART I—Tuesday, May 26—8:30–11:30 a.m.

PART II—Tuesday, May 26—1:30–5:30 p.m.

PART III—Wednesday, May 27—8:30–11:30 a.m.

Billy Curtis, Assistant Dean of Students, and Director, Gender Equity Resource Center, University of California—Berkeley, California

Jan Estrellado, Assistant Director of Education, LGBT Resource Center, University of California—San Diego, California

A.T. Miller, Ph.D., Director of the Global Intercultural Experience for Undergraduates, University of Michigan—Ann Arbor, Michigan atmiller@umich.edu

Lisa Moore, Ph.D., Assistant Dean of Multicultural Affairs, Reed College—Portland, Oregon

Agustin Orozco, Assistant Director, OASIS, University of California—San Diego, California

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

SAPPHIRE H

Sapphire Level, 4th Floor

106. INSTITUTE ON Diversity Training: Sheep-dipping or Changing Your Organization

For too many years organizations have relied on “diversity training” to “fix” matters surrounding issues of difference on their campuses. While effective training can raise awareness and help sensitize people to particular concerns, it is virtually impossible for training alone to bring about the systematic organizational change necessary to create genuinely diverse and hospitable school environments.

This day and a half long institute will

- (1) tease apart the desired goals of a typical course of diversity trainings and identify additional strategies for meeting those needs and goals,
- (2) look at possible models for creating small group learning experiences that will have the greatest impact,
- (3) examine a change process that places diversity training and other educational efforts in the most change-producing context,
- (4) explore ways to build the sense of urgency necessary to move the organization forward, and
- (5) identify strategies to create change when there is not leadership at the top of the organization.

PART I—Tuesday, May 26—8:30–11:30 a.m.**PART II—Tuesday, May 26—1:30–5:30 p.m.****PART III—Wednesday, May 27—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

AQUA 305

Aqua Level, 3rd Floor

107. INSTITUTE FOR Establishing Dynamic Cultural Centers to Meet the Needs of Changing Student Populations?

The *Cultural Center Establishment and Growth Model*, developed by the California Council of Cultural Centers in Higher Education (CaCCCHE), will be presented and utilized. The scope of this innovative model incorporates all of the critical stages necessary for the establishment and successful growth of cultural centers—assessment, development, implementation and long-range strategic planning.

This three part interactive institute is designed to explore the critical role, successful establishment and dynamic development of cultural centers on college campuses, particularly as it relates to working with intersections of identity, including race, class, gender, ability and sexuality. Through dialogue, experiential activities, and presentation of case studies, this institute will provide participants with tools and strategies for the application of the model on their campus. This institute will particularly benefit those who are directors and staff of cultural centers, coordinators of diversity and equity initiatives, directors of student life programs, as well as faculty and administrators interested in moving their campus forward in establishing a cultural center and those seeking to enhance already existing centers.

Tuesday, May 26—8:30–11:30 a.m.**PART I—An Establishment and Growth Model for Cultural Centers**

As partners in the educational enterprise, cultural centers must assume their vital institutional role in supporting, facilitating, and enhancing a multicultural mission of higher education. To this end, this session presents the *Cultural Center Establishment and Growth Model* for the development and institutional implementation of an effective cultural center. Drawing on the collective expertise of cultural centers currently in place throughout California's two- and four-year, public and private institutions, this universal model

extends beyond a focus on multicultural “programming” to incorporate assessment, development, implementation and strategic planning. Key to this presentation is an exploration of a step-by-step process and a discussion of critical questions as they apply at each juncture of the model.

Tuesday, May 26—1:30–5:30 p.m.**PART II—Continuing the Development Model for Cultural Centers: Interventions and Methodologies**

Through dialogue, discussion, presentation of case studies, and pragmatic enactments this session will share effective tools and methodologies that model techniques for the practical application of the *Establishment and Growth* model. This interactive session examines the role of campus cultural centers in impacting the campus climate. It brings together the collective expertise and strategies of the California Council of Cultural Centers in Higher Education (CaCCCHE).

Wednesday, May 27—8:30–11:30 a.m.**PART III—Experiential Application of the Establishment and Growth Model**

The third session will allow participants to put theory into practice. Working in small groups, using contemporary real life scenarios set in a college environment, participants will apply the *Cultural Center Establishment and Growth Model* to create a center, partner a center with academic components of the college or assess the services and function of a center.

Estifanos (Steven) Baissa, Director, Cross-Cultural Center, University of California—Davis, California salam@ucd.edu

Winnie Moore LaNier, Ph.D., Assistant Professor/Campus Life Coordinator, Student Development, Cosumnes River College—Sacramento, California lanierw@crc.losrios.edu

Leela MadhavaRau, Advisor to the President and Associate Dean, Campus Diversity and Inclusion, University of Redlands—Redlands, California leela_madhavarau@redlands.edu

Marylyn Paik-Nicely, Director, MultiCultural Center, Humboldt State University—Arcata, California mkp2@humboldt.edu

William (Billy) Vela, Director, El Centro Chicano, University of Southern California—Los Angeles, California wvela@usc.edu

Edwina Welch, Director, Cross-Cultural Center, University of California—San Diego, California ewelch@ucsd.edu

SAPPHIRE 410

Sapphire Level, 4th Floor

108. INSTITUTE ON Contemporary Strategies for Affecting Institutional Change

Do you find yourself being rejuvenated and inspired in your work after attending conferences such as NCORE®, but return to campus unsure of what to do next? Whether you're a first-time attendee or a veteran, this pre-conference institute will feature opportunities to share and brainstorm around challenges on participant campuses and explore implementation strategies. Presenters will bring their wealth of experience—at community colleges; small, private, liberal arts colleges; and large, public universities—to bear in working with participants to develop concrete steps for affecting institutional change; building capacity; broadening alliances; and identifying innovative approaches to what too often is seen as passé.

This day and a half-long institute will challenge participants to explore issues of race, class, and gender in their own lives; reflect on how this affects our work in higher education; and identify specific ways in which lessons learned can be brought back to each unique campus environment. Previous student participants from the “Facing You, Facing Me” program at UC Berkeley will help get some hot-button issues on the table, challenging participants to focus not only on what is said, but also on what is not discussed openly—the underlying fears, frustration, ignorance, and confusion that render

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unproductive so many of our conversations about race, class, and gender. This institute will feature a mix of small- and large-group discussions, activities, multimedia and strategy discussions. Come ready to engage and participate; walk away with next steps to further the work you do on your campus. Sponsored by NASPA – Student Affairs Administrators in Higher Education. www.naspa.org

PART I—Tuesday, May 26—8:30–11:30 a.m.

PART II—Tuesday, May 26—1:30–5:30 p.m.

PART III—Wednesday, May 27—8:30–11:30 a.m.

Gwendolyn Dundy, Ph.D., Executive Director, NASPA - Student Affairs Administrators in Higher Education—Washington, D.C.

Jerlena Griffin-Desta, Vice President, Student Affairs, Reed College—Portland, Oregon

Celestino Limas, Dean of Students, and Chief Diversity Officer, Lewis & Clark College—Portland, Oregon limas@clark.edu

Kaaryn Sanon, Senior Director, Marketing and Communications, NASPA - Student Affairs Administrators in Higher Education—Washington, D.C. www.naspa.org

David Stark, General Director, Stiles Hall—Berkeley, California

SAPPHIRE D

Sapphire Level, 4th Floor

109. INSTITUTE FOR Exploring Racism and Internalized Racism in the Classroom

This is a daylong institute. In part one of the institute, participants will explore a model for identifying and analyzing manifestations of racism and internalized racism in the classroom. This model is organized around a series of frameworks for understanding racism and internalized racism in the classroom.

- The first module of the framework is concerned with an examination of philosophical foundations including an examination of participants own ontological, epistemological, axiological and sociological foundations.
- Module two of the framework examines critical oppression theory including a discussion of some key definitions and an examination of levels and types of racism and internalized racism.
- Module three of this model will be presented in part two of the institute, and will include an examination of frameworks for interrupting and responding to racism and internalized racism in the classroom.

Five *Elements of a liberatory consciousness* provide a framework for developing liberatory responses to racism and internalized racism in the classroom. Liberatory responses are characterized as those interventions that enable individuals to move beyond their socialization into social identity group membership and enable response strategies that interrupt racism and internalized racism and transform interactions and spaces to enable empowerment and liberation. Six principles of a liberatory pedagogy will provide a basis for the examination of a series of classroom scenarios that will enable participants to gain experience applying this framework to the identification and analysis of racism and internalized racism in the classroom, and to gain expertise and confidence in interrupting racism and internalized racism. Participants will have the opportunity to present their own case studies for an examination by the group and the development of sample liberatory responses.

PART I—Tuesday, May 26—8:30–11:30 a.m.

PART II—Tuesday, May 26—1:30–5:30 p.m.

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

AQUA 307

Aqua Level, 3rd Floor

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

This daylong institute should particularly benefit those faculty, future faculty and college and university administrators who desire to deepen their understanding of these issues and seek to engage in dialogue on developing effective recruitment and retention strategies for institutional change. Using information from the book, *Faculty of Color: Teaching in Predominantly White Colleges and Universities* edited by Christine A. Stanley (Anker, 2006), the facilitator will share, through the use of case studies, predominant themes and will engage participants on the first-hand experiences of faculty of color teaching in predominantly white institutions.

Tuesday, May 26—8:30–11:30 a.m.

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

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

Tuesday, May 26—1:30–5:00 p.m.

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

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

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

AQUA 311

Aqua Level, 3rd Floor

111. INSTITUTE ON “In Search of Our Mother’s Garden:” Growing a Model Multicultural Affairs Department

This four-part institute will offer the necessary tools and resources that will assist our colleagues in creating and growing Multicultural Affairs departments at institutions across the nation. The institute will focus on theoretical and practical solutions to give credence to the evolving “grass roots” efforts to put diversity into action in higher education settings.

Tuesday, May 26—8:30–11:30 a.m.

PART I—Tilling the Soil: Creating Inclusive Excellence in Multicultural Affairs Offices!

University personnel (faculty, professional staff and administrators) have an increasing responsibility for training culturally competent global leaders. Similarly, these professionals have the challenge to be 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 an 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 26—1:30–5:30 p.m.

PART II—Sowing the Seeds: Recruitment and Retention Diversity 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 also will examine the relevance of cultural centers and their significance at PWIs.

PART III—Watering the Spirit: Diversity 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 hinge 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 in response to natural disasters. Finally, the session will allow participants to provide recommendations that can be used to further diversity work at their respective institutions.

Wednesday, May 27—8:30–11:30 a.m.

Part IV—Fertilizing the Soul: Increasing Longevity and Promotion Opportunities of Multicultural Affairs Professionals

Diversity management in general and especially diversity work in higher education is tough, yet rewarding work. Validation, job satisfaction, collegial support and career mobility are facets that are often overlooked by diversity professionals who dedicate their time and energy toward increasing the success of others. This session will allow Multicultural Affairs professionals to participate in discussions and learn strategies to reduce early burn-out, increase job satisfaction and use collegial support. This session will allow participants to learn promising practices around career mapping and career mobility within the field of diversity management.

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

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

AQUA 312

Aqua Level, 3rd Floor

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

This three-part, highly interactive institute is designed to give participants 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 on campus and in 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. The institute also provides opportunities for participants to assess multiracial programs established in their institutional environments and 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 26—8:30–11:30 a.m.

PART I—Racial Identity and Contemporary Research in Multiracial Issues: Discussions to Help Understand the Perceptions of Multiracial Students

This session provides an overview of contemporary research related to the racial identity and perceptions of multiracial people. The session is designed to enhance participants' understanding of multiracial students and their experiences on campus. Through an interactive presentation of a panel of experts, small- and large-group discussion and case studies, institute participants will explore current thought about multiracial people and consider how new theoretical frameworks may be applied to their own practice of teaching, advising or counseling multiracial students. The session is designed to raise key questions related to racial identity, such as 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? An updated bibliography of recently published multiracial literature will be included.

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

Tuesday, May 26—1:30–5:30 p.m.

PART II—Describing and Distinguishing a Racial or Multiracial Identity

As a way to realize and anchor the 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 multiracial 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 Chang, Ed.D., American Dance Therapy Association (ADTR), Faculty, Creative Arts Therapy Certificate Program, The New School University—New York, New York mhchang3@gmail.com

Wednesday, May 27—8:30–11:30 a.m.

PART III—Panel 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 NCORE® 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 search for ways to promote dialogue and coalition building around multiracial issues on college campuses. Through small- and large-group work, participants will be provided with 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 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

Additional Panel Members are being invited

AQUA 314

Aqua Level, 3rd Floor

113. INSTITUTE ON Listening To and Learning From Student Voices

This daylong institute will engage participants in critical encounters with student voices, views, challenges and opportunities. In interactive groupings presenters will use transcripts from focus groups and interviews, as well as e-mails and reflective writings of students in urban high schools and community colleges to surface implications for emancipatory practices that prepare students for success in higher education.

PART I—Tuesday, May 26—8:30–11:30 a.m.

PART II—Tuesday, May 26—1:30–5:30 p.m.

Tanya Baker, Associate Director, National Programs, National Writing Project, University of California—Berkeley, California tbaker@nwp.org

Jennifer Cost, English Professor, San Diego Mesa College; and Teacher Consultant, San Diego Area Writing Project—San Diego, California

DeWayne Dickens, Assistant Professor, Tulsa Community College; Teacher Consultant, Oklahoma State University Writing Project—Tulsa, Oklahoma

Makeba Jones, Ph.D., Project Scientist, University of California-San Diego; and Director, San Diego Area Writing Project—San Diego, California

Christine Kane, Literacy Instructor, University of San Diego, and San Diego State University; Teacher Consultant, San Diego Area Writing Project—San Diego, California

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

Marla Grupe Williams, Lecturer, Department of Rhetoric and Writing Studies, San Diego State University; Teacher Consultant, San Diego Area Writing Project—San Diego, California

AQUA 304

Aqua Level, 3rd Floor

114. INSTITUTE FOR Making Assessment Work for Inclusive Excellence: It Works If You Work It!

Making assessment work for inclusive excellence and the greater good requires responsive, diversity-grounded processes that inform and improve as well as prove. Assessment then becomes a valuable resource for relevant knowledge creation and continuous development towards excellence from multiple vantage points, in addition to conventional accountability compliance documentation. Inclusive excellence demands that we know the success vision—the prize—from multiple vantage points so that we can more fully keep our eyes on it. The ultimate prize resides in students and others who receive our services or products, vis-a-vis our outcome promises. In what ways and to what extent are your curricular, co-curricular, pedagogical and other intervention activities breathing life into success visions for all students? How do you know what you have accomplished and the extent to which your evaluative judgments resonate with the lived realities of persons that you assess—experiential validity? Addressing these questions will spotlight empathic perspective-taking competencies and “interpersonal validity” issues—self as knower, inquirer and engager of the full array of diverse voices, views and vantage points. Inclusive excellence demands the expansion of our sociocultural lenses, filters and frames in order to enhance the quality, credibility and resonance of our perceptions, transactions and meaning-making interpretations. This is especially critical when data collection, analysis and interpretation processes involve communications across diversity divides. Enhancing experiential validity and interpersonal validity calls for a lifelong learning and reflective practice journey that I invite us to explore together.

Tuesday, May 26—8:30–11:30 a.m.

PART I—Foundational Concepts and an Integral Educator/Evaluator-Self as Responsive Instrument Model

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

Tuesday, May 27—1:30–5:30 p.m.

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

What claims are you making about the impact of your services or products? How credible and compelling are those claims to your key stakeholders and how do you know? This session explores the program development and evaluation logic model and provides participants with a set of probing questions and guidelines for conducting appropriate and effective program assessments. This information is designed to assist in focusing on key elements needed to move beyond simplistic program description to critically and creatively reflective program assessment. This module will help participants deepen their knowledge of “interpersonal validity” as a critical complement to the more conventional *methodological validity* considerations—notably, the soundness and trustworthiness of understandings warranted by the uses of assessment/evaluation tools, techniques and strategies. Each participant will start compiling their own *Self As Instrument Portfolio*. This session will help

create a bridge to assessment practice and will give participants a head start in thinking about their work in the assessment practicum that constitutes the final session of this institute.

Wednesday, May 27—8:30–11:30 a.m.

PART III—Assessment Works!: From Data → Information → Insight to Action for Social Justice

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

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

INDIGO 204 A

Indigo Level, 2nd Floor

115. INSTITUTE ON Multicultural Fraternities and Sororities; Are We Ready for Change?

For many years members in multicultural Greek letter organizations on college campuses would fall under different guidelines, rules and regulations, some written and others implied. These groups would not be confronted on issues because of the lack of knowledge of these organizations from advisors, national organizations and even some of these members themselves. Therefore these organizations would operate on a “need to know basis.” As these organizations grew and incidents began to take place that were not productive to the future of these organizations, the issue of liability became more relevant than ever. With some of these situations came reactive approaches to addressing issues like hazing, financial management, chapter accountability and alcohol management. Today administrators are faced with addressing the needs of these organizations as well as the growing population of other culture-based organizations. Administrators still wrestle with being seen as “the evil and bad administration” and struggle with how much control you should give to groups or have them govern themselves. This “relationship-building” model will give faculty and staff advisors, fraternity and sorority professionals and other university administrators concrete ways to address these issues. Special emphasis will be placed on helping non-blacks or Latinos who work with these organizations. Sometimes it takes more than just “being patient, nice and understanding” to address serious issues on our campuses.

This day and a half-long institute will focus on issues facing university officials advising multicultural fraternities and sororities. The program will stimulate dialogue on issues like the intake process, risk management, inter-Greek relations, and communication between national offices, organization advisors, university officials and the organization members themselves. The presenter will provide some rationale on why these organizations operate as they do and steps that can be taken to get more involvement with these organizations to proactively address issues these groups may face. The goal of this institute is to look into how all advisors working with NPHC groups on white campuses are challenged by a lack of knowledge or lack of willingness to create a change. Issues are talked about year after year at conferences but not addressed because of unrealistic expectations or goals.

Learning Outcomes: Participants will have the opportunity to

- (1) discuss rationale on how these organizations operate and why some issues still exist today,
- (2) discuss the issue of accountability for minority fraternities and sororities,
- (3) discuss issues that face advisors and other university staff and find programs and procedures that will assist these organizations,
- (4) develop a network of professionals that will allow for questions and advice on working with these organizations,
- (5) discuss strategies to address how we can best serve the interests of fraternity and sorority populations, and
- (6) introduce an action plan that may help you address issues on your campus.

Tuesday, May 26—8:30–11:30 a.m.

PART I—Identify Issues and Discuss the Background/History of These Issues

PART II—Identify the Process for Building a Strong Fraternity and Sorority Community

The steps include: (1) Identifying Responsibility; (2) Accountability (Rosters, Intake, etc.); (3) Mission, Limitations and Role Identification; (4) Understanding and Knowing Your Organizations; (5) Assertiveness and Confrontation; and (6) Involvement “Not Really Being Involved.”

Tuesday, May 26—1:30–5:30 p.m.

PART III—Discussion on the Pros and Cons

PART IV—Discussion From Other Models and Suggestions for Advisors

Wednesday, May 27—8:30–11:30 a.m.

PART V—Developing Your Action Plan (Greek Affairs Network on Minority Issues)

Juan Izaguirre, Coordinator, Greek Life, Student Involvement and Leadership Center, University of Kansas—Lawrence, Kansas

Robert N. Page Jr., Ph.D., Director, Office of Multicultural Affairs, University of Kansas—Lawrence, Kansas rpage@ku.edu <http://www.oma.ku.edu/>

AQUA 308

Aqua Level, 3rd Floor

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

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

PART I—Tuesday, May 26—8:30–11:30 a.m.

PART II—Tuesday, May 26—1:30–5:30 p.m.

PART III—Wednesday, May 27—8:30–11:30 a.m.

Eddie Moore Jr., Ph.D., Director of Diversity, The Bush School—Seattle; and Founder, The White Privilege Conference (www.whiteprivilegeconference.com), and America & MOORE Research and Consulting—Seattle, Washington

J.W. Wiley, Doctoral Candidate, Educational Leadership and Policy Studies; Director, Center for Diversity, Pluralism and Inclusion, and Lecturer, Philosophy

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

COBALT 520

Cobalt Level, 5th Floor

117. INSTITUTE ON Postracial Nation? What Colleges and Universities Can Do to Help This Happen

A confluence of two trends now raises the question whether the United States could ever be a “postracial” nation, and if so, what the American colleges and universities can do to aid that outcome. Constructed for scholars and Student Affairs officers, this series of workshops examines the co-occurrence of two propitious events:

- (1) the arrival of Barack Obama onto the U.S. political landscape and
- (2) the less visible but equally important development of a post-oppression/post-harm analysis for diversity that asks us all to “dream of a better world.”

In particular, this institute draws from the work of Mari Ruti (2006) and Antonio Viego (2007) who have each advanced an analysis of how a post-harm (or post-race) approach to social interaction might occur that guides citizens from Lack or oppression to personal and social reconstitution. At the same time, neither theorist has said exactly how this would all be achieved in practice.

The institute will involve participants collaboratively in the first practical application of this new thinking adapted specifically to U.S. colleges and universities. Combining storytelling, reflection and dreaming with such social change methods as autonomous community building, citizen panels and macro systemic change, these sessions will further “operationalize” the Obama spirit of mutuality and hope for students, faculty and staff.

Tuesday, May 26—8:30–11:30 a.m.

PART—A Post-Race, Post-Whiteness, Post-Oppression Analysis (Change in the Self)

While Barack Obama’s ascendancy has created an instant demand for diversity frameworks that reunify a racially fragmented U.S. public, it is also apparent that current approaches remain somewhat preoccupied with oppression and inequity and do not reach the step of building new unity while reducing privilege. This session will be one of the first to interpret a current paradigm shift in diversity theory that urges members to move from Lack (encompassing both oppression and privilege) to a new social positioning where we treat each other as “subjects” who have soul and in that process, aid each other. In modeling mutuality, dreaming and meaning construction, the session interprets the breakthrough work of Mari Ruti (2006) and Antonio Viego (2007) who theorize a major shift in diversity emphasis away from racialization and oppression and in the direction of remaking the self for full participation in a new and more participatory U.S. democracy.

Tuesday, May 26—1:30–5:30 p.m.

PART II—What Can We Do at Our Own Institution to Promote a Postracial Nation? (Change in the Organization)

What will be the impact of a post-oppression, post-critical analysis on Student Affairs divisions, Ethnic Studies Programs, Women’s and Gender Studies programs and queer theory? In this session we present the rudiments of new programming directed to faculty and staff training, student development and course content that shifts the emphasis away from critical engagements of structures of inequality to (a) social reconstitution and (b) full agency, mutuality and soul for all members of a diverse nation. To further this sense of mutuality, participants will be invited to share their ideas for new programming and plan together how they would promote and sustain a postracial, post-oppression campus climate that, ultimately, can serve as a precursor to wider systemic change.

Wednesday, May 27—8:30–11:30 a.m.

PART III—Creating a Postracial Democracy, Economy and National Education System (Change in Larger Systems)

With the legitimate arrival of Barack Obama on the U.S. political landscape, the question must now be asked how if at all this might change the democracy and patterns of public participation. With the first real potential for a “postracial turn,” this session examines new forms of democratic participation that become possible when race and racialization are reduced as barriers to social interaction. In addition, with the failure of a market based democracy and its associated economic collapse, the session asks participants to view that systemic crisis as an opportunity for positive transformation and reconstitution of the country’s largest social institutions. What would higher education’s role be in such broad systemic reform? If there were to be a more engaged and reunified public sphere, for instance, how can we ensure that race and other hierarchies won’t simply reassert?

Laila Aaen, Ph.D., Specializes in identity development for white college students; 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

COBALT 505

Cobalt Level, 5th Floor

118. INSTITUTE ON Race and Class Matters: The Ins and Outs

Many institutions of higher education, especially elite ones, have undertaken initiatives to diversify the student body in terms of race and class; including in some cases eliminating tuition and fees. But beyond recruitment and financial aid, what must campuses do to help students of color and students from poor and working-class backgrounds thrive? The answers to this question involve looking both “in”—at the internalized racism and classism that our students, staff and faculty carry with them and “out”—at the institutional policies and practices that create “unintentional” barriers. In this institute we will examine both the systemic and internalized forces that make it difficult for students of color and students from poor and working class backgrounds to succeed on largely white and middle class campuses.

This day and a half-long institute is designed to explore the intersections and issues of race and class and internalized and systemic racism and classism on campus. History has led to the intense inter-twining of race and class in the U.S. But how much do we really understand the historical precedents of our current situation? Do we know the policies and practices that have led to the racial wealth or achievement gap? As economic inequality grows so does the potential for tensions between groups and the tendency to scapegoat. One arena in which this often plays out is in the backlash over affirmative action and whether it should be race-based or class-based. We will develop strategies, as well as learn information, analysis, and skills to respond when we hear questions like, “Does race trump class or does class trump race?” Participants will better understand the interconnections and interplay of race and class, feel more empowered to take leadership and action on issues of classism and racism on campus and better able to facilitate solidarity across race and class lines. 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 handouts, as well as a bibliography of resources. Join us to learn to negotiate the ins and outs of race and class on campus.

Tuesday, May 26—8:30–11:30 a.m.

PART I—Unpacking the Intersections of Race and Class

We will look at the historical antecedents and the systemic forces that impact our current situation with respect to race and class on campus. We will

examine tensions and misunderstandings that arise across race and class lines on campus and begin to discuss strategies to foster understanding and solidarity.

Tuesday, May 26—1:30–5:30 p.m.

PART II—Examining and Understanding Internalized Racism and Classism

How do those of us, who are people of color and/or from poor and working class backgrounds, internalize the dominant messages of our society and what can we do to overcome them. We will examine the ways that systemic racism and classism can impact the psychological, emotional, spiritual and behavioral lives of those oppressed by racism and classism. How can individuals name, notice and begin a process of liberation from internalized racism and classism?

Wednesday, May 27—8:30–11:30 a.m.

PART III—Strategies for Building Solidarity Across Race and Class Lines on Campus

How can we best create diverse communities of students that foster cross-class/cross-race relationships that carry into the real world after graduation. Institutions of higher education can diversify the student body but if the campus culture encourages people to stay within their heterogeneous groups, then great opportunities for ongoing change will be lost. Colleges need to recognize their responsibility for educating the next generation to lead and work well as a global community. How can campuses become a key to introducing diversity to our students in order to help eliminate racism and classism in society?

Rhonda Soto, Program Coordinator, Race/Class Intersections, Class Action—Hadley, Massachusetts

Tanya O. Williams, Doctoral Student, Social Justice Education, University of Massachusetts-Amherst; Coordinator, Multicultural Affairs, Mt. Holyoke College—South Hadley, Massachusetts

Felice Yeskel, Ed.D., Executive Director, Class Action (a national non-profit focusing on issues of social class and money, and their impact)—Hadley, Massachusetts www.classim.org

AQUA 313

Aqua Level, 3rd Floor

119. 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 to ensure that students succeed. The institute will focus on the research and development and innovative policies and practices being developed which 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.

Tuesday, May 26—9:00–11:30 a.m.

Community College Leadership Development Initiative

This session will include a presentation of the programs offered and research findings of the Community College Leadership Development Institute at the University of San Diego. The emphasis will be upon better serving underrepresented populations and will include consideration of global and multi-cultural perspectives of leadership development in higher education. CCLDI provides leadership training to current and future leaders for community colleges in California, Hawaii and the Western Pacific.

Doug Treadway, President, Community College Leadership Development Initiative, University of San Diego—San Diego, California
treadwayd@gmail.com www.sandiego.edu/soles/centers/ccldi/

Tuesday, May 26—1:30–5:00 p.m.

America: Bright or Bleak Future?

The United States will be able to maintain preeminence on the world's stage only if we continue to have the world's strongest economy. That, in turn, depends on how well we will be able to educate minorities and immigrants—the fastest growing segment of our workforce. Given our dismal track record in educating blacks, Hispanics and others, this should be a cause of great concern to the business community, as well as policy makers and educators. As they examine the issue and create new policies in the next few years, there is no viable scenario in which community colleges are not the key to the solution. In this session we will examine the causes of the education gap among various demographic groups, identify opportunities for positive change, discuss promising strategies and suggest solutions. We will also analyze hypothetical cases. Finally, we will discuss the implications of current immigration policies in light of national interest.

Roy Flores, Ph.D., Chancellor, Pima Community College—Tucson, Arizona
Suzanne Miles, Ph.D., Executive Vice Provost, Pima Community College—Tucson, Arizona

Wednesday, May 27—8:30–11:30 a.m.

PART III—Defending the Community College Equity Agenda

Community colleges enroll almost half of all undergraduates in the United States. Yet economic, political and social developments have increased the challenges community colleges face in pursuing an “equity agenda.” This session presents findings from a national study on strengthening the role of community colleges in supporting access and achievement.

Vanessa Smith Morest, Ph.D., Dean of Institutional Effectiveness, Norwalk Community College—Norwalk, Connecticut vmorest@ncc.commnet.edu

AQUA 306A

Aqua Level, 3rd Floor

120. INSTITUTE ON SAAB: Tackling the Black and Brown Male Crisis

The Student African American Brotherhood (SAAB) is a dynamic organization that aims to increase the number of African American and Latino men that graduate from college by creating a positive peer community based on a spirit of caring. SAAB operates through student run chapters on college campuses and more recently high schools, throughout the United States. SAAB aims to help its members excel academically, socially, culturally, spiritually and in the community. While undergraduate women outnumber men across all racial/ethnic groups, the gender gap is most pronounced among African Americans especially African American males. More alarmingly, over two-thirds of all African American men who start college never complete their bachelor's degrees. In fact, African American male undergraduates are retained least often among both sexes and all racial/ethnic groups in higher education. In comparison to their same-race female counterparts and men from other racial/ethnic backgrounds, African American male student engagement is woefully low, which results in academic mediocrity and stifled educational outcomes.

This institute will involve three components that will focus on the most pressing issues facing males of color in the post-civil right era. Effective interventions and best practices critical in reversing the much talked about plight of black and brown male collegians will be discussed. Discussion will be centered around three areas:

- (1) access and success,
- (2) persistence and graduation and
- (3) the research and scholarly work around this crisis.

Each part of the institute will include a presentation and discussion about the 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 26—8:30–11:30 a.m.

PART I—Male Initiatives: Creating Culturally Sensitive Environments Conducive for Learning and Success (Systemic and Institutional Component)

This session will highlight and examine the University System of Georgia (USG) initiative aimed at increasing the number of African American males enrolled in the state's colleges and universities. The African American Male Initiative (AAMI) is aimed at increasing the recruitment, retention and graduation of young black men within the USG through strategic interventions at both the K-12 and higher education levels. Key recommendations resulting from the research study included the need for: tracking more African American males into the K-12 college preparatory curriculum, improved cultural sensitivity training for teachers and guidance counselors, and increasing the number of high-quality teachers in hard-to-staff schools where many African-American students attend. The recommendations and success of the USG's AAMI will be offered as a viable approach and "best practice" for institutions and systems nationally.

Genevieve Boesen, Executive Director, South Metropolitan Higher Education Consortium (SMHEC), Governors State University—University Park, Illinois g-boesen@govst.edu www.southmetroed.org

Arlethia Perry-Johnson, Director, University System of Georgia's African-American Male Initiative—Atlanta, Georgia aperryjo@kennesaw.edu www.usg.edu/aami

Tuesday, May 26—1:30–5:30 p.m.

PART II—Disappearing Acts: Visibility and Role of Minority Males (Dialogical Component)

While this is not a new issue, the success of minority males has gained high visibility in recent years. This may be in large measure a consequence of the alarmingly precipitous drop in high school completion and college attendance, as well as persistence rates coupled with the meteoric rise in incidence with the criminal justice system. Certainly another major factor is the implication that this loss of potential workforce asset has on the security and viability of the U.S. economy.

Participants will get an overview of the current data; discuss and analyze assumptions and models; view best practices and design a strategy and/or solution model for their particular circumstance. The session is designed to be dialogical and interactive. Attendees will be expected to engage with colleagues and take personal responsibility for impacting the issue at their respective institutions and levels of authority. The session will introduce accepted and controversial perspectives and challenge participants to consider disparate concepts. The purpose of the session is to provide an overview of the challenge of the minority male in terms of (1) defining the problem in the context of 21st century America; (2) examining assumptions as to why the problem exists; (3) exposing myths and discussing the validity of current models (deficit versus asset model); (4) analyzing contributing factors, variables [social/economic (public policy), emotional/psychological, educational, etc.]; (5) identifying problem solving approaches (individual/institutional); and (6) impacting results—immediate, intermediate and long term.

Andrew Jones, Ed.D., Vice Chancellor for Educational Affairs, Dallas County Community College District—Dallas, Texas www.dcccd.edu

Wednesday, May 27—8:30–11:30 a.m.

PART III—Black and Brown Males: Cultivating Passion for Excellence (A Conversation With the Students)

This session will fully provide an overview of the SAAB organization as a "best practice" for a practical approach and solution for K-12 and collegiate institutions. The audience will be engaged in a discussion with students who have been benefitted from the SAAB program within their respective SAAB chapter. Specific goals of the session will include (1) highlighting SAAB as a "best practice" and discuss the fundamental components and building blocks of the program. (2) Sharing retention and graduation data on African American and Latino males both nationally and per a select few participating SAAB

institutions. (3) Educating participants about the long term benefits of students participating in male support groups such as SAAB. (4) Educating participants on the procedures to establish an initiative such as the SAAB program and encouraging replication of programs relevant to issues impacting persistence, retention and graduation of all students with emphasis on males of color.

Tyrone Bledsoe, Ph.D., Founder and CEO of Student African American Brotherhood (SAAB) National Headquarters, University of Toledo—Toledo, Ohio tbledsoe@saabnational.org www.saabnational.org

INDIGO 204 B

Indigo Level, 2nd Floor

121. INSTITUTE ON Strategies for Conducting Effective Campus Climate Studies

Since academic achievement (productivity) and high morale (satisfaction) are timeless goals of colleges and universities, this Institute presents strategies for defining and assessing campus climate.

This daylong institute will provide participants with an opportunity to explore the following topics: What constitutes campus climate? Benefits associated with assessing campus climate; campus climate versus institutional culture; institutional risks associated with assessing campus climate; appropriate strategies for conducting an effective climate study; choosing and working with an external consultant; identifying improvement priorities and reporting the results. This institute should particularly benefit executive- and senior-level participants who are interested in creating an inclusive and supportive institutional environment where all students, faculty and staff can succeed. The institute should also benefit participants who may assume responsibility for planning and implementing a climate study on their campuses.

PART I—Tuesday, May 26—8:30–11:30 a.m.

PART II—Tuesday, May 26—1:30–5:30 p.m.

Abbie Robinson-Armstrong, Ph.D., President and Chief Executive Officer, Higher Education Transformation Group, Inc.—Los Angeles, California iamtiredofthis1@verizon.net

AQUA 306 B

Aqua Level, 3rd Floor

122. INSTITUTE ON Teaching and Studying Across National and Cultural Boundaries: Exploring Tensions, Ambivalence and Understandings Regarding Race, Ethnicity and Identity

Issues of race, ethnicity, identity and privilege are developed inside one's home cultures. When preparing to study or teach in another country, is it important that faculty and students consider how their interactions are affected by these and other aspects of identity. 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. These challenges go to the heart of how we create a learning community. What are the connections between intercultural issues—including race, ethnicity, color, class, gender identity, etc.—across national borders? 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 and our faculty to create respectful learning environments with all of their students, we must also prepare them to understand how to teach and to learn in the world "beyond their borders."

This institute is designed to help participants explore the issues that arise when faculty and students pursue learning across international boundaries. 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. The goals for this institute are:

- (1) explore identity issues, such as ethnicity, gender, race, socio-economic status, national origin and sexual orientation and how they are developed and reinforced in one's home country;
- (2) identify how dominant culture issues, as they are expressed in one's home country based on perceived race and ethnicity, skin color, immigrant status, class status, gender identity, religion, language accents and dialects and other factors, can facilitate and/or impede the ability to work across cultural and national boundaries;
- (3) explore the connections and relationships between intercultural and international issues as we consider how best to structure education that bridges borders;
- (4) increase awareness and knowledge of how our own programming and experiences involving these issues can impair our effectiveness in both preparing students to travel and study in other countries and assisting students from other countries in their pursuit of education in our own; and
- (5) develop skills by participating in exercises and discussion of other tools to increase our own awareness and effectiveness and that of all our students to study, work and live anywhere in the 21st century.

Participants will receive relevant handouts and exercise designs for use with faculty, administrators, staff and students on their own campuses.

PART I—Tuesday, May 26—8:30–11:30 a.m.

PART II—Tuesday, May 26—1:30–5:30 p.m.

PART III—Wednesday, May 27—8:30–11:30 a.m.

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

Carl E. James, Ph.D., Professor and Director, York Centre for Education and Community, York University—Toronto, Canada cjames@edu.yorku.ca

Anton Lewis, Ph.D. Researcher, Doctorial Study, a Study of the Black Accounting Experience in the U.K.; Faculty of Business and Law, Leeds Metropolitan University—Leeds, England, U.K. a.m.lewis@leedsmet.ac.uk

Janice D. M. Mitchell, Ed.D., Professor, Foreign Languages, Literatures and Cultures, Gallaudet University—Washington, D.C. janice.mitchell@gallaudet.edu

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

SAPPHIRE 412

Sapphire Level, 4th Floor

123. INSTITUTE FOR Women in the Academy: Adding Organizational Development Frameworks to Your Cultural Toolkit

Does one size fit all? Can any framework support multicultural alliances? Are traditional organizational development models particularly restrictive for women and women of color?

This daylong leadership skill institute builds on the previous cultural toolkit development series supported by *Campus Women Lead* which included understanding yourself and others, multicultural ally development, the challenges of relationships and examining the nuances of inclusiveness as core leadership characteristics. In this institute participants will further explore the concurrency of multiple identities, race, class and gender privileges, and inclusive leadership superimposed on multiple frameworks of organizational development. The institute design, while focusing on women but not exclusively for women, expands the dialogue to incorporate the use of privilege.

PART I—Tuesday, May 26—8:30–11:30 a.m.

PART II—Tuesday, May 26—1:30–5:30 p.m.

Nancy (Rusty) Barceló, Ph.D., Vice President and Vice Provost for Equity and Diversity, University of Minnesota—Minneapolis, Minnesota

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

Donna Maeda, Ph.D., J.D., Professor and Chair, Department of Critical Theory and Social Justice, Occidental College—Los Angeles, California

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

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

AQUA 310

Aqua Level, 3rd Floor

124. INSTITUTE FOR a Work in Progress: Building the Institutional Capacity for Diversity

Colleges and universities have been engaging in diversity efforts for decades. Nevertheless, many institutions cannot demonstrate continued progress, what impact has been made on achieving stated diversity goals, or even why the goals are appropriate for their institution. Often when asked about progress, leaders respond with anecdotes of individual successes, a laundry list of various programs and some lofty ideals. However, diversity programs and activities have increased across campuses, but an institutional perspective is lacking, as well as the institutional capacity to shape and operationalize goals and monitor progress. Studies on the lack of progress on diversity found a number of patterns that are common among institutions engaged in diversity work throughout the country. These patterns underscore some of the barriers to effective change.

■ **First**, campuses tend not to be aware of the connection between their programs and institutional goals for diversity or to have adequate information about the institutional impact of their diversity work. They are mired in an outdated understanding of diversity and lack an institutional framework that coherently links micro-level efforts to an overarching strategic plan. With a plan for monitoring progress woven into the framework, campuses can increase their institutional capacity for diversity by aligning multiple efforts to maximize successes.

■ **Second**, evaluation of diversity efforts tends to be programmatic rather than institutional and generally relies on a pro forma exercise simply to satisfy a requirement for a report. This “compliance approach” impedes the campus ability to identify when corrective actions are necessary to stay the course of progress.

An overarching framework for diversity and an organizational learning approach to evaluation can lead colleges and universities to a process for determining whether it is making progress towards its institutional goals for diversity. Moreover, it will aid in overcoming some of the repeating myths of campus diversity, such as “we can't attract a diverse faculty,” or “very few students of color are prepared to attend our university.”

This day and a half-long institute will draw on current research studies, such as the Campus Diversity Initiative (CDI) Evaluation Project, in which the instructors of this institute participated as principal investigators; Milem, Chang, and Antonio's examination of *Making Diversity Work on Campus: A research-based perspective*; and Williams and McClendon's work published as *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. This interactive institute will explain a framework for diversity and indicators of success, how to utilize a framework to develop the institutional capacity for diversity and how to collect and use data to monitor progress. All of the research mentioned here focuses on developing a strategic and comprehensive approach to campus institutional goals for diversity and monitoring the progress of diversity initiatives through a data-driven organizational learning process utilizing quantitative and qualitative data. There will be ample time for participants to apply the framework and practice the institutional learning process. Participants will have an opportunity to discuss pertinent topics and work in small groups to engage in discussion about the unique situations on different campuses. Handouts of the presentations also will capture salient aspects of the organizational learning process and facilitate practice of the process on the campuses of participants. Handouts will also include research references and websites for further review. Finally, following the institute, instructors are available via email for follow-on questions or concerns.

PART I—Tuesday, May 26—8:30–11:30 a.m.
PART II—Tuesday, May 26—1:30–5:30 p.m.
PART III—Wednesday, May 27—8:30–11:30 a.m.

José F. Moreno, Ph.D., Assistant Professor, Department of Chicano & Latino Studies, California State University—Long Beach, California
jmoreno7@csulb.edu

Sharon Parker, Ph.D., Assistant Chancellor for Equity and Diversity, University of Washington—Tacoma, Washington
parker07@u.washington.edu

Daniel H. Teraguchi, Ph.D., Assistant Dean, Student Affairs, and Director, Office for Student Diversity, School of Medicine, Johns Hopkins University—Baltimore, Maryland

SAPPHIRE 400

Sapphire Level, 4th Floor

125. INSTITUTE ON Leadership and Empowerment of 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 communication, and to build and find a passion to become a leader.

Tuesday, May 26—8:30–11:30 a.m.

The Ultimate Guide to Finding a Job: NCORE® Edition by the National Association of Colleges and Employers

Career empowerment in just three hours—gain critical job-readiness skills and self confidence by attending this session. This culturally conscious career and job search preparatory training offers attendees a “one-stop-shopping” experience as experts in career development and multicultural affairs deliver information on resume enhancers, interview pointers, networking skills and salary negotiation techniques in this fast-paced seminar. Students will take away up-to-date information on job search strategies and will be given the opportunity to apply new skills through peer-to-peer networking and experiential learning activities.

Brian I. Guerrero, Career Advisor, Career Services Center, Student Affairs Officer, University of California—San Diego, California
biguerrero@ucsd.edu

Marc P. Johnston, Director, Asian Pacific American Student Affairs, University of Arizona—Tucson, Arizona

Tuesday, May 26—1:30–5:00 p.m.

Dancing on the Head of a Pin: Preparing Students for Graduate and Professional Schools

This lively, interactive session will provide the tools to select a graduate or professional schools as well as the “insider’s scoop” on how to be a successful applicant. The topics covered in the session are (1) complete winning applications and memorable personal statements, (2) finding out how to do a curriculum vita and why it is important, (3) learning what turns an applicant into an admitted student, (4) becoming a test-prep “whiz kid” on the GRE, GMAT, LSAT, & MCAT, (5) finding your way through the financial aid/scholarship jungle, and (6) learning graduate and professional school survival tips. In this session we will also review two actual application case

studies where you become the admissions officer and decide who gets in—and why. Participants will come away with valuable, practical knowledge that will serve them well in their graduate and professional school pursuits.

Sabrina Bonaparte, Graduate Student, Ethnomusicology and Sociology; Graduate Staff Assistant, Graduate Opportunities & Minority Achievement Program (GO-MAP), University of Washington—Seattle, Washington
sabrib@u.washington.edu

Whitney Laughlin, Ed.D., Executive Director, College & Graduate Horizons—Victoria, British Columbia, Canada
www.collegehorizons.org
laughlin@rt66.com

DeAnna M. Rivera, J.D., LL.M., Director, Tribal Learning Community & Educational Exchange; Lecturer, American Indian Studies, University of California School of Law—Los Angeles, California
rivera@law.ucla.edu
<http://tlcee.ucla.edu>

Jay Rosner, Executive Director, The Princeton Review Foundation—Mill Valley, California
jayr@review.com

Shawn Lee Secatero, (Tohajiilee Navajo), Coordinator of Student Services, American Indian Graduate Center, Gates Millennium Scholars Program—Albuquerque, New Mexico
shawn@aigcs.org
ssecater@unm.edu

Wednesday, May 27—8:30–11:30 a.m.

PREPARING FUTURE FACULTY—Mutual Mentoring: Creating and Sustaining Mentoring Networks

Mentoring offers a vital contribution to a successful academic career, particularly for women and faculty of color. The most common form of mentoring has been a traditional model which is defined as a one-on-one relationship between an experienced faculty member who guides the career development of a student interested in an academic career. Recent literature, however, has indicated the emergence of new, more flexible approaches to mentoring in which students build a network of “multiple mentors” who can address a variety of career competencies. In this highly interactive session, participants will identify potential roadblocks to success as future faculty; explore both traditional and emerging models of mentoring; “map” your own mentoring networks; and discuss “best practices” in mentoring, especially how to be your own best mentor.

Mary Deane Sorcinelli, Ed.D., Associate Provost for Faculty Development, and Associate Professor, Department of Educational Policy and Research Administration, University of Massachusetts—Amherst, Massachusetts
www.umass.edu/cft/staff/sorcinelli.htm

Jung H. Yun, Director of New Faculty Initiatives, Office of Faculty Development, University of Massachusetts—Amherst, Massachusetts

DAY AT A GLANCE • WEDNESDAY, MAY 27

201. REGISTRATION AND ON-SITE CHECK IN

9:30–11:30 a.m.

202. SPECIAL FEATURE PRESENTATION (THE COLLEGE BOARD)

Moving Beyond Us and Them: Higher Education and K-12 Working Together

203. A CONVERSATION WITH DAMON WILLIAMS

Diversity, Science Fiction, and Organizational Change: A Primer for Higher Education Leaders

204. SPECIAL FEATURE PRESENTATION

The Word From On High: University Trustees Views on Diversity Policies and Practices

205. MAJOR WORKSHOP

The Intersection of Race, Gender, and Ethnicity in Higher Education

206. MAJOR WORKSHOP

Critical Liberation Theory: Enacting Liberatory Consciousness in Classrooms, Communities and Collective Spaces

207. MAJOR WORKSHOP

Unconscious Bias and the Law

208. EXHIBITOR SHOWCASE AND RESOURCES CENTER OPENS

209. NETWORKING MEETING FOR ALL NCORE® CAUCUS GROUPS

Organized by Latino/a Caucus

210. APINCORE (ASIAN/PACIFIC ISLANDER AMERICAN) CAUCUS

Welcome and Conference Overview

211. NATIVE AMERICAN CAUCUS

Networking Meeting

212. NATIONAL ADVISORY COMMITTEE (NAC) MEETING

General Meeting

213. CONFERENCE OPENING WELCOMING REMARKS

Belinda Biscoe

214. CONFERENCE OPENING ADDRESS (PLENARY SESSION)

The Arrested Development of Democracy—Cornel West

215. BOOK SIGNING AND INFORMAL DIALOGUE—CORNEL WEST

216. The Nevada Latino Youth Leadership Conference: Building Community Partnerships for Latina/o Student Leadership and First Year Success

217. Transformative Learning for Social Justice: Dialogical Learning in a Hybrid Seminar

218. Sitting at Our Table: A Case Study About Creating an Inclusive Campus Climate at Oregon State University

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

220. Teaching Teachers to Infuse Racial Diversity in the Classroom: One Approach Toward Closing the Achievement Gap

221. SPECIAL FEATURE PRESENTATION

THE BARACK OBAMA PHENOMENON: Does it Presage a Post-ethnic Era Which Will Require Changes in our Social Policies and Diversity Programs?

222. MAJOR WORKSHOP

Advancing Your Career: What You Need to Know to Advance in Higher Education

223. MAJOR WORKSHOP

Implementing an Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Career

224. Are We On The Same Page? Expectations of Black Faculty and Black Students on Predominantly White Campuses

225. Perception Through Images: A Photoethnography of Women Students of Color at a Predominantly White Institution

226. Beyond White Privilege

227. The Rubber has Hit the Road: The Complexity of Working on Issues of Diversity, Multiculturalism and Social Justice on College Campuses During Economic Crisis

228. Recruiting and Retaining a More Diverse Student Body: Best Practices for Graduate Programs

229. Engaging the Disinterested Student: Retention Strategies for Underrepresented Students in Teacher Preparation Programs

230. At the Intersection of Diversity and Globalism: A Case Study in Regionalizing Multicultural Initiatives Among Community Colleges in Southeastern Michigan

231. SPECIAL FEATURE PRESENTATION

So You Want to Become a President or Senior Administrator: Advice From University Presidents, a Regent, and an Executive Search Consultant

232. Reforming Health Care: How Pharmacists Can Reduce Disparities by Improving Access and Equity for Under-served Communities

DAY AT A GLANCE • WEDNESDAY, MAY 27

- 233. The California State University Chancellor's Office African American Initiative
- 234. The Longest Hatred and the College Campus: Anti-Semitism and Anti-Israelism in American Higher Education
- 235. Learning Communities as a Site for Cross-racial Dialogue: The Harlem Renaissance Experiment
- 236. A Sense of Place: Western Illinois University Multicultural Center
- 237. Building Cross-Cultural Competencies: Ten Cross-Cultural Maxims for Counseling and Education
- 238. Making Diversity Count: Build Respect and Combat Bias
- 239. Appreciating, Accepting, and Celebrating Differences Through Tolerance Training: A Reexamination
- 240. Beyond Tokenism; Student Engagement and the Successful Black Male

4:15–5:15 p.m.

- 241. **SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE**
The Latino Equality Agenda in the New Administration—
Henry L. Solano

- 242. **SPECIAL WELCOMING CEREMONY:**
Native California Welcome

- 243. **NCORE® RECEPTION**

- 244. **PERFORMANCE**

WEDNESDAY, MAY 27, 2009

8:00 a.m.–5:00 p.m.

SAPPHIRE WEST FOYER

Sapphire Level, 4th Floor

201. REGISTRATION AND ON-SITE CHECK-IN

9:30–11:30 a.m.

SAPPHIRE BALLROOM D

Sapphire Level, 4th Floor

SPECIAL FEATURE PRESENTATION: THE COLLEGE BOARD

202. Moving Beyond Us and Them: Higher Education and K-12 Working Together

A strong partnership between K-12 and higher education is essential to increase ethnic diversity on our college campuses and to ensure college success for more students. This session will provide student affairs and academic higher education professional with important insight into the college pipeline and current national College Board initiatives that focus on college success. It is especially designed for higher education professionals who want to be more effective advocates for diversity in higher education.

Youlonda Copeland-Morgan, Ph.D., Associate Vice President, Enrollment and Director of Scholarship and Student Aid, Syracuse University; Chair of the Board of Trustees, College Board—Syracuse, New York

James Montoya, Vice President, Higher Education Relationship Development, the College Board—New York, New York (**Moderator**)

Peter Negroni, Senior Vice President for Relationship Development, the College Board—New York City, New York

Mary San Agustin, Director, Financial Aid, Veteran, and Scholarship Services, Palomar College—San Marcos, California

Jonell Sanchez, Director, Academic Outreach and Program Development, the College Board—New York, New York



The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity.

www.collegeboard.org

9:30–11:30 a.m.

COBALT 500

Cobalt Level, 5th Floor

A CONVERSATION WITH DAMON WILLIAMS



203. Diversity, Science Fiction and Organizational Change: A Primer for Higher Education Leaders

Damon A. Williams, Ph.D., Vice Provost for Diversity and Climate; Associate Vice Chancellor, Clinical Assistant Professor, Division General Educational Administration, School of Education, Department of Educational Leadership and Policy Analyses, University of Wisconsin—Madison, Wisconsin

Dr. Damon A. Williams' practice centers on diversity, inclusion and organizational change across all areas of organizational life. As a scholar, administrator and agent of change, he actively addresses issues of diversity and inclusion as a matter of first priority in his research, university leadership, work with colleagues across the country and public life. Damon Williams is considered by many to be among the nation's leading experts on building sustainable diversity capabilities based upon his landmark research on chief diversity officers and examination of the diversity planning and implementation processes at colleges and universities, corporations and non-profit organizations. Some highlights of Dr. Williams' leadership endeavors include the development of an ongoing campus climate assessment program, executive diversity training for senior leadership, and general education diversity distribution requirement in collaboration with academic senate, as well as the establishment of a campus-wide "Leadership Diversity Institute" for key student leaders and marketing initiatives designed to reposition the university's brand equity, both nationally and locally, with respect to diversity. During his tenure at the University of Connecticut, Dr. Williams secured more than \$4 million in grant-funded resources specifically for increasing the recruitment and success of historically underrepresented, first-generation students and women studying in the areas of science, technology, engineering, mathematics (STEM) and the health professions. He served as co-principal investigator for the Northeastern Louis Stokes Alliance for Minority Participation project funded by the National Science Foundation (NSF) at a level of \$1.5 million across five institutions. In addition, he was the co-principal investigator for the NSF-funded STEM preparatory grant project funded at \$2 million with three Connecticut community colleges. For the last three years, Dr. Williams has served as scholar-in-residence for the American Association of Colleges and Universities (AACU) Greater Expectations Leadership Development Institute. Additionally, he was the lead author for a Ford Foundation-funded monograph on the future of diversity work in higher education entitled, *Toward a Model of Inclusive Excellence and Change in Higher Education*. Dr. Williams is a member of the AACU Diversity Digest Advisory Board and is co-principal investigator for the well-regarded "Chief Diversity Officer Study in Higher Education." This research employed a mixed methodology design. Dr. Williams' new book, *The Chief Diversity Officer: Strategy, Structure, and Change Management*, which he co-authored with Dr. Wade-Golden, is expected to be released in spring 2009 from Stylus Publishing Press. damon.williams@provost.wisc.edu

9:30–11:30 a.m.

INDIGO 204 B

Indigo Level, 2nd Floor

SPECIAL FEATURE PRESENTATION**204. The Word From On High: University Trustees Views on Diversity Policies and Practices**

In the ongoing discussions about making college and university campuses more diverse and welcoming environments, one important group of players—college and university trustees—is often overlooked, when in fact, these are the individuals who approve the policies for their respective institutions. This presentation will offer an opportunity to hear directly from trustees as they explain how they view and consider the pursuit of diversity as it relates to their overall duties and responsibilities of providing sound administrative oversight to their institutions. Distinctions such as mission, size and location of the college or university will be considered, as well as differing legal considerations in public and private institutions.



Herbert L. Carter, Ph.D., Vice Chair, Board of Trustees, California State University—Los Angeles, California

Richard G. Fimbres, Member, Board of Governors, Pima County Community College District—Tucson, Arizona



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



Janet L. Holmgren, Ph.D., Member, Board of Trustees, Princeton University—Princeton, New Jersey

9:30–11:30 a.m.

INDIGO 206

Indigo Level, 2nd Floor

MAJOR WORKSHOP**205. The Intersection of Race, Gender, and Ethnicity in Higher Education**

This session will focus on the ways in which issues of diversity intersect around race, class and gender issues. The panelists have many years of leadership in higher education institutions promoting diversity issues and the sustainability of diversity initiatives at an institutional level. The panelists will share results of their research at both the national and institutional levels as well as best practices that promote hiring and retention of faculty of color; hiring, promoting and developing leaders to drive diversity agendas; and promising practices for institutionalizing a commitment to diversity at all levels of the institution.

Linda Basch, Ph.D., President, National Council for Research on Women—Washington, D.C. <http://www.ncrw.org>

Yolanda T. Moses, Ph.D., Associate Vice Chancellor, Diversity, Excellence and Equity, and Vice Provost, Conflict Resolution, University of California—Riverside, California; Former President of City College of New York (CUNY), President of the American Association for Higher Education at George Washington University—Washington, D.C. yolanda.moses@ucr.edu

9:30–11:30 a.m.

AQUA 300

Aqua Level, 3rd Floor

MAJOR WORKSHOP**206. Critical Liberation Theory: Enacting Liberatory Consciousness in Classrooms, Communities and Collective Spaces**

Eliminating white supremacy can increasingly happen as we create a theory which enables daily action toward liberation. It is not enough to be against oppression. It is necessary that we be for liberation. Clarifying a theory of liberation provides the mechanism through which each of us can ratchet ourselves toward daily enactments of a liberatory society.

This highly provocative and challenging session requires participants to articulate a theory of liberation and a set of specific practices that can be enacted on a daily basis that results in the dismantling of white supremacy and the creation of classrooms, communities and other collective spaces characterized by equity, fairness, and justice. Participants will develop a protocol for monitoring implementation of their critical theory of liberation through specific liberation enactment strategies.

Keri L. DeJong, Doctoral Student, Social Justice Education, School of Education, University of Massachusetts—Amherst, Massachusetts
femmone@yahoo.com

Christopher E. Hughbanks, Residence Director, University of Massachusetts—Amherst, Massachusetts chughban@educ.umass.edu

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

Teeomm Williams, Graduate Assistant, Office of Jewish Affairs, Multicultural Freedom Seder, University of Massachusetts—Amherst, Massachusetts

10:00–11:30 a.m.

AQUA 303

Aqua Level, 3rd Floor

MAJOR WORKSHOP**207. Unconscious Bias and the Law**

Lady Justice, the personification of justice, is portrayed as wearing a blindfold because we imagine the law to be neutral and dispassionate. Humans are supposed to be rational creatures. However, a vast body of research in psychology, neuroscience and decision making have shown that reflexive or intuitive cognitive mechanisms generate biases. In law, this means that although the legal decision making processes strive to base legal outcomes on careful and rigorous deliberation and analysis, unconscious biases do creep into professional legal thinking.

In this session, we will first explore the ways in which unconscious stereotypes that we attribute to particular groups (based on gender, race, ethnicity, and sexuality) defeat the ideal of Lady Justice's neutral and unbiased rule of law. Then we will turn to solutions, suggested by the literature, that would intervene in cases where we know that racial and gender stereotypes create a consistent cognitive bias.

Sylvia Lazos, J.D., Justice Myron Leavitt Professor of Law, William S. Boyd School of Law, University of Nevada—Las Vegas, Nevada
lazoss@unlv.nevada.edu

10:00 a.m.–6:00 p.m.

SAPPHIRE WEST FOYER
SAPPHIRE A, E, I, M
Sapphire Level, 4th Floor

EXHIBITOR SHOWCASE AND RESOURCE CENTER**208. Exhibit open daily**

Wednesday, May 27 (10:00 a.m.–6:00 p.m.);
Thursday, May 28 (7:30 a.m.–6:00 p.m.);
Friday, May 29 (7:30 a.m.–6:00 p.m.); and
Saturday, May 30 (9:00 a.m.–1:30 p.m.)

For a comprehensive listing of Exhibitors and their products and services, see page 99

11:45 a.m.–12:45 p.m.

AQUA 314
Aqua Level, 3rd Floor

NETWORKING MEETING FOR ALL NCORE® CAUCUS GROUPS

209. 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.

AQUA 307
Aqua Level, 3rd Floor

APINCORE (Asian/Pacific Islander American) Caucus**210. Welcome and Conference Overview**

For other meetings of the APINCORE Caucus group, see Index 127, 382, 476

11:45 a.m.–12:45 p.m.

COBALT 504
Cobalt Level, 5th Floor

NATIVE AMERICAN CAUCUS**211. Networking Meeting**

For other meetings of the Native American Caucus group, see Index 002, 128, 380, 474

11:45 a.m.–12:45 p.m.

SAPPHIRE 412
Sapphire Level, 4th Floor

NATIONAL ADVISORY COMMITTEE (NAC)**212. General Meeting**

(For more information about the National Advisory Committee (NAC), see Index 003)

NAC Members will receive a Box Lunch at the Meeting.

For other meetings of the NAC group, see Index 003, 303, 403

12:50–1:00 p.m.

SAPPHIRE BALLROOM
Sapphire Level, 4th Floor

CONFERENCE OPENING & WELCOMING REMARKS**213. Welcoming Remarks**

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

1:05–1:50 p.m.

SAPPHIRE BALLROOM
Sapphire Level, 4th Floor

CONFERENCE OPENING ADDRESS (Plenary Session)**214. Keynote Address:
The Arrested Development of Democracy**

Cornel West, Ph.D., Professor of Religion, and Director, Afro-American Studies Program, Princeton University—Princeton, New Jersey

One of America's most provocative public intellectuals, Cornel West has been a champion for racial justice since childhood. His writing, speaking, and teaching weave together the traditions of the black Baptist Church, progressive politics, and jazz. *The New York Times* has praised his "ferocious moral vision." Currently the Class of 1943 Professor at Princeton University, West burst onto the national scene in 1993 with his bestselling book, *Race Matters*, a searing analysis of racism in American democracy. *Race Matters* has become a contemporary classic, selling more than a half a million copies to date. In addition, West has published 16 other books and has edited 13 texts. Martin Kilson, one of his professors at Harvard, describes West as "the most intellectually aggressive and highly cerebral student I have taught." In his latest book *Democracy Matters*, West analyzes the arrested development of democracy both in America and in the crisis-ridden Middle East. He argues that if America is to become a better steward of democratization around the world, it must first recognize its own long history of imperialist corruption. His latest CD, *Never Forget: A Journey of Revelations* is a collection of socially conscious music featuring collaborations with Prince, Outkast, Jill Scott, Talib Kweli. West also offers commentary weekly on *The Tavis Smiley Show* from PRI.

2:00–3:30 p.m.

SAPPHIRE BALLROOM
Sapphire Level, 4th Floor

BOOK SIGNING AND INFORMAL DIALOGUE**215. Cornel West**

2:00–4:00 p.m.

2-Hour CONCURRENT SESSIONS

2:00–4:00 p.m.

AQUA 306 B

Aqua Level, 3rd Floor

Levels of Experience: **All****216. The Nevada Latino Youth Leadership Conference: Building Community Partnerships for Latina/o Student Leadership and First Year Success**

◆◆ Case Studies/Model Programs ◆◆

This session will examine an annual Latina/o Youth Leadership Conference (LYLC), collaborative effort between the Clark County School District, several community-based organizations and multiple institutions of higher education in Nevada. The conference seeks to increase Latina/o college participation and completion rates. For sixteen years the goal of the LYLC has been to prepare high school students to enter college. Presenters will provide a retrospective of how community-based advocacy has been key to building the LYLC into the largest Latina/o student-focused conference in Nevada. The participants will have an opportunity for interactive dialogue about current practices and how to identify best practices for similar collaborative efforts. The discussion will also focus on sustaining partnerships with all the various participating organizations. This session should benefit anyone interested in community building and ways to support Latina/o student leadership and academic success in higher education.

Christine Clark, Ed.D., Vice President for Diversity and Inclusion, and Professor of Curriculum and Instruction, University of Nevada—Las Vegas, Nevada chris.clark@unlv.edu

Larry P. Mason, Interim Vice President for Diversity and Cultural Affairs, College of Southern Nevada-Charleston Campus—Las Vegas, Nevada larry.mason@csn.edu

José L. Meléndrez, Assistant Vice President for Diversity and Inclusion, University of Nevada—Las Vegas, Nevada jose.melendrez@unlv.edu

Tom Rodriguez, Executive Manager, Diversity & Affirmative Programs/ADA Coordinator, Clark County School District-Administrative Center—Las Vegas, Nevada trodriguez@interact.ccsd.net

Ivet Santiago, Graduate Student, Social Work, University of Nevada—Las Vegas, Nevada ivet.santiago@yahoo.com

2:00–4:00 p.m.

COBALT 500

Cobalt Level, 5th Floor

Levels of Experience: **Intermediate****217. Transformative Learning for Social Justice: Dialogical Learning in a Hybrid Seminar**

◆◆ Curricular/Pedagogical Models ◆◆

This session will explore the curriculum and pedagogy of a seminar on structural inequality and diversity. The seminar blends on-line dialogue with face to face introductory and concluding meetings. It also integrates theory with personal reflection and action. The approach used in the seminar integrates principles drawn from social justice education, transformative learning theory, Freirian education for critical consciousness, and the development of intercultural competence. Ongoing research about the course has identified clear increases in critical consciousness and agency. The seminar comprises five phases of change: emotional involvement, resistance, systemic awareness, inquiry and deeper learning, integration and agency. Key elements of the seminar include safety and support, personal narrative, the nature of the on-line dialogue, provision of new conceptual frameworks, a praxis cycle and involvement of the instructors in the dialogue. This session should particularly benefit faculty who teach courses on various forms of social inequality and will also benefit Student Affairs professionals working in this arena.

Placida V. Gallegos, Ph.D., Professor, School of Human and Organization Development, Fielding Graduate University—San Diego, California pgallegos@fielding.edu

Steven A. Schapiro, ED.d., Faculty, School of Human and Organization Development, Fielding Graduate University—Saratoga Springs, New York sschapiro@fielding.edu

2:00–4:00 p.m.

AQUA 311

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate and Advanced****218. Sitting at Our Table: A Case Study About Creating an Inclusive Campus Climate at Oregon State University**

◆◆ Case Studies/Model Programs ◆◆

This interactive session will share the opportunities and challenges of creating an inclusive campus climate at diversity-award-winning OSU. This session will feature a short documentary, followed by lessons learned about creating diversity action plans, campus climate assessments, diversity training, a diversity book club and a mentoring program. Presenters will show how OSU dealt with three incidents that made national news: a football player fight, a sports-related blackout/blackface incident and a noose. Also, presenters will share what they learned from their mistakes, as well as what they did right. The session will provide practical advice and answer theoretical questions which will appeal to novices and engaged faculty members and administrators. Participants will meet some new allies and leave with a campus climate tool kit. This session should particularly benefit campus leaders who are creating, implementing, or improving their campus diversity programs.

Tamara J. Belknap, Professional Faculty, College of Education, Oregon State University—Corvallis, Oregon tamara.belknap@oregonstate.edu

Terryl J. Ross, Ph.D., Director, Community and Diversity, Oregon State University—Corvallis, Oregon terryl.ross@oregonstate.edu

2:00–4:00 p.m.

AQUA 308

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate****219. One More River to Cross: The Intersection of Race and Sexual Orientation in Today's Society**

◆◆ Interactive Training ◆◆

As higher education becomes increasingly multicultural, our understanding of the dynamics of diversity becomes increasingly complex. It should be clear that many individuals are members of more than one historically oppressed group.

This session will address issues that affect people of color who identify themselves as lesbian, gay, bisexual or transgender. Through interactive exercise and discussion, participants will become aware of the impact of sexual orientation on race, nationality and ethnicity and how we can support students who are from multiple cultural groups. This session should particularly benefit those who wish to understand the experiences of people of color who identify as lesbian, gay, bisexual or transgender.

Vernon A. Wall, Director of Educational Programs & Publications, ACPA—College Student Educators International—Washington, D.C. vwall@acpa.nche.edu

Jamie Washington, Ph.D., Founder and President, Washington Consulting Group—Baltimore, Maryland dr.jamiewashington@comcast.net

2:00–4:00 p.m.

SAPPHIRE 402

Sapphire Level, 4th Floor

Levels of Experience: All

220. Teaching Teachers to Infuse Racial Diversity in the Classroom: One Approach Toward Closing the Achievement Gap

◆◆ Curricular/Pedagogical Models ◆◆

This interactive session provides information on Summer Institute: Infusing Diversity in the Curriculum, a year-long project at the University of Wisconsin-Parkside. In June 2008, 10 faculty and instructors participated in an intensive two-week Institute. The institute sought to teach instructors to be more inclusive of multiple histories, experiences, epistemologies and pedagogies in the classroom. Institute participants were asked to modify an existing course syllabus or create a new course for fall 2008. However, the institute was less product-oriented and more concerned with a change process as a whole. Informed by critical race theory (personal narratives) and cultural studies (intersectionality of race, ethnicity, gender, class, sexual orientation, disability and age), the institute challenged the participants' assumptions about difference, particularly race, with unsettling results. The session will provide insight into how to develop an effective learning community, will present creative approaches to confronting race, racism and color-blindness in teachers, as well as assessment results from Summer Institute teachers and their students. Presenters will address challenges and possibilities for organizational change as they prepare for the third Summer Institute in June 2009. This session should particularly benefit those interested in improving the retention and graduation of students of color through curriculum and pedagogical revision.

Fay Yokomizo Akindes, Ph.D., Associate Professor, Communication and 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 eugene.fujimoto@uwp.edu

Roseann Mason, Director, Community Dialogues, University of Wisconsin-Parkside—Kenosha, Wisconsin roseann.mason@uwp.edu

2:15–4:00 p.m.

SAPPHIRE D

Sapphire Level, 4th Floor

SPECIAL FEATURE PRESENTATION

221. THE BARACK OBAMA PHENOMENON: Does it Presage a Post-ethnic Era Which Will Require Changes in our Social Policies and Diversity Programs?

The emergence of Barack Obama as a major national political figure and the first African American President of the United States, as UC Berkeley historian David Hollinger has suggested in a recent article, challenges not only the dynamics of American politics, but also current social policy regarding race-based programs. The Obama phenomenon, he writes, 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. President Obama has himself suggested that his daughters, given their privileged backgrounds, should not benefit from affirmative action. Moreover, in recent years, there has been considerable debate and conflict over affirmative action and diversity programs 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. Thus, institutions of higher education in many states have had to develop alternative programs which effectively operate on a post-ethnic basis in which race, ethnicity and gender are no longer considered in efforts to achieve equity for under-represented groups.

In this session, we have asked our distinguished panel of experts to discuss the implications of these developments. Among others, the panel will address such issues as:

- What are the pros and cons of adopting social policies which no longer consider race, ethnicity or gender in promoting greater equity in our society?
- What are the implications of such policies for affirmative action and diversity programs?
- Should these programs be eliminated or modified?
- What will be the long-term social and educational consequences of such policies?
- Are there legal and effective alternative approaches to promoting diversity in our institutions of higher education? What are some examples of such approaches?
- Are there circumstances in which race ethnicity, or gender should still be considered in promoting greater equity for under-represented groups? What would be the legal justification for such exceptions?

The discussion of these and other issues should stimulate a lively, interesting and important conversation among our panelists. Session attendees will have the opportunity to dialog and share perspectives with the panelists to reach a fuller understanding of the issues.



David A. Hollinger, Ph.D., Preston Hotchkis Professor of American History, Department of History, University of California—Berkeley, California davidhol@berkeley.edu



Yolanda T. Moses, Ph.D., Associate Vice Chancellor, Diversity, Excellence and Equity, and Vice Provost, Conflict Resolution, University of California-Riverside, California; Former President of City College of New York (CUNY), President of the American Association for Higher Education at George Washington University-Washington, D.C. yolanda.moses@ucr.edu



Bob H. Suzuki, Ph.D., President *Emeritus*, California State Polytechnic University-Pomona—Pomona, California (**Coordinator/Moderator**) bsuzuki1@charter.net



Angelo Ancheta, J.D., Assistant Professor of Law and Director, the Katharine & George Alexander Community Law Center, Santa Clara University—Santa Clara, California

2:15–4:15 p.m.

AQUA 314

Aqua Level, 3rd Floor

MAJOR WORKSHOP**222. Advancing Your Career: What You Need to Know to Advance in Higher Education**

As a follow-up to the pre-conference institute (see Institute 102), this session will provide an insider's look on how to market yourself and communicate effectively. It will also focus on the minority candidate and what your mother never told you about being successful. This is an insider's look from the perspective of a national search consultant.

Narcisca A. Polonio, Ed.D., Vice President, Education, Research and Board Leadership Services—Washington, D.C. npolonio@acct.org www.acct.org

2:15–4:15 p.m.

SAPPHIRE 400

Sapphire Level, 4th Floor

MAJOR WORKSHOP**223. Implementing an Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Career**

The session leaders will begin with data supporting the need for career flexibility policies and practices and will share an overview of some of the best policies, practices and programs in Faculty Career Flexibility at various types of four-year colleges and universities throughout the U.S. Examples will include part-time tenured and tenure-track appointments, paid maternity leave for new mothers and dual-career recruiting, to name a few. Presenters will also share tools and resources for assessing an institution's status on flexible career policies and practices; implementing new initiatives step by step; and evaluating the use and success, including return on investment, of Faculty Career Flexibility policies, practices programs put into place.

Binnie Singh, Director, Faculty Relations and Development, University of California—Davis, California

Gloria D. Thomas, Ph.D., Director, Center for the Education of Women (CEW), University of Michigan—Ann Arbor, Michigan gloria_thomas@ace.nche.edu

Claire Van Ummersen, Ph.D., Vice President, Center for Effective Leadership, American Council on Education (ACE)—Washington, D.C. <http://www.acenet.edu>

2:30–3:45 p.m.

75-MINUTE CONCURRENT SESSIONS

2:30–3:45 p.m.

AQUA 305

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate****224. Are We on the Same Page? Expectations of Black Faculty and Black Students on Predominantly White Campuses**

◆◆ Theoretical Model ◆◆

In this session participants will examine the often implied yet undiscussed topic of expectations and perceptions of black faculty and black students on predominantly white campuses. A study will be presented which investigates the personal and professional expectations black faculty and black students have of each other and how these expectations affect communication and interactions. Presenters will address how variables such as racial identity, cognitive development and level of acculturation can influence these expectations. The session will explore the results of a study and its implications for black student recruitment and retention on PWIs. This session should particularly benefit participants who are interested in the success of black students, those interested in understanding the professional and

personal expectations black faculty and students have of one another and methodology aimed at assessing the degree by which those expectations are fostered and met.

Jasmin Jones, Master of Education Candidate, Community Counseling, University of Georgia—Athens, Georgia jnicole7@uga.edu

Rosemary E. Phelps, Ph.D., Professor and Department Head, Counseling and Human Development Services, University of Georgia—Athens, Georgia rephelps@uga.edu

Delishia M. Pittman, Doctoral Student, Counseling Psychology, University of Georgia—Athens, Georgia delishia.pittman@gmail.com

2:30–3:45 p.m.

AQUA 312

Aqua Level, 3rd Floor

Levels of Experience: **Novice****225. Perception Through Images: A Photoethnography of Women Students of Color at a Predominantly White Institution**

◆◆ Curricular/Pedagogical Models ◆◆

This session will explore how female students of color used photographs to illustrate their experiences on a predominantly white campus. Presenters will discuss literature about race and ethnic identity, student development theory and the use of photoethnography as a research method. They will also present the findings of their research. This session should particularly interest Student Affairs professionals serving at predominantly white institutions, student allies, those providing direct services to students of color and anyone interested in incorporating visual data into their research and/or assessment practices.

Kelly Jacobson, Doctoral Student, Higher Education and Student Affairs Leadership; Graduate Assistant, Office of Multicultural Affairs, University of Northern Colorado—Greeley, Colorado kelly.jacobson@unco.edu

Jessica Rehling, Doctoral Student, Higher Education and Student Affairs Leadership; Graduate Assistant, Office of Dean of Students, University of Northern Colorado—Greeley, Colorado jessica.rehling@unco.edu

2:30–3:45 p.m.

AQUA 306 A

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate and advanced****226. Beyond White Privilege**

◆◆ Theoretical Model ◆◆

This session will examine the concept of white privilege and its usefulness for bringing about racial justice. The concept of white privilege has come to be a central tool in anti-racist educational efforts. However, there are theoretical and empirical limits to the concept's effectiveness. The presenter will provide an analysis of the concept and its relationship to oppression, suggesting that whiteness, which is a central mechanism in the ongoing maintenance of racial oppression, is a more foundational concept than white privilege. Efforts to understand and disrupt racial oppression should focus more on whiteness and less on white privilege. This session will cover empirical studies that show the pedagogical limitations of the concept of white privilege. Participants will receive a theoretical framework for moving beyond the idea of white privilege in order to more effectively achieve a greater degree of racial justice. This session should particularly benefit those who are actively work for racial justice, and those who understand the concept of white privilege and have experience using it in anti-racist educational programs.

David S. Owen, Ph.D., Assistant Professor of Philosophy, and Coordinator, Diversity Programs, College of Arts and Sciences, University of Louisville—Louisville, Kentucky dsowen04@louisville.edu

2:30–3:45 p.m.

SAPPHIRE 411

Sapphire Level, 4th Floor

Levels of Experience: **Intermediate****227. The Rubber has Hit the Road: The Complexity of Working on Issues of Diversity, Multiculturalism, and Social Justice on College Campuses During Economic Crisis**

◆◆ Long- and Short-Range Planning ◆◆

In this session, presenters will provide an analysis of the impact of the larger cultural context on institutions of higher learning related to diversity, multiculturalism and social justice from historical, current and future points of view. They will also discuss (via examples) the work they have done to develop comprehensive and compound plans to address how to continue to maintain gains made related to diversity, multiculturalism and social justice during this economic crisis. The session will discuss the barriers, supports and what they learned (successes and failures) from their experiences. Participants will be encouraged to engage in a discussion in order to devise strategies to create comprehensive plans of action to deepen commitment to diversity, multiculturalism and social justice in spite of the economic crisis in order to develop students who are productive, responsible global citizens. Participants will also be challenged to examine their own views, concerns, and fears related to the current economic realities and determine how these factors might have an impact on the work they are doing. This session should particularly benefit participants who are currently working to develop a comprehensive plan on their campus to address issues of diversity, multiculturalism and society justice during the economic crisis.

Dottie R. Morris, Ph.D., Interim Chief Officer, Diversity and Multiculturalism, Keene State University—Keene, New Hampshire dmorris@keene.edu

Wendi West, Teaching/Research Assistant and Diversity Educator, World Learning SIT Graduate Institute—Brattleboro, Vermont wendi.west@sit.edu

2:30–3:45 p.m.

AQUA 310

Aqua Level, 3rd Floor

Levels of Experience: **Novice****228. Recruiting and Retaining a More Diverse Student Body: Best Practices for Graduate Programs**

◆◆ Case Studies/Model Programs ◆◆

This session examines best practices and evaluates quantitative and qualitative responses of a model program of the University of Washington's Graduate School—the Graduate Opportunities and Minority Achievement Program, or GO-MAP, that serves to recruit and retain underrepresented and minority (URM) graduate students. Two GO-MAP staff will explore programs offered and evaluate quantitative and qualitative responses to these programs by prospective students, current students, faculty, staff, and administrators. We will particularly focus on signature events and activities: a weekend for the recruitment of prospective, admitted graduate students from across all disciplines (Prospective Student Days), the involvement of graduate students through a graduate student-run program aimed at recruiting URM students (Graduate Diversity Recruiters), and a fall orientation for new students of color (Getting Connected). We will also look at a professional development series led by diverse faculty and staff (Voices in Academia) that was developed in response to student concerns about lack of on-campus professional training. This session should particularly benefit practitioners interested in recruiting and retaining a more diverse student body, as well as graduate students who are interested in working with administration to develop graduate student led initiatives for the recruitment of URM.

Sophia Agtarap, Doctoral Student, Educational Leadership and Policy Studies; Counselor, Graduate School's Graduate Opportunities & Minority Achievement Program (GO-MAP), University of Washington—Seattle, Washington sagtarap@u.washington.edu

Sabrina Bonaparte, Graduate Student, Ethnomusicology and Sociology; Graduate Staff Assistant, Graduate Opportunities & Minority Achievement Program (GO-MAP), University of Washington—Seattle, Washington sabrib@u.washington.edu

2:30–3:45 p.m.

SAPPHIRE 412

Sapphire Level, 4th Floor

Levels of Experience: **Intermediate****229. Engaging the Disinterested Student: Retention Strategies for Underrepresented Students in Teacher Preparation Programs**

◆◆ Case Studies/Model Programs ◆◆

In this session presenters will begin by highlighting a research project conducted to identify experiences and barriers faced by freshman students who participated in the Lohman Learning Community in the College of Education and Human Development at Texas A&M University. Then they will describe the learning community and the retention techniques used by the teacher education program. The session will conclude with recommended strategies that can be used across disciplines and in different institution types. The session will provide suggestions and examples and will include a discussion of the new Byrne Student Success Center and the innovative advising principles used by the teacher education program. This session should particularly benefit participants who are interested in the retention of diverse populations—specifically individuals from low-income families, racially and ethnically underrepresented populations, and academically underprepared students.

David A. Byrd, Director of Recruitment, College of Education and Human Development, Texas A&M University—College Station, Texas byrd99@tamu.edu
<http://educate.tamu.edu>

Dave Louis, Ph.D., Director, Marilyn Kent Byrne Student Success Center, College of Education and Human Development, Texas A&M University—College Station, Texas dalouis@tamu.edu
<http://www.cehd.tamu.edu/articles/mkbcenter>

Justin D. E. Smith, Coordinator, Undergraduate Advising, Department of Teaching, Learning and Culture, College of Education and Human Development, Texas A&M University—College Station, Texas jdesmith@tamu.edu
<http://tlac.tamu.edu>

2:30–3:45 p.m.

AQUA 303

Aqua Level, 3rd Floor

Levels of Presentation: **Novice****230. At the Intersection of Diversity and Globalism: A Case Study in Regionalizing Multicultural Initiatives Among Community Colleges in Southeastern Michigan**

◆◆ Case Studies/Model Programs ◆◆

Multiculturalism has long been a defining element of student populations in the community colleges of southeastern Michigan. Lately, as the region struggles to redefine itself in light of economic challenges, inclusiveness, global awareness and cultural competency must be seen as definitional in retraining today's and building tomorrow's workforce. The community colleges of the region have similar missions and goals for student success and workforce development, yet remain independent and are quite different in how they handle the intersection of diversity and globalism.

In this session, presenters will share how one instructor helped form a growing coalition of these colleges and they will share strategies for collaboration with international programs, multicultural initiatives, diversity training and events. This session should benefit anyone interested in building a regional coalition of colleges to revitalize programs, reexamine committee and delivery systems, share resources and create new audiences and a new appreciation for promoting success and understanding in an increasingly multicultural setting.

Lloyd Crews, Interim Executive Director of Student Services, Oakland Community College—Bloomfield Hills, Michigan lccrews@oaklandcc.edu

Lesley Lambright, Professor of Psychology, Macomb Community College—Warren, Michigan lambrightl@macomb.edu

Jacqueline A. Shadko, Ph.d., Campus President, Oakland Community College, Orchard Ridge Campus—Farmington Hills, Michigan jashadko@oaklandcc.edu

2:30–4:00 p.m.

SAPPHIRE 410

Sapphire Level, 4th Floor

SPECIAL FEATURE PRESENTATION**231. So You Want to Become a President or Senior Administrator: Advice From University Presidents, a Regent, and an Executive Search Consultant**

This panel presentation is designed for all attendees who may have interest in pursuing senior administrative positions in a college or university. The panel will address many factors related to the search process and share their unique experiences along with recommendations for consideration. In particular, the panel will discuss issues that people of color and women face during the search process.



Gretchen M. Bataille, Ph.D., President, University of North Texas—Denton, Texas



Agenia Clark, Member, Tennessee Board of Regents, and President and CEO, the Girl Scout Council of Cumberland Valley—Nashville, Tennessee



Tonjanita L. Johnson, Ph.D., Associate Vice President, Marketing and Communications, Middle Tennessee State University—Murfreesboro, Tennessee



Sidney A. McPhee, Ph.D., President, Middle Tennessee State University—Murfreesboro, Tennessee (**Moderator**)
smcphee@mtsu.edu



Daniel F. Parker Sr., President, Parker Executive Search—Atlanta, Georgia

2:30–4:00 p.m.

90-MINUTE CONCURRENT SESSIONS

2:30–4:00 p.m.

AQUA 313

Aqua Level, 3rd Floor

Levels of Experience: **Novice****232. Reforming Health Care: How Pharmacists Can Reduce Disparities by Improving Access and Equity for Under-served Communities**

◆◆ Case Studies/Model Programs ◆◆

Disparities on the basis of race, ethnicity and class exist both in the access to health care services and to health care careers. According to the Institute of Medicine's Report on *Unequal Treatment* released in 2002, racial and ethnic minorities receive disparate care as compared to white patients, despite income and insurance status (IOM, 2002).

This session will illustrate how pharmacy schools, practicing pharmacists and pharmacy students can work to reduce disparities in health care delivery. This session should particularly benefit participants who are interested in innovative ways to alleviate health care disparities, students who are interested in career opportunities in the health professions and practitioners who are interested in collaborating with pharmacists to provide access to health care.

Vibhuti Arya, Pharm.D., Assistant Clinical Professor, St. John's University—Jamaica, New York vibhuti.arya@gmail.com

Nancy Cintron-Budet, Assistant Dean, Student Development; and Director, Educational Opportunity Fund (EOF) and Pharmacy Education Program, Ernest Mario School of Pharmacy, Rutgers, State University of New Jersey—Piscataway, New Jersey ncb@rci.rutgers.edu

Thomas J. Cook, Ph.D., R.Ph., Associate Professor, Department of Pharmaceutical and Biomedical Sciences, Touro College of Pharmacy—New York, New York thomas.cook@touro.edu

Humberto R. Jimenez, Pharm.D., BCPS, AAHIVE, Clinical Assistant Professor, Department of Pharmacy Practice and Administration, Ernest Mario School of Pharmacy, Rutgers, The State University of New Jersey—Piscataway, New Jersey umbe@rci.rutgers.edu

Michael Tinglin, PharmD Student, Ernest Mario School of Pharmacy, Rutgers, The State University of New Jersey—Piscataway, New Jersey mickting@eden.rutgers.edu

2:30–4:00 p.m.

SAPPHIRE H

Sapphire Level, 4th Floor

Levels of Experience: **Intermediate****233. The California State University Chancellor's Office African American Initiative**

◆◆ Case Studies/Model Programs ◆◆

With only 20 percent of the graduating high school seniors from underrepresented communities eligible for a four-year university (CSU Statistical Abstract 2007), The Chancellor's Office African American Initiative has developed a sustained systemwide outreach to traditionally underrepresented communities through a partnership with African American churches.

The California State University Chancellor's Office African American Initiative Submitted by The California State University, Office of the Chancellor; California State University-Los Angeles; California State University-East Bay; California State University-Bakersfield. Institutions involved: All 23 California State University (CSU) campuses under the direction of the Chancellor's Office.

This session will focus on the California State University Chancellor's Office African American Initiative which reaches out to underrepresented communities, especially to parents without a college background. The Initiative works to get the word out about college preparation, the application process, and financial aid. Interventions include the "How to Get to College" poster, Fall counselor conferences, Super Sunday, Super Saturday, Train the Trainer, an annual breakfast with participating pastors. These and other partnerships help to make parents and students take note of the need for college preparation beginning in middle school. This session should particularly benefit university administrators, university outreach and admissions staff.

Jorge B. Haynes, Senior Director, External Relations, Office of the Chancellor, California State University—Long Beach, California jhaynes@calstate.edu

Jacqueline Mix Mimms, Ph.D., Associate Vice President, Enrollment Management, California State University—Bakersfield, California jmimms@csub.edu

Sonjia Parker Redmond, Ph.D., Vice President for Student Affairs, California State University—East Bay, California sonjia.redmond@csueastbay.edu

Anthony R. Ross, Ed.D., Vice President for Student Affairs, California State University—Los Angeles, California tross@cslanet.calstatela.edu

Barbara J. Young, Ed.D., Consultant, CSUAA Initiative, California State University—Los Angeles, California barbarayoung@verizon.net and byoung@cslanet.calstatela.edu

2:30–4:00 p.m.

SAPPHIRE P

Sapphire Level, 4th Floor

Levels of Experience: **Novice**

234. The Longest Hatred and the College Campus: Anti-Semitism and Anti-Israelism in American Higher Education

◆◆ Research/Assessment/Evaluation ◆◆

The U.S. Commission on Civil Rights recently announced that anti-Semitism is once again a serious problem on many colleges and universities across the United States. Unlike more traditional forms of anti-Semitism, however, the newly resurgent forms of Jew-hatred are often difficult to identify. The new anti-Semitism, like the new racism, is often camouflaged as non-discriminatory behavior.

In this session new research and analysis will be presented regarding on-campus anti-Semitism. Participants will learn to properly recognize anti-Semitic behavior, distinguish it from constitutionally protected activities and how to address it effectively. The panelists will cover new social science research, legal and regulatory issues, governmental oversight and faculty perspectives. The panel will include a prominent litigator who has brought the leading case in this field, a social scientist who has co-authored the new study, a scholar-activist who has been a leader in the effort to bring more attention to anti-Semitism and a former governmental official who spearheaded two national initiatives to address this issue. This session should particularly benefit Student Affairs professionals, equal opportunity officers, and diversity officers.

Kenneth L. Marcus, J.D., Lillie and Nathan Ackerman Chair in Equality and Justice in America, Bernard M. Baruch College, School of Public Affairs, The City University of New York; Senior Research Associate, Institute for Jewish and Community Research; former Staff Director, U.S. Commission on Civil Rights—Leesburg, Virginia (**Moderator**) kenneth.marcus@baruch.cuny.edu

Tammi Rossmann-Benjamin, Lecturer in Hebrew, University of California—Santa Cruz, California tbenjami@ucsc.edu

Susan B. Tuchman, Esquire, Director, Zionist Organization of America's Center for Law and Justice—New York, New York stuchman@zoa.org

Aryeh K. Weinberg, Research Associate, Institute for Jewish and Community Research; Research Fellow, Baylor Institute for the Studies of Religion—San Francisco, California aryeh@jewishresearch.org

2:30–4:00 p.m.

COBALT 504

Cobalt Level, 5th Floor

Levels of Experience: **Novice**

235. Learning Communities as a Site for Cross-racial Dialogue: The Harlem Renaissance Experiment

◆◆ Curricular/Pedagogical Models ◆◆

Session attendees should have a basic knowledge of the Harlem Renaissance and be interested in teaching students how to have meaningful conversations about racial issues.

This session will introduce participants to an inventive, six-credit Learning Community course, which combines the art, literature, music, history and criticism of the Harlem Renaissance and in doing so provides a unique opportunity for students to engage in cross-racial dialogue. Presenters will discuss the cultural backgrounds of their students and will present specific tools and exercises used to help students participate in conversations about the racial issues of the Harlem Renaissance, as well as those on the modern campus. Additionally, they will discuss the obstacles they encountered and the complex responses of the students. This session should particularly benefit educators and advocates interested in exercising meaningful cross-racial dialogues and those interested in developing Learning Community courses on their own campuses.

Leah Nielsen, Assistant Professor, Creative Writing, Westfield State College—Westfield, Massachusetts lnielsen@wsc.ma.edu

Christina Swaidan, Doctoral Student, Educational Leadership, University of Hartford; Assistant Professor, Art History, Westfield State College—Westfield, Massachusetts cswaidan@wsc.ma.edu

2:30–4:00 p.m.

COBALT 503

Cobalt Level, 5th Floor

Levels of Experience: **Intermediate**

236. A Sense of Place: Western Illinois University Multicultural Center

◆◆ Case Studies/Model Programs ◆◆

Attracting and retaining a diverse campus community requires having a nurturing and supportive institutional culture. The recent construction of a multicultural center which houses the Gwendolyn Brooks Cultural Center, the Casa Latina Cultural Center and the Women's Center has demonstrated Western Illinois University's commitment to those goals. This unique center will provide a strengthened opportunity for the recruitment and integration into the campus community of African American, Latino, international, female, and other underrepresented students, faculty and staff.

This session will examine how a facility housing several distinct cultural and gender centers can be designed to facilitate interactions and the provision of resources, services and programming. This is the first building on Western's Macomb campus constructed using green standards, including geothermal heating and cooling systems. Presenters will provide information on the background and rationale for constructing the Multicultural Center and will share insights and lessons learned from its planning and construction. They will also cover the processes and collaborative efforts used to develop policies and procedures for staffing, scheduling and operating the new center. This session should particularly benefit participants whose institutions have inadequate facilities for housing offices and centers charged with attracting, retaining and supporting students and employees from diverse and underrepresented groups.

Belinda J. Carr, Director, Gwendolyn Brooks Cultural Center, Western Illinois University—Macomb, Illinois bj-carr@wiu.edu

Janine Cavicchia, Director, Women's Center, Western Illinois University—Macomb, Illinois j-cavicchia@wiu.edu

Alda Godines, Director, Casa Latina Cultural Center, Western Illinois University—Macomb, Illinois a-godines@wiu.edu

2:30–4:00 p.m.

COBALT 520

Cobalt Level, 5th Floor

Levels of Experience: **Intermediate**

237. Building Cross-Cultural Competencies: Ten Cross-Cultural Maxims for Counseling and Education

◆◆ Theoretical Model ◆◆

This session will provide participants with ten counseling and communication maxims that build a foundation for addressing racism and other oppression. These maxims will also help with problem solving and relationship building in a multicultural democratic world. This session should particularly benefit conference attendees who are beginners or have experience in multicultural counseling and education.

John S. Gooden, Ed.D., Professor, Educational Leadership, Department of Educational Leadership, Policy, and Law, Alabama State University—Montgomery, Alabama jsgooden@alasu.edu

Leon E. Spencer, Ed.D., Professor, Counselor Education, Department of Educational Leadership, Technology and Human Development, Georgia Southern University—Statesboro, Georgia lespence@georgiasouthern.edu

2:30–4:00 p.m.

SAPPHIRE L

Sapphire Level, 4th Floor

Levels of Experience: **Novice****238. Making Diversity Count: Build Respect and Combat Bias**

◆◆ Curricular/Pedagogical Models ◆◆

This session will highlight the ways in which the ADL's A WORLD OF DIFFERENCE Institute uses distance learning tools to teach educators how to create safe and inclusive classrooms. "Making Diversity Count," is an online professional development course that uses the most immersive "learn-by-doing" technology to advance multicultural and anti-bias education. The session will cover diversity, personal identity and cross-cultural communication. Pre-service and in-service teachers participating in the session will receive tools and curricula they can put to use in the classroom right away. They will also engage in interactive activities, school-based video scenarios, keep a private and personal course journal, receive ten interdisciplinary lesson plans, which include readings, a resource list and online peer-to-peer discussion board. Participating educators will receive an action plan to integrate anti-bias lessons into their classroom and full copies of the readings and resources. Participants who complete the course will receive a certificate for CEUs from their district. This session will benefit participants who are interested in developing the skills to confront prejudice, promote respect and fairness in the classroom and who wish to increase positive interactions with students of diverse backgrounds.

Marcie Denberg-Serra, Assistant Director, Anti-Defamation League—San Diego, California mdenberg@adl.org

2:30–4:00 p.m.

AQUA 309

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate and Advanced****239. Appreciating, Accepting and Celebrating Differences Through Tolerance Training: A Reexamination**

◆◆ Training the Trainer ◆◆

This session will examine how promoting tolerance can be a key weapon in battling prejudice but the meaning of tolerance has been recently hijacked. The classical definition of tolerance meant that others are entitled to their opinions and have the right to express those opinions and that even though we may disagree with them, we can live in peace with such differences. In recent years, however, tolerance has come to generally mean the obligation to accept other's ideals as if they are one's own, that value judgments are wrong, and that all beliefs and practices must be accepted. The change in meaning has alienated many who value equality which may limit the effectiveness of diversity initiatives because they find this new definition to be intolerable. The authors offer authentic tolerance as an alternative, incorporating respect and civility toward others, not necessarily their ideas and practices. All persons are equal, but all beliefs and conduct are not equal. This session should particularly benefit those working to diversify college curriculums and/or develop more effective multicultural training strategies.

Claire H. Stubblefield, Ph.D., Special Assistant to the President, Director of Diversity and Affirmative Action Officer, Southeastern Oklahoma State University—Durant, Oklahoma cstubblefield@se.edu

Clarence Von Bergen, Ph.D., John Massey Endowed Chair and Professor of Management, John Massey School of Business, Department of Management and Marketing, Southeastern Oklahoma State University—Durant, Oklahoma cvonbergen@se.edu

2:30–4:00 p.m.

AQUA 307

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate and Advanced****240. Beyond Tokenism; Student Engagement and the Successful Black Male**

◆◆ Theoretical Model ◆◆

This session will define student success as it relates to African-American males. Presenters will combine theory with practice and provide participants with a practical guide to successfully engage African-American males from recruitment into higher education through employment in higher education. Discussion will cover student engagement and presenters will define student engagement as a practice and will provide examples of successful programs and systems. This session is designed to be a high-energy interactive multimedia experience challenging participants to create and maintain environments that lead to successful recruitment and matriculation of African-American males. Attendees will receive a resource guide to assist in the development of their own engagement program. The session should particularly benefit participants who are interested in the success of African-American males as well as those who work directly with African-American male groups, organizations, and teams.

Roderick Bradley, Director, Intercultural Student Affairs & Ledonia Wright Cultural Center, East Carolina University—Greenville, North Carolina bradleyr@ecu.edu

Bryant K. Smith, President, Smith Consulting and Networking—Clemson, South Carolina bryant@smithcan.com

4:15–5:15 p.m.

SAPPHIRE BALLROOM

Sapphire Level, 4th Floor

SPECIAL FEATURE: INTERACTIVE PRESENTATION & DIALOGUE**241. The Latino Equality Agenda in the New Administration**

Henry L. Solano, Interim President and General Counsel, Mexican American Legal Defense and Educational Fund (MALDEF)—Los Angeles, California

Mr. Solano replaces John Trasviña who was recently tapped by President Barack Obama to be the Assistant Secretary for Fair Housing and Equal Opportunity within the U.S. Department of Housing and Urban Development (HUD).

"Today, the Latino community is facing uncertainty on varied fronts: fair wages, access to higher education, healthcare, voting rights and more. In these times, MALDEF's work through our offices and attorneys across the nation has proven to be the difference for thousands of Latino families," stated MALDEF Chairman of the Board Patricia Madrid. "Under the leadership and experience of Henry Solano we will continue to stand strong against intolerance and injustice toward Latinos."

Henry L. Solano is also a partner at Dewey and LeBoeuf LLP in the Litigation and Compensation, Benefits and Employment Departments. Mr. Solano has been an active member of the MALDEF Board with decades of litigation, public policy and advocacy experience behind him. Most recently, Solano led the Dewey and LeBoeuf LLP trial team in his firm's pro bono litigation with MALDEF in *Vicente v. Barnett* to bring justice against a border vigilante in Arizona who threatened and assaulted a group of Latino men and women. He also currently chairs the Program and Planning Committee and is a member of the Executive Committee on the board. Named one of *Hispanic Business Magazine's* 100 Most Influential Hispanics, Solano is a well-respected veteran of state and national policy making and community service. He was a tireless advocate for safe communities and enforcing worker and workplace protection laws while serving as Colorado U.S. Attorney and Solicitor at the U.S. Department of Labor during the Clinton Administration. He began his career as a poverty law attorney emphasizing farm-worker

and immigrant legal protection at Colorado Rural Legal Services, Inc. which was headquartered in Denver, Colorado. He has continued his community involvement throughout his career including serving on the board of directors for the National Hispana Leadership Institute and the National Latino Children's Institute.

Solano's practice as a partner at Dewey and LeBoeuf LLP in New York covers a wide range of employment and labor law as well as litigation. Dewey and LeBoeuf is an international law firm headquartered in New York with more than 1,400 lawyers in 14 countries, namely the United States, United Kingdom, Belgium, France, Germany, Italy, Poland, China, South Africa, Kazakhstan, Russia, Saudi Arabia, Qatar and the United Arab Emirates. Around the world, Dewey and LeBoeuf lawyers are engaged in a wide variety of pro bono projects; taking on large-impact civil rights litigation to advocate for those who have been historically disadvantaged; helping victims of domestic violence re-establish their footing; preventing the eviction of low income tenants; providing legal services to worthy not-for-profit organizations and microenterprises, both domestically and internationally; representing indigent defendants in criminal cases at trial and on appeal and preventing the deportation of asylum seekers who are facing persecution if they are forced to return to their native lands.

Founded in 1968, MALDEF, the nation's leading Latino legal civil rights organization, promotes and protects the rights of Latinos through litigation, advocacy, community education and outreach, leadership development and higher education scholarships. For more information on MALDEF, please visit: www.maldef.org

6:00-7:00 p.m.

SAPPHIRE BALLROOM
Sapphire Level, 4th Floor

SPECIAL WELCOMING CEREMONY

242. Native California Welcome



Continuing thousands of years of ceremony and dance, California Indians from Northern and Southern California will share their traditional dances and songs with NCORE® participants welcoming them to the land of their ancestors. This "California Welcome" will be performed by the Elem Pomo Dance Group from Lake County in Northern California, led by their dance captain, Robert Geary and the Bird Singers of San Diego County, led by their captain, Roy Cook. This special performance is unique in that the dancers

very seldom perform outside of their ceremonial houses or events. California is the home to 109 Indian tribes. The two groups represent a sample of the very distinct and diverse cultural expressions found in California's indigenous population. Join us for this special event!

Dr. Alan Lechusza, highly regarded Musician and Artist—Los Angeles, California (**Event Coordinator**)

7:15-8:30 p.m.

SAPPHIRE TERRACE, SAPPHIRE B, C
Sapphire Level, 4th Floor

NCORE® RECEPTION

243. Following the California Welcome Ceremony, please join friends, colleagues and first-time NCORE® attendees to enjoy food and good company.

7:45-8:30 p.m.

SAPPHIRE TERRACE, SAPPHIRE BALLROOM B, C
Sapphire Level, 4th Floor

PERFORMANCE



244. A performance by Mariachi Chula Vista, and Grupo Folklorico Chula Vista

Mariachi Chula Vista was formed at Chula Vista High School in September 2001. Since then, Mariachi Chula Vista has performed

at more than 900 events and has earned a reputation as one of the best student mariachis in the country. The group has appeared at festivals in Albuquerque, Tucson, Las Cruces, Santa Barbara, San Diego, Phoenix, Seattle, Wenatchee and Guadalajara and has shared the stage with such famous groups as *Los Camperos de Nati Cano*, *Mariachi Sol de México de José Hernández*, *Mariachi de América de Jesús Rodríguez de Hajar*, *Mariachi Reyna de Los Angeles*, *Mariachi Internacional Guadalajara*, and the *Mariachi Vargas de Tecalitlán*. Mariachi Chula Vista has won numerous competitions and was the subject of an extended front-page article in the *New York Times* (April 2005). The group was the first mariachi invited to perform at a national music educators conference (MENC 2006, Salt Lake City).

Mariachi Chula Vista packed a powerful punch straight out of the gate, with clouds of violin rosin billowing from the fiddles as members dug in the bows. The group displayed bravura as it nearly perfectly executed every facet of the mariachi art.

Mark Fogelquist, Director, Mariachi Chula Vista huenachi@yahoo.com

Grupo Folklorico de Chula Vista has been in existence since 1977. They are part of the School of Creative and Performing Arts at Chula Vista High School. Grupo Folklorico de Chula Vista are a student Mexican folk dance group that performs throughout San Diego County for school, community, social and special events. Grupo Folklorico de Chula Vista's aim is to promote cultural understanding through their performances.

Carlos Santoyo, Director, Grupo Folklorico Chula Vista.

10:00 p.m.-12:00 a.m.

AQUA 306 A, B
Aqua Level, 3rd Floor

LATINO/A CAUCUS MEETING

245. Post NCORE® Conference Reception Social Event (TBD)

DAY AT A GLANCE • THURSDAY, MAY 28

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 KEYNOTE ADDRESS (PLENARY SESSION)

Militarism and Tourism in the Pacific—Haunani-Kay Trask

10:00–11:30 a.m.

305. BOOK SIGNING AND INFORMAL DIALOGUE—HAUNANI-KAY TRASK

10:00 a.m.–noon

306. MAJOR WORKSHOP

Changing How Teachers Tell the Story of California's "First People"

307. MAJOR WORKSHOP

Helping Colleagues Rise Above Unconscious Biases and Cognitive Shortcuts

308. MAJOR WORKSHOP

Hip Hop in the Classroom: From Internalized Oppression to Critical Liberation Pedagogy

309. MAJOR WORKSHOP

Taking Professional Development Online: Using the Power of Story to Engage Faculty Learning

310. MAJOR WORKSHOP

Crossing the Tracks: Growing up Poor/Working Class and Being in Higher Education

311. MAJOR WORKSHOP

Walking Each Other Home: A National Conversation on Race

312. PRESIDENTS SYMPOSIUM

PART I—University Presidents Discuss the Importance of Diversity and Their Experiences in Promoting Diversity in Their Institutions

313. Using the Arts as a Vehicle for Difficult Conversations About Race, Gender and Class (Part I and II)

314. Let's Do This: Best Practices for the Recruitment and Retention of Students of Color

315. AMERICA: Land of the Free? The Conception of Racism: Its Intention and Impact

316. The Student Success Research Consortium: Using a Memorandum of Understanding to Engage Ethical Space in a Collaboration Between an Indigenous Community and a University

317. Infusing Diversity, Interculturalism and Inclusive Excellence Within and Across Academic Colleges

318. Teaching White Privilege: A Multidisciplinary Approach

10:30–11:45 a.m.

319. Faculty Retention Toolkit

320. A Physical and Emotional Perspective of Minority Women Doctoral Students

321. How to Teach Cultural Diversity to Future Health Care Professionals

322. The 10 Myths of Social Justice

323. How Much Will You Tolerate? A Student Based Social Change Approach to Addressing Acts of Intolerance on Campus

324. The Impact of the College Environment on African American Students' Preparation for Access to a Medical School Education

325. A Journey Toward Equality: A Community College Recounts the Story of its Commitment to Change the "Face" of its Workforce

326. Pathways to College: Creating and Retaining a Culturally Diverse Student Body

10:30 a.m.–noon

327. A CONVERSATION WITH LYDIA VILLA-KOMAROFF

Paths to Discovery

328. A CONVERSATION WITH YEN LE ESPIRITU

Critical Perspectives on Race, Immigration and Asian America

329. Diversity and Assessment: A Partnership for Sustainable Change

330. How to Establish a Mentoring Program for Multicultural Students

331. An Analysis of Blackness and Deafness in *Unspeakable: The Story of Junius Wilson*

332. The Experiences of Chief Student Affairs Officers in Addressing Incidents of Racial Insensitivity on College and University Campuses

333. Latino/a Student Unions and the Performance/Production of Ideology

334. The Thong and The Hejab: Race Still Matters!

335. FILM PREVIEW AND DISCUSSION

Sexploited: Media Exploitation of Sexism

1:15–2:30 p.m.

336. The Phenomenal PhD Sisterhood: Building Community in a Distributed Learning University

337. Assessing Diversity and Equity: Useful Strategies and Tools for Fostering Substantive Change

338. LEAP (Learning Experience for Academic Progress): Maximizing Underprepared First-year Student Success Through Collaborative Partnerships Between Student Development and Academic Affairs at Point Loma Nazarene University

339. Money Does Matter! When it Comes to Retention and Access to Higher Education, What Does the Research Say About Creating More Sensitivity in Financial Aid Offices Towards the Needs of Low-income Urban Students in Community Colleges and Reducing Financial Barriers to Student Retention and Access?

340. Laying the Groundwork for Cultural Transformation: Advancing Racial Awareness at Historically White Institutions

341. Stay Power!: The Transformative Role of Affinity Groups in the Recruitment and Retention of Culturally Diverse Faculty and Staff

342. National Center for Institutional Diversity: Strategic Priorities and Activities

343. More Than Cool: Beyond Monolithic Understandings of Black Male Masculinity in Collegiate Settings

344. Insight Into the Challenges Latino Students Face While Training in Theatre

DAY AT A GLANCE • THURSDAY, MAY 28

345. AsianDeaf Identity Development: The Hidden Members of the “Model Minority” and the Struggle for Acceptance—Challenges in the Development of Cultural Awareness

346. The Transitional Year Programme: Providing Access in Uncertain Times

347. Student of Color Alliance: Building Community on a Predominantly White Campus

1:15–4:15 p.m.

348. SPECIAL FEATURE PRESENTATION

Diversifying the Science, Technology, Engineering and Mathematics (STEM) Workforce: Exemplary Research and Practice

349. MAJOR WORKSHOP

Educational Excellence and Equity: Lessons Learned on Resiliency From Undocumented Children

350. MAJOR WORKSHOP

Competency Roadmaps for Crossing Into Other Cultural Communities: Faculty and Student Preparations for Teaching and Studying in Internationally Diverse Settings

351. MAJOR WORKSHOP

Community in Context: Race, Privilege and the Dynamics of Belonging in the Academy

352. MAJOR WORKSHOP

Mindfully Resolving Diversity Issues in the Workplace

353. Using the Arts as a Vehicle for Difficult Conversations About Race, Gender and Class (Part III and IV)

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

355. Debunking the Myths About People of Color and the Environment: Higher Education’s Role in Making the Green Movement Multicultural

356. Creating The “UNSTOPPABLE” Leader That is You!

357. Creating the Safe Multi-Cultural Classroom: How to Foster Deep Sharing and Relationship Building

358. ACAMPUS OF DIFFERENCE™ an Anti-Bias and Diversity Training Program of the Anti-Defamation League’s A WORLD OF DIFFERENCE® Institute

1:30–3:30 p.m.

359. PRESIDENTS SYMPOSIUM

PART II—Becoming a Higher Education Leader: A Panel of Presidents Share Their Experiences

360. MAJOR WORKSHOP

The Race Card: How Bluffing About Bias Makes Race Relations Worse

2:00–4:00 p.m.

361. MAJOR WORKSHOP

Who are Pacific Islanders and Where Do They Fit in Higher Education?

2:30–4:00 p.m.

362. A CONVERSATION WITH REVEREND C. T. VIVIAN

Building a Civil Rights Movement for the New Millennium

363. A CONVERSATION WITH PATRICIA LOEW

Seeing Red: How Indigenous People Use the Media to Form Identity, Reconstruct the Past and Assert Their Sovereignty

2:45–4:00 p.m.

364. RITECT: A Workplace Violence Prevention Plan

365. The Tipping Point Effect: The Road to Recruiting and Retaining Students of Color at Villanova

366. PMS: Peer Mentoring for Success

367. Have the Faculty Live on Campus: Retaining Minority Faculty Through Faculty In Residence (FIR) Program

368. In This Room, In This House: Enhancing the Quality of Life for Culturally Diverse Graduate Students on Predominantly White Campuses

369. WHOAM I?...AND WHY ME?: The Fatigue Factor and Identity Struggle in the Fight for Social Justice: PRAXIS THROUGH PERFORMANCE

370. Examination of the Williams-Proctor Cultural Competence Scale for Youth Development Professionals and Paraprofessionals

371. A University Model of Inclusion and Equity

2:45–4:15 p.m.

372. Developing and Teaching a Multidisciplinary Course About Hate: Student Reactions and Faculty Lessons

373. Beneath Our Sacred Minds, Hands, and Hearts: Stories of Persistence and Success Among American Indian Graduate and Professional Students

374. Latino College Students: Barriers and Challenges to Succeeding in College at Predominantly White Institutions

375. Processes and Struggles With Racial Microaggressions: Experiences From the White American Perspective

376. Reaching Diverse Learners and Imbedding Diversity Through Universal Design

377. Bringing It All Together? Negotiating the Extended Landscape of Institutional Diversity—Gender, Sexuality, Internationalization and Class

4:30–5:30 p.m.

378. SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE
Immigration and Its Discontents—Evelyn Hu-DeHart

5:30–8:00 p.m.

379. JDOTT SUMMIT MEETING

6:00–7:00 p.m.

380. Native American Caucus Meeting
Networking Meeting

6:00–7:30 p.m.

381. Latino/a Caucus Meeting
Meeting and Roundtable Discussion (Social to Follow)

6:00–8:00 p.m.

382. APINCORE (Asian/Pacific Islander American) Caucus Meeting
Future Planning and Caucus Nominations and Elections

383. Informal Networking Meetings

8:00–9:30 p.m.

384. Special Evening Panel Presentation
Anti Affirmative Action Update
Coordinated by the University of Michigan

THURSDAY, MAY 28, 2008

7:30–9:00 a.m.

301. Continental Breakfast

The breakfast will be served at Sapphire Ballroom Level Foyer and Aqua Level Foyer

7:30 a.m.–6:00 p.m.

SAPPHIRE WEST FOYER
SAPPHIRE A, E, I, M
Sapphire Level, 4th Floor

EXHIBITOR SHOWCASE AND RESOURCE CENTER

302. (For more information on Exhibitor Showcase, see Index 208)

For a comprehensive listing of Exhibitors and their services, see page 99

7:45–8:45 a.m.

AQUA 303, 304, 305, 307, 309
Aqua Level, 3rd Floor

NATIONAL ADVISOR COMMITTEE (NAC)

303. Sub-Committee Meetings

There are five meeting rooms available for NAC Sub-Committee meetings. All members of the NAC are invited to join the Southwest Center for Human Relations Studies' Executive Committee members for these meetings.

For more information about NCORE® National Advisory Committee (NAC), see index 003

For other meeting times and dates, see index 212, 403

9:00–9:45 a.m.

SAPPHIRE BALLROOM
Sapphire Level, 4th Floor

CONFERENCE MORNING KEYNOTE ADDRESS (General Session)



304. Keynote Address: Militarism and Tourism in the Pacific

Haunani-Kay Trask, Ph.D., Professor, Center for Hawaiian Studies, University of Hawai'i—Manoa, Hawai'i

Haunani-Kay Trask, a Native Hawaiian, best-known indigenous leader, and human rights organizer in her Native land of Hawai'i. Professor Trask descends from a long line of Native orators. Her grandfather, a Hawai'i territorial senator and her father, a lawyer and advocate for Hawaiians, were among the political figures known for their speechmaking and political contributions toward securing Native land rights in Hawai'i. Today, Professor Trask is widely considered an authority on Hawaiian political issues, as well as an internationally-known Indigenous human rights advocate. Born in California, Trask has represented Native Hawaiians in the United Nations and various other global forums. She has spoken at venues across the Pacific, including New Zealand and Australia, in the United States and Canada, in Europe, including at the United Nations in Geneva, the Human Rights forum in Strasbourg, the Basque country in Spain and in Africa at the World Conference Against Racism in Durban, South Africa. For the past twenty years, Trask has enlightened audiences about conditions facing indigenous peoples, including the global struggle for human rights. Described by the *San Francisco Examiner* as the "radical firebrand, feminist author and native daughter of royal blood who is one

of the leaders of a growing sovereignty movement in Hawai'i," Trask was ranked one of the top Native leaders in a 2001 poll taken by *The Honolulu Advertiser*. Trask has authored four books, including the bestseller, *From a Native Daughter: Colonialism and Sovereignty in Hawai'i*. Alice Walker has called the book, "A masterpiece on decolonization," that is "so powerful, it will change the way you think about Hawai'i and all the lands seized by force forever." *From a Native Daughter: Colonialism and Sovereignty in Hawai'i* is a collection of essays on the Hawaiian sovereignty movement. Trask produced the award-winning film, *Act of War: The Overthrow of the Hawaiian Nation*. She also has a public-access television program called *First Friday*. Dr. Trask's dissertation was revised into a book entitled *Eros and Power: The Promise of Feminist Theory* and was published by the University of Pennsylvania Press in 1986. Trask has at times been an outspoken and visible leader within the Hawaiian sovereignty movement. She opposes the tourism industry and the United States military presence in Hawaii. She identifies with other activists and leaders, most notably Malcolm X, Franz Fanon and the Kenyan writer Ngugi wa Thiong'o. She also maintains a friendship with Ward Churchill, Angela Davis and Alice Walker. More recently Trask has spoken against the Akaka Bill.

10:00–11:30 a.m.

SAPPHIRE BALLROOM
Sapphire Level, 4th Floor

BOOK SIGNING AND INFORMAL DIALOGUE

305. Haunani-Kay Trask

10:00 a.m.–noon

SAPPHIRE 412
Sapphire Level, 4th Floor

MAJOR WORKSHOP

306. Changing How Teachers Tell the Story of California's "First People"

This presentation addresses the new curriculum for K-12 public schools in California. It specifically addresses the fourth grade, eighth grade, and eleventh grade data concerning California Indians past and present. The session is designed to provide educators with information and data to facilitate the projects goals. Participants will be provided with tools directly applicable to classroom curriculum development regarding California Indians.

Edward Castillo, Ph.D., Chair, American Indian Studies, Sonoma State University—Rohnert Park, California ed.castillo@sonoma.edu

10:00 a.m.–noon

INDIGO 204 A

Indigo Level, 2nd Floor

MAJOR WORKSHOP**307. Helping Colleagues Rise Above Unconscious Biases and Cognitive Shortcuts**

Negative biases lead to the shortchanging of members of certain groups. On the other hand, positive biases lead to the privileging of members of other groups. Operating at the unconscious level, these biases filter what we see through our expectations. But the good news is this: the power of these biases can be reduced. We can incorporate anti-bias cues, reminders, and procedures into our campus environments, classrooms, and committee meetings. We can help our colleagues recognize and rise above a dozen cognitive shortcuts and errors (these are closely related to biases and unwittingly made by academics on a daily basis).

This highly interactive session will draw on recent findings from cognitive scientists <http://www.implicit.harvard.edu> as well on insights derived from presenter's consulting work and summarized in her booklet *Rising Above Cognitive Errors: Guidelines for Search, Tenure Review, and Other Evaluation Committees*.

JoAnn Moody, Ph.D., J.D., Faculty Developer and Higher Education Consultant—San Diego, California www.diversityoncampus.com

10:00 a.m.–noon

SAPPHIRE L

Sapphire Level, 4th Floor

MAJOR WORKSHOP**308. Hip Hop in the Classroom: From Internalized Oppression to Critical Liberation Pedagogy**

Most students in today's classrooms view themselves as a part of the Hip Hop generation. They have grown up in a world where Hip Hop was their primary cultural framework. Most teachers in today's classrooms experience distancing from Hip Hop. Outside Hip Hop culture, they do not know the music, do not know the language and do not consider themselves a part of Hip Hop culture. As a result, they miss the single most significant cultural phenomena in the lives of their students. More importantly, such teachers miss the possibilities that hip hop provides for bridging cultural, generational, racial and class divides that exist inside many classrooms.

In this session, we discuss elements of Hip Hop culture, elements of critical liberation pedagogy, and strategies for the utilization of Hip Hop in the classroom as a tool of critical liberation pedagogy.

Marcella Runell Hall, Doctoral Candidate, Social Justice Education; Associate Director, Center for Multicultural Education and Program, New York University—New York, New York marcella@nyu.edu

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

Tyson Rose, Graduate Student, Social Justice Education, School of Education, University of Massachusetts—Amherst, Massachusetts tyson@educ.umass.edu

Taj Smith, Doctoral Student, Social Justice Education, School of Education, University of Massachusetts—Amherst, Massachusetts tajs@educ.umass.edu

10:00 a.m.–noon

SAPPHIRE H

Sapphire Level, 4th Floor

MAJOR WORKSHOP**309. Taking Professional Development Online: Using the Power of Story to Engage Faculty Learning**

This highly interactive session examines an innovative online faculty development program pioneered at Valencia Community College in Orlando and implemented in the University of Hawai'i Community College system. The National Institute for Staff and Organizational Development (NISOD) program's Learning Scenarios, includes online scenarios-based courses. The Teaching for Learning course has proven to be a very effective method of reaching both new and seasoned faculty members and generating dialogue among and across disciplines, training, and cultural backgrounds of faculty. Information on the Teaching for Learning scenarios course will be presented including background and rationale, insights and lessons learned during implementation, and current research efforts to measure impact on student learning outcomes. Participants will identify issues at their college that could be addressed using online professional development combined with the power of storytelling to integrate and engage faculty participation. This session should particularly benefit attendees who are interested in and/or responsible for faculty development, professional development practitioners and those who are concerned with student persistence and success issues. Participants will leave with strategies for developing and implementing programs for new faculty at their own institution.

Krista Hiser, Doctoral Candidate, Educational Administration; Assistant Professor, Developmental Composition; and new Faculty Coordinator, Kapi'olani Community College-Honolulu, University of Hawai'i—Manoa, Hawai'i hiser@hawaii.edu

Patrick Nellis, District Director, College Training and Development, Miami Dade College—Miami, Florida pnellis@mdc.edu

Daryl E. Peterson, Director, ScenariosOnline, Center for Teaching and Learning Support (TLS), East, Valencia Community College—Orlando, Florida dpeterson8@valenciaccc.edu

10:00 a.m.–noon

SAPPHIRE P

Sapphire Level, 4th Floor

MAJOR WORKSHOP**310. Crossing the Tracks: Growing up Poor/Working Class and Being in Higher Education**

Higher education is the access channel to upward mobility. 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 then join Class Action to explore the joys and pitfalls of straddling class.

In this session we will focus on reconciling our blue-collar upbringing with the white-collar world of higher education that we now inhabit. What can we learn from our own experiences that allow us to help our students successfully negotiate this dual identity? 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; and will think about actions we can take on our campuses to help our students navigate this territory.

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)—Hadley, Massachusetts www.classism.org

10:00 a.m.–noon

SAPPHIRE 410

Sapphire Level, 4th Floor

MAJOR WORKSHOP**311. Walking Each Other Home: A National Conversation on Race**

Home: A National Conversation on Race” is such a dream.

Sometimes, bold dreams require that we step forth with equally courageous action. If we wait for our institutions or some charismatic leader to pave the way first, our dreams often fade away along with our hopes and our belief that real change will ever happen in our lifetimes. “Walking Each Other

We hope to create a space for people of all walks of life to get to meet each other and to truly hear each other’s journey—to learn what it has taken for them to get to the room together, how their life experiences have affected them, changed and shaped them into who they are today. And that perhaps, from hearing each other’s stories, they will find a place of compassion and understanding to begin a friendship based on trust and acceptance. Come join us in this unique opportunity to meet the people that we have always wanted to meet, but were too afraid to because of what we’ve heard or been told.

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

PART I**10:00 a.m.–noon**

SAPPHIRE 400

Sapphire Level, 4th Floor

Part II continue 1:30–3:30 p.m., see Index 359**PRESIDENTS SYMPOSIUM****312. Roundtable Discussion by University Presidents**

Over the past four decades, affirmative action and other programs have helped to diversify the faculty, staff and students of our institutions of higher education. However, racial minorities still remain significantly under-represented in senior-level administrative positions, especially among presidents and chancellors. The two sessions of this symposium are designed to encourage faculty, staff and students to consider career paths leading to higher level administrative positions, to provide them with an understanding of the preparation required for these positions and to give them a sense of the challenges they will face in these positions, especially in efforts to promote diversity.

PART I—University Presidents Discuss the Importance of Diversity and Their Experiences in Promoting Diversity in Their Institutions

The presidents on this panel have been strong proponents of diversity and have been committed to promoting diversity in their institutions. Drawing on their personal experiences, the panelists will address such issues as:

- What were their reasons for promoting diversity in their institutions?
- Why did they believe such efforts were important?
- What programs did they institute and what strategies did they employ in these efforts?
- What was their leadership role in these efforts?
- What obstacles and hurdles did they have to overcome?
- What mistakes were made in these efforts?
- What were some of the lessons learned through these efforts?

Rita Cepeda, Ed.D., First Latina President, San Diego Mesa College—San Diego, California (Invited)

Yolanda T. Moses, Ph.D., Associate Vice Chancellor, Diversity, Excellence and Equity, and Vice Provost, Conflict Resolution, University of California-Riverside, California; Former President of City College of New York (CUNY), President of the American Association for Higher Education at George Washington University-Washington, D.C. yolanda.moses@ucr.edu

Roy H. Saigo, Ph.D., Distinguished Senior Academic Fellow, Minnesota State Colleges and Universities; President *Emeritus*, St. Cloud State University, St. Cloud, Minnesota; former Chancellor, Auburn University at Montgomery—Montgomery, Alabama rhsaigo@gmail.com

Marlene Springer, Ph.D., President *Emeritus*, the City University of New York, College of Staten Island—Staten Island, New York

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

10:00 a.m.–noon**2-HOUR CONCURRENT SESSIONS****PART I and PART II****10:00 a.m.–noon**

AQUA 308

Aqua Level, 3rd Floor

Part III and Part IV continues 1:15–4:15 p.m., see Index 353**313. Using the Arts as a Vehicle for Difficult Conversations About Race, Gender and Class**

Presented in four parts, the session 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. 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 session will encourage 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?” This session will offer a framework using the arts as a vehicle for discussion that can be utilized on the home campuses.

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 songs and games from African and African American culture, participants will explore the transformative power and cultural significance of song.

PART II—Visual Media**Session A: 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 Phelps 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. 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.

Session B: 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-modal visual rhetoric as a force of persuasion on targeted audiences around the world.

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

Dennis Greene, J.D., Professor of Law, University of Dayton—Dayton, Ohio

Judith Huacuja, Ph.D., Associate Professor of Art History, University of Dayton—Dayton, Ohio

Kelly Phelps, Assistant Professor of Art (Sculpture), Xavier University—Cincinnati, Ohio

Kyle Phelps, Assistant Professor of Art (Sculpture), University of Dayton—Dayton, Ohio

10:00 a.m.—noon

AQUA 300

Aqua Level, 3rd Floor

Levels of Experience: **All****314. Let's Do This: Best Practices for the Recruitment and Retention of Students of Color**

◆◆ Interactive Training ◆◆

This fun and interactive session will involve participants in the development of a collaborative model for the recruitment and retention of students of color founded on diversity education and utilizing programs and services that already exist at most campuses. Efforts could include collaboration from admissions, orientation, advising, student involvement, financial aid, housing and multicultural affairs. Recruitment and retention involves a holistic approach to incorporating services, programs and perspectives that are already successful on your campus, but this model first must be grounded on a strong diversity model. The session will discuss the basic principles needed for an effective recruitment and retention plan for students of color. The presenter will also discuss the challenges of pulling together so many different offices to assure success with recruitment and retention. Participants will go through each phase of developing an effective program. Although many programs will not fit every campus there will be ample time for dialogue that will allow participants to explore how they can develop a program on their campus. This session should particularly benefit those administrators that work in Admissions and Multicultural Affairs.

Robert N. Page Jr., Ph.D., Director, Office of Multicultural Affairs, University of Kansas—Lawrence, Kansas rpage@ku.edu <http://www.oma.ku.edu/>

10:00 a.m.—noon

AQUA 314

Aqua Level, 3rd Floor

Levels of Experience: **All****315. AMERICA: Land of the Free? The Conception of Racism: Its Intention and Impact**

◆◆ Theoretical Model ◆◆



This session is full of historical facts not found in typical text books. Why are there postcards of lynchings? Where did the term “Caucasian” come from? Why did Jefferson proclaim that slaves could not feel grief? This session will examine the beliefs of the founders of this country and how racism was intrinsically embedded in

the foundation and fabric of American society. The presenter will examine the dehumanization of historically oppressed groups, specifically African-Americans, to justify oppression. The intentionality of the founding fathers to create systems of oppression based on black inferiority and white superiority still impacts many institutions in American life such as education, political systems, penal systems and more importantly our social structures. In this session there will be multiple opportunities to learn and to teach the history we learned, or did not learn and how it impacts aspects of who we are consciously and unconsciously.

Shvonne L. Johnson, Coordinator, Multicultural Outreach, College of St. Catherine—St. Paul, Minnesota shvonnejohnson@stkate.edu

10:00 a.m.—noon

AQUA 309

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate and Advanced****316. The Student Success Research Consortium: Using a Memorandum of Understanding to Engage Ethical Space in a Collaboration Between an Indigenous Community and a University**

◆◆ Policy Issues ◆◆

This session will offer insights into a collaboration between members of the Six Nations of the Grand River Territory and Brock University. It will illustrate how university and community collaborators are required to set aside their discomfort so that they can work together in new and innovative ways in a new ethical space. The presentation will focus on a Memorandum of Understanding (MOU) which helped navigate sensitive issues such as how to collaborate, ownership and control of information, ethical concerns, and the potential for misunderstanding. Presenters will provide background information on the collaboration as well as the lessons learned in the process of developing the MOU and conducting the research. The session should particularly benefit participants who are engaged in collaborations between indigenous communities and universities, those who are interested in ethical issues within indigenous research and those who are interested in the tensions found within collaborative research. Attendees with a novice level of experience will gain information from the session but will be limited in terms of their understanding of the advanced issues around indigenous research and policy.

Sheila Bennett, Ed.D., Professor, Pre-Service Department, Brock University—St. Catharines, ON Canada sheila.bennett@brocku.ca

Michelle Bomberry, Graduate Student Candidate, Education; Community Service Coordinator, Six Nations Police Services—Ohsweken, ON, Canada mbomberry@snpolice.ca

Sandra Styres, Doctoral Candidate, Faculty of Education, York University; Program Recruiter, Tecumseh Centre for Aboriginal Research and Education, Brock University—St. Catharines, ON Canada sandra.styres@brocku.ca

Dawn Zinga, Ph.D., Associate Professor, Department of Child and Youth Studies, Brock University—St. Catharines, ON, Canada dzinga@brocku.ca

10:00 a.m.–noon

INDIGO 206

Indigo Level, 2nd Floor

Levels of Experience: **Intermediate****317. Infusing Diversity, Interculturalism, and Inclusive Excellence Within and Across Academic Colleges**

◆◆ Curricular/Pedagogical Models ◆◆

This session will share insights and best practices from eight academic faculty members (including a university librarian) at a multicultural university in the western region who worked for a year to brainstorm, create, design, and implement a diversity and intercultural curriculum, pedagogy and research model for their colleges. Presenters will discuss how they secured the commitment of their colleagues and leaders. All knowledge levels are welcome but this session should particularly benefit university faculty and administrators who seek to include diversity and interculturalism in their curricula, pedagogical approaches and research practices.

Maria Alaniz, Ph.D., Professor, Department of Social Sciences, San José State University—San José, California

Alejandro Garcia, Ph.D., Professor, Physics and Astronomy Department, San José State University—San José, California

Rona T. Halualani, Ph.D., Assistant to the President, Director of Institutional Planning and Inclusive Excellence, San José State University—San José, California halualani@yahoo.com

Judith Lessow-Hurley, Ph.D., Professor, Department of Elementary Education, San José State University—San José, California

Kathryn Blackmer Reyes, Associate Librarian, University Library, San José State University—San José, California

Kathleen Roe, Ph.D., Chair, Health Science Department, San José State University—San José, California

10:00 a.m.–noon

AQUA 306B

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate****318. Teaching White Privilege: A Multidisciplinary Approach**

◆◆ Curricular/Pedagogical Models ◆◆

This session presents a curriculum for teaching about white privilege from a multidisciplinary perspective. The presenter will describe the size and demographics of his institution and its religious affiliation. Then he will cover the methodology and course content and the kinds of problems that have arisen and the attempts to address them. Multidisciplinary books and assignments give students multiple lenses through which to understand privilege. Videos and group discussions are also a key part of the curriculum. The presenter will demonstrate links between student understanding and action, will provide samples of an assessment tool and also will provide a list of videos used in the course. This session should particularly benefit those who are teaching at predominantly white institutions, those currently engaged in teaching white privilege, those who are interested in a multidisciplinary approach 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

10:30–11:45 a.m.**75-MINUTE CONCURRENT SESSIONS****10:30–11:45 a.m.**

AQUA 313

Aqua Level, 3rd Floor

Levels of Experience: **Advanced****319. Faculty Retention Toolkit**

◆◆ Long- and Short-Range Planning ◆◆

Faculty play a central role in helping colleges and universities achieve their mission and goals. The ways in which faculty understand, interpret, and act on issues and circumstances impact the quality of education that colleges and universities provide for students. Faculty also play a vital role in shaping institutional and departmental climate, which in turn, impacts faculty retention and success (Austin, 1994).

This session will examine the literature on best practices for retaining a diverse faculty. The Faculty Retention Toolkit is designed to stimulate conversation about these best practices by addressing (1) the benefits of a diverse faculty, (2) how to create and maintain an inclusive climate where all faculties can succeed, (3) the role of the department chair, (4) how to support and retain pre-tenure faculty, (5) mentoring pre-tenure faculty, (6) survival strategies for pre-tenure faculty, (7) supporting and retaining post-tenure faculty, and (8) flexible and accommodating faculty retention policies. This session should particularly benefit department Chairs, program Directors, other faculty and senior administrators who implement strategies that support the retention of pre- and post-tenure faculty.

Derenda King, Ed.D., Intercultural Affairs Associate, Loyola Marymount University—Los Angeles, California dking18@lmu.edu

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

10:30–11:45 a.m.

SAPPHIRE 402

Sapphire Level, 4th Floor

Levels of Experience: **Novice****320. A Physical and Emotional Perspective of Minority Women Doctoral Students**

◆◆ Research/Assessment/Evaluation ◆◆

This session will examine the experience of minority women in doctoral programs. Presenters will discuss historical and contemporary challenges facing women of color in their pursuit of terminal degrees. The session will present topics that include discrimination, degree attainment, balancing work and family, and mentorship, from the perspective of the student as both a woman and a person of color. A presentation of personal narratives and scholarly research will illustrate the successes and difficulties that women of color face in doctoral education. This session should particularly benefit participants who are interested in the success of minority women in doctoral programs, minority women who are pursuing or will pursue their doctoral degree, educators of minority women, and individuals in academe that are invested in creating a more inclusive campus or university climate.

Francesca Galarraga, Assistant Director, Equal Opportunity and Diversity, Iowa State University—Ames, Iowa fgalar@iastate.edu

Ashley Ratute, Graduate Student, Textiles and Clothing (Historical Costume); Graduate Research Assistant, Equal Opportunity and Diversity, Iowa State University—Ames, Iowa aratute@iastate.edu

10:30–11:45 a.m.

COBALT 504

Cobalt Level, 5th Floor

Levels of Experience: **Intermediate**

321. How to Teach Cultural Diversity to Future Health Care Professionals

◆◆ Curricular/Pedagogical Models ◆◆

This session will examine an innovative partnership in New York City, between Pace University, Lienhard School of Nursing and the Mount Sinai Hospital and Medical Center. The project was designed to teach cultural competence to nursing students and increase their cultural awareness, competency and sensitivity. The purpose of this project is to improve care for patients from diverse groups, encourage socialization and increase work satisfaction for nurses. The project has been funded for the past three years by the Altman Foundation and the Jonas Center for Nursing Excellence, both of New York City. This session should particularly benefit health professional educators and clinicians who strive to increase the cultural competence of their students and staff and who are interested in enhancing the recruitment and retention of practitioners from underrepresented groups.

Marilyn Jaffe-Ruiz, Ed.D., RN, Professor of Nursing, Pace University—New York, New York mjafferuiz@pace.edu

Patricia R. Reineke, Ph.D., RN, Coordinator Nursing Research and Education, The Mount Sinai Hospital—New York, New York

patricia.reineke@mountsinai.org

10:30–11:45 a.m.

AQUA 305

Aqua Level, 3rd Floor

Levels of Experience: **Novice**

322. The 10 Myths of Social Justice

◆◆ Theoretical Model ◆◆

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

Vernon A. Wall, Founding Faculty, Social Justice Training Institute; Director of Educational Programs and Publications, ACPA—College Student Educators International, National Center for Higher Education—Washington, D.C. vwall@acpa.nche.edu

10:30–11:45 a.m.

COBALT 505

Cobalt Level, 5th Floor

Levels of Experience: **Novice**

323. How Much Will You Tolerate? A Student Based Social Change Approach to Addressing Acts of Intolerance on Campus

◆◆ Case Studies/Model Programs ◆◆

This session will examine a student project to address acts of intolerance at Stanford University and will cover the social change that it helped inspire by revising the University’s Acts of Intolerance Protocol. Presenters will share information about the LEAD Course: Leading through Education Activism and Diversity that provided the framework for the project, as well as the background and rationale for the striking method of display the students used to implement their project. Presenters will also share insights about leadership, social change and lessons learned from working with university administration. This session should particularly benefit those who are interested in learning more about acts of intolerance on campus, students interested in taking an active role in creating social change on campus, staff

and administrators from institutions with diverse student populations, and those who are concerned with the campus climate in relation to diversity.

Phillip C. Hon, Undergraduate Student, Public Policy Major; Asian American Activities Center, Stanford University—Stanford, California pchon@stanford.edu

Diana Huynh, Undergraduate Student, Biology Major; Asian American Activities Center, Stanford University—Stanford, California dianahuynh@stanford.edu

Julian J. F. Kelly, Undergraduate Student, Political Science Major; Asian American Activities Center, Stanford University—Stanford, California jifkelly@stanford.edu

Kimberley Danielle McKinson, Undergraduate Student, Cultural and Social Anthropology Major; Asian American Activities Center, Stanford University—Stanford, California kimmck88@gstanford.edu

Natalia Ricotta, Undergraduate Student, Product Design Major; Asian American Activities Center, Stanford University—Stanford, California talia7@stanford.edu

Shelley S. Tadaki, Associate Director, Asian American Activities Center, Stanford University—Stanford, California stadaki@stanford.edu

10:30–11:45 a.m.

AQUA 310

Aqua Level, 3rd Floor

Levels of Experience: **Novice**

324. The Impact of the College Environment on African American Students’ Preparation for Access to a Medical School Education

◆◆ Research/Assessment/Evaluation ◆◆

This session will examine a qualitative research which explores African American college students’ interest in the medical profession and their pursuit of degrees in biological sciences. It will cover student perceptions of the differences in educational attainment of this degree between students attending an HBCU and those in a PWI. This session will also discuss premedical education from post-Civil War America to the present day. The results of the research will provide a recipe that will help any university increase enrollment of minority students in medical schools. This session should particularly benefit students and university faculty at both black and white colleges who are concerned with the disparity in minority student enrollment into medical school.

Barbara Marie Butler, Ed.D., Professor of Biology and Science Education, University of Delaware—Newark, Delaware butlerwright@aol.com

10:30–11:45 a.m.

INDIGO 204 B

Indigo Level, 2nd Floor

Levels of Experience: **Intermediate**

325. A Journey Toward Equality: A Community College Recounts the Story of its Commitment to Change the “Face” of its Workforce

◆◆ Case Studies/Model Programs ◆◆

This session will provide an overview of the Harper College effort to create a diverse workforce—specifically as it pertains to administrators and faculty. Presenters will highlight strategies, lessons learned and future opportunities to improve the recruitment and retention of Harper’s diverse workforce. They will showcase best practices such as personalizing the on-line invitation, enriching the applicant pool, training the search committee to identify culturally competent candidates, advertisement branding strategies and capturing the passive applicant. This session should particularly benefit community colleges interested in creating a plan for diverse workforce recruitment.

Cheryl Kisunzu, Vice President, HR/Diversity and Organizational Development, Harper College—Palatine, Illinois ckisunzu@harpercollege.edu

Paula L. Saltzman, Diverse Workforce Recruiter, Harper College—Palatine, Illinois psaltzma@harpercollege.edu

10:30–11:45 a.m.

SAPPHIRE 411

Sapphire Level, 4th Floor

Levels of Experience: **All**

326. Pathways to College: Creating and Retaining a Culturally Diverse Student Body

◆◆ Case Studies/Model Programs ◆◆

This session will focus on a program at the University of Florida designed to increase the cultural diversity of their student body. The program provides instructional and curricular support which is designed to address the achievement gap in high poverty/low performing high schools. Presenters will share current research on best practices and models for recruiting and retaining minority students. The session should particularly benefit those who are responsible for increasing and retaining a culturally diverse student body, those who provide outreach to K-12, and who are interested in creating partnerships with the community.

Diane Archer-Banks, Program Coordinator, University of Florida Alliance, College of Education, University of Florida—Gainesville, Florida dabanks@coe.ufl.edu

Blair Handy, Graduate Student, Audiology and Graduate Assistant, University of Florida Alliance, College of Education, University of Florida—Gainesville, Florida bhandy@coe.ufl.edu

Sophie Maxis, Graduate Student, Counselor Education and Graduate Assistant, University of Florida Alliance, College of Education, University of Florida—Gainesville, Florida smaxis@coe.ufl.edu

Diana Melendez, Program Coordinator, University of Florida Alliance, College of Education, University of Florida—Gainesville, Florida dmelende@coe.ufl.edu

Bernard Oliver, Ed.D., Director and Professor, Department of Educational Administration and Policy, University of Florida Alliance, University of Florida—Gainesville, Florida beoliver@coe.ufl.edu

MaryAnne Primack, Graduate Student and Graduate Assistant, Department of Educational Administration and Policy, University of Florida Alliance, College of Education, University of Florida—Gainesville, Florida mprimack@coe.ufl.edu

10:30 a.m.–noon

SAPPHIRE D

Sapphire Level, 4th Floor

A CONVERSATION WITH LYDIA VILLA-KOMAROFF



327. Paths to Discovery

Lydia Villa-Komaroff, Ph.D., Chief Executive Officer, Cytonome Inc.—Boston, Massachusetts. Author of *Path to Discovery* and “On the Inside Looking in: a Life in Science” an essay in *Paths to Discovery Autobiographies from Chicanas with Careers in Science, Mathematics, and Engineering*. **Proceeds of the book (*Paths to Discovery*) sales will go toward the scholarships for Hispanic women in STEM.**

Lydia Villa-Komaroff, CEO of Cytonome, Inc., a company building the first optical cell sorter capable of supporting rapid, sterile sorting of human cells for therapeutic use. She began her research career under the tutelage of David Baltimore and Harvey Lodish at MIT, and received a Ph.D. in cell biology in 1975. As a postdoctoral fellow in Walter Gilbert’s laboratory, she was lead author of a landmark paper reporting the first synthesis of mammalian insulin in bacterial cells. Her professional life includes research positions at Harvard University, the University of Massachusetts Medical Center, Cold Spring Harbor, Children’s Hospital in Boston and Cytonome, Inc. During the discovery phase of her career, she published over 70 research articles and reviews. In 1996 she moved to full time administration; (1998-2003) she was Vice President for Research at Northwestern University in Illinois and (2003-2005) she served as Vice President for Research and Chief Operating Officer of the Whitehead Institute in Cambridge. In 2003 she was appointed to the Board of Directors of Transkaryotic Therapies, Inc (TKT), a biopharmaceutical company that developed products for the treatment of rare diseases. She became non-executive chair of the board in January 2005. She joined Cytonome, Inc. as Chief Scientific Officer in 2005 and became CEO in 2006. Villa-Komaroff is a member of the Hispanic

Engineer National Achievement Hall of Fame and a fellow of the Association for Women in Science. She has served on review committees for the National Institutes of Health and National Science Foundation. She was a member of the Institute of Medicine Committee on Assessing the System for Protecting Human Research Subjects, the National Research Council Committee on the Structure of NIH, the congressionally mandated National Science Foundation Committee on Equal Opportunity in Science and Engineering, as well as the National Science Foundation Advisory Committee for the Biology Directorate, which she chaired from 1997-1998. She was a member of the National Advisory Neurological Disorders and Stroke Council (2000-2004) and was elected to a four year term on the Board of Directors of the American Association for the Advancement of Science in 2001. She is a founding member of the Society for the Advancement of Chicanos and Native Americans in Science and has been both a board member and vice president of the organization. She became chair of the Board of Trustees for Pine Manor College in May 2007. She is currently serving on the National Academies of Science and National Academy of Engineering Committee on Women in Science, Engineering, and Medicine, the National Research Council Committee on Underrepresented Groups and the Expansion of the Science and Engineering Workforce Pipeline, and the Board of Directors of the Massachusetts Life Sciences Center. The book *Paths to Discovery*, edited by Norma Cantu (2008) was published by Chicano Studies Research Center Press, University of California. **It can be ordered online at www.store.chicano.ucla.edu**

10:30 a.m.–noon

COBALT 500

Cobalt Level, 5th Floor

A CONVERSATION WITH YEN LE ESPIRITU



328. Critical Perspectives on Race, Immigration, and Asian America

Yen Le Espiritu, Ph.D., Professor and Chair, Department of Ethnic Studies, University of California-San Diego—La Jolla, California yespirit@weber.ucsd.edu

Originally from Vietnam, **Yen Le Espiritu** received her Ph.D. in sociology from the University of California, Los Angeles in 1990. She is currently Professor and Chair of the Department of Ethnic Studies at the University of California, San Diego. She has written four books: *Asian American Panethnicity: Bridging Institutions and Identities*; *Filipino American Lives: Asian American Women and Men: Labor, Laws, and Love*; and *Home Bound: Filipino American Lives Across Cultures, Communities, and Countries*, three of which have received national book awards. Her current research projects explore the socio-emotional lives of children of immigrants from the Philippines and Vietnam, refugee communities in San Diego, public commemorations of the Vietnam War and Vietnamese transnational lives.

10:30 a.m.–noon

90-MINUTE CONCURRENT SESSIONS

10:30 a.m.–noon

AQUA 304

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

329. Diversity and Assessment: A Partnership for Sustainable Change

◆◆ Research/Assessment/Evaluation ◆◆

Historically individuals and organizational systems promoting institutional change on campuses rely on well thought-out approaches for addressing important areas of diversity such as campus climate, student achievement, organizational culture and curricular change. However, a lack of documentation and a reliance on only anecdotal evidence to claim achievements often fails to generate the needed leadership support or external funding sources for program continuity and institutionalization.

This session, will seek to help participants strengthen the effectiveness of diversity and pluralism development programs at colleges and universities by showing how the use of outcomes-based assessment approaches helps create sustainable change. Presenters will show how the use of self-assessment improves a program's success and will demonstrate ways to establish baselines, gather data and document achievements. Participants will have an opportunity for discussion and to participate in interactive exercises which will illustrate the advantages of assessment. They will examine strategies to address institutional barriers to assessment. The session is geared to individuals who can implement policy change and who are able to support integration of assessment into diversity development practices. This session should particularly benefit chief diversity officers, Student Affairs leadership and academic deans with responsibility for faculty, curricular and pedagogical development, and who want to improve diversity efforts, secure institutional support or even generate grants and encourage replication of their programs.

Hilda Hernández-Gravelle, Ed.D., Senior Research Analyst, The Institute for College Access and Success; Project Director, Assessment and Evaluation Development Team, Ford Foundation Difficult Dialogues Initiative—Berkeley, California hhernandez-gravelle@ticas.org

Denise Sauerteig, Research Associate, The Institute for College Access & Success—Berkeley, California dsauerteig@ticas.org

10:30 a.m.–noon

AQUA 311

Aqua Level, 3rd Floor

Levels of Experience: **Novice and Intermediate**

330. How to Establish a Mentoring Program for Multicultural Students

◆◆ Training of Trainers ◆◆

One of the fastest growing ways to help retain multicultural students in higher education is mentoring. This is especially true for multicultural students attending predominantly white institutions. It has been demonstrated that matching an experienced person with someone who is new to the college will enhance retention rates. This interactive session will discuss how to begin a mentoring program. The session participants will be provided statistical data which support the success of mentoring. This session should particularly benefit those who are interested in establishing or enhancing a mentoring program as a way to increase student retention.

Maurice A. "Tony" Davis, Doctoral Student, Psychology Ph.D. Program, Teacher's College, Columbia University-New York; Counselor, Montgomery County Community College—Blue Bell, Pennsylvania tdavis@mc3.edu

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

10:30 a.m.–noon

AQUA 312

Aqua Level, 3rd Floor

Levels of Experience: **All**

331. An Analysis of Blackness and Deafness in *Unspeakable: The Story of Junius Wilson*

◆◆ Theoretical Model ◆◆ and ◆◆ Policy Issues ◆◆

This session will examine experiences of African Americans who are deaf and hard of hearing. Presenters will discuss policy and theoretical issues based on the book by Susan Burch and Hannah Joyner, *Unspeakable: The Junius Wilson Story* (University of North Carolina Press, 2007). Insights and lessons learned from this discussion should offer participants a better understanding of the often-untold stories of atrocities committed against disabled African Americans. The session will also address research on deaf African Americans including the unique sign language used among black deaf people in the south. It will also address issues related to the black deaf community including their organization and concerns related to access. This session should particularly benefit research scholars interested in human diversity, African American Studies, Disability Studies, Deaf Studies, mental health professionals who provide direct services to deaf and hard of hearing people as well as policy makers.

Glenn Anderson, Ph.D., an alumnus of Gallaudet University; Professor, Interpreter Education Faculty, Department of Counseling, Rehabilitation and Adult Education, University of Arkansas—Little Rock, Arkansas gbanderson@ualr.edu

Lindsay Dunn, Lecturer, ASL/Deaf Studies Department, Gallaudet University—Washington, D.C. lindsay.dunn@gallaudet.edu

10:30 a.m.–noon

AQUA 303

Aqua Level, 3rd Floor

Levels of Experience: **Novice**

332. The Experiences of Chief Student Affairs Officers in Addressing Incidents of Racial Insensitivity on College and University Campuses

◆◆ Case Studies/Model Programs ◆◆

This session will present the findings from a qualitative research study of the experiences of Chief Student Affairs Officers (CSAO) when they addressing incidents of racial insensitivity on college and university campuses. CSAOs from 11 public universities were interviewed about the strategies, policies and programs used to address the incidents. In addition, CSAOs shared their recommendations for addressing such incidents. Presenters will cover major themes from the study and recommendations for leadership, policy, training and practice. This session should particularly benefit campus leaders who are interested in improving campus diversity climate, as well as campus leaders interested in developing protocol to address incidents of racial insensitivity.

Idella G. Glenn, Ph.D., Director, Multicultural Affairs, Furman University—Greenville, South Carolina idella_glenn@furman.edu

Frankie K. Williams, Ph.D., Professor of Educational Leadership, Clemson University—Clemson, South Carolina fkw@clemson.edu

10:30 a.m.–noon

AQUA 306 A

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

333. Latino/a Student Unions and the Performance/Production of Ideology

◆◆ Theoretical Model ◆◆

This session will explore consequences and considerations regarding the formation and management of Latino/a student organizations (LSOs). LSOs may provide an educational space for and about the "other" that is safe, therapeutic, empowering, helpful, and affirming. Dr. Kumashiro, in his work on anti-oppressive educational models, has suggested LSOs are vital for institutions of higher education. LSOs also may provide obstacles, as they are a central place where ideologies of Latinoness are produced and performed. The structure and organization of these clubs reflect a certain set of assumptions of what it means to be Latino/a, and in so doing may recreate an institutional view of Latinoness, whether consciously or not. Presenters will explore how participants can affect their clubs to reflect a more responsible ideology of Latinoness using the work of Dorothy Smith as well as Luis Althusser. This session should particularly benefit anyone—student, staff, or faculty who is involved with an on-campus Latino/a student organization.

Jennifer M. Daigle-Matos, Director, Multicultural Affairs, Bard College at Simon's Rock—Great Barrington, Massachusetts jdmatos@simons-rock.edu

Gabriel Salgado, Undergraduate Student, Social Action/Social Change and Latin American Immigration Studies Major, Bard College at Simon's Rock—Great Barrington, Massachusetts isalga05@simons-rock.edu

10:30 a.m.–noon

AQUA 307

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate and Advanced**

334. The Thong and The Hejab: Race Still Matters!

◆◆ Theoretical Model ◆◆

This session interrogates the decalage (gaps in understanding) in the growing discourse of a [post]race America in the afterglow of Barack Hussein Obama's brilliant ascent to the presidency. By deploying two historically freighted images as analytic sites—the “thong” (Western feminism) and the “hejab” (Islamic feminism)—the presenter will confront uncritical assertions of [post]race in [post]9/11 America. By uncritically heralding in the [post]race we paradoxically move [past]race, tapping into a national imaginary—aided by collective historical amnesia—that renders race and racism as “domesticated,” if not dismantled. This session will complicate increasingly constricting [post]racial-as-[past]racial phenomenon by illuminating stakes around which race/ethnicity/class/gender/geo-histories are formed and informed in [post]9/11 America. In the penumbra of [post]race euphoria the vast sedimented science and technology of racism works to seamlessly [re]construct and [re]appropriate new, improved—and approved—mutations of raced marginalization. The presenter will caution against hasty declarations of “mission accomplished.” In an America saturated in [post]9/11 ontology, Asma Barlas' potent observation that if knowledge “underwrites power, so can power underwrite an absence of knowledge” becomes particularly ramifying. It should remind us that in the interstices of [past]race and [post]9/11, racism roving, evolving, mutating technologies readily ensnares new victims, new Others, new raced subjects.

Ali Mossaver-Rahmani, Ed.D., Vice President of Student Services, Chaffey College—Rancho Cucamonga, California ali.rahmani@chaffey.edu

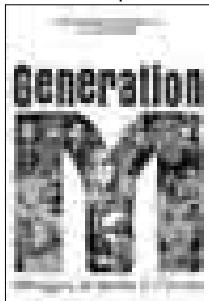
FILM PREVIEW AND DISCUSSION

10:30 a.m.–noon

COBALT 520

Cobalt Level, 5th Floor

Levels of Experience: **Novice**



335. Exploited: Media Exploitation of Sexism

◆◆ Research/Assessment/Evaluation ◆◆

This session will include a screening of the presenter's Media Education Foundation film, *Generation M: Misogyny in Media and Culture*, which will be followed by a discussion with audience members. The film highlights the sexism of mass media and how sexist images and narratives continue to be profitable for media of all kinds. The film also explores female empowerment and asks whether the hypersexualized

archetypes that pervade media today offer empowering role models for women or whether they offer archaic sexist models of femininity repackaged as a new, but false, form of female empowerment. This session should particularly benefit educators and individuals of all kinds who are interested in the development of gender identity, media communications, and feminism and those who are concerned about the sexism that continues to pervade media and society.

Thomas Keith, Ph.D., Department of Philosophy, Lecturer, California State University-Long Beach, and Lecturer, California Polytechnic University-Pomona—Fontana, California americanphilos@aol.com

1:15–2:30 p.m.

75-MINUTE CONCURRENT SESSIONS

1:15–2:30 p.m.

COBALT 503

Cobalt Level, 5th Floor

Levels of Experience: **Novice and Intermediate**

336. The Phenomenal PhD Sisterhood: Building Community in a Distributed Learning University

◆◆ Case Studies/Model Programs ◆◆

This session will examine the creation, development and success of an African American female doctoral cohort in a distributed learning university. The “sisterhood” provides a model for student retention and progress for doctoral students of color. The presenter will provide information related to the formation, development and success of the “sisterhood.” This session should particularly benefit doctoral students of color in distance or distributed learning communities/universities and those concerned with retention issues related to doctoral students of color.

Carol Parker Walsh, J.D., Ph.D., Assistant Professor, School of Nursing, Oregon Health & Sciences University—Portland, Oregon parkerwa@ohsu.edu

1:15–2:30 p.m.

AQUA 305

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate and Advanced**

337. Assessing Diversity and Equity: Useful Strategies and Tools for Fostering Substantive Change

◆◆ Research/Assessment/Evaluation ◆◆

This session will review how a multi-campus institution used a diversity assessment tool and peer review process to foster institutional change. When asked about their diversity progress, institutions often responded with a cadre of campus programs—confusing diversity activity with diversity progress (Smith and Parker, 2005). In order to make changes, campuses must assess the impact of their diversity efforts. The session will review several assessment tools, cover the peer review process used by a multi campus-institution, and share the results of the assessment process. Participants will then engage in a collaborative planning session which they can further develop at their home campuses. This session should particularly benefit participants who are seeking strategies to use in their institutions to assess their diversity efforts.

Susan Sciame-Giesecke, Ph.D., Associate Professor of Communication, Dean of Arts and Sciences, Indiana University—Kokomo, Indiana sgieseck@iuk.edu

Sherrée A. Wilson, Ph.D., Assistant Dean of the Faculties, Clinical Assistant Professor-HESA, Office of Academic Affairs, Indiana University-Purdue University—Indianapolis, Indiana sawilson@iupui.edu

1:15–2:30 p.m.

AQUA 303

Aqua Level, 3rd Floor

Levels of Experience: **Novice**

338. LEAP (Learning Experience for Academic Progress): Maximizing Underprepared First-year Student Success Through Collaborative Partnerships Between Student Development and Academic Affairs at Point Loma Nazarene University

◆◆ Curricular/Pedagogical Models ◆◆

This session will present the LEAP program which is jointly owned by Student Development and Academic Affairs. The effort to include underrepresented populations in the student body can lead a university to enroll a certain number of students who are not fully prepared for college work. These unprepared students, however, arrive with substantial academic and personal deficits that jeopardize their prospects of success. LEAP follows students for a year in a semi-cohort experience to empower these students to make progress, remediate their deficiencies and enable them to graduate within a reasonable time period. LEAP's collaborative model coordinates a wide spectrum of resources for these students. A free and open sharing of information allows a rapid and coordinated response to student crises which leads to coherent interventions. These interventions involve a variety of groups that interact with individual students and carefully assess them in a variety of settings.

Kimberly J. Bogan, Ph.D., Director, Academic Advising, Point Loma Nazarene University—San Diego, California kimbogan@pointloma.edu
Hadley H. Wood, Ph.D., Vice Provost, Faculty Development; and Director, Center for Teaching and Learning, Point Loma Nazarene University—San Diego, California hwood@pointloma.edu

1:15–2:30 p.m.

AQUA 313

Aqua Level, 3rd Floor

Levels of Experience: **Novice**

339. Money Does Matter! When it Comes to Retention and Access to Higher Education, What Does the Research say About Creating More Sensitivity in Financial Aid Offices Towards the Needs of Low-income Urban Students in Community Colleges and Reducing Financial Barriers to Student Retention and Access?

◆◆ Research/Assessment/Evaluation ◆◆

This session will examine literature and research findings related to financial barriers to higher education. The presenter will put special emphasis on issues relating to community college. This session will exhibit information from a previous survey that was used to capture data supporting the need to present this research. Finally, the session will address current policies and make recommendations for increasing the effectiveness of financial aid services to ethnic minorities. This session should particularly benefit participants who are interested in understanding and meeting the financial needs of ethnic minorities. It will also benefit those interested in retention and in a way to reduce financial barriers for minority students, those who are interested in collaboration with their financial aid offices and those who wish to learn ways to implement new strategies to increase awareness of the needs of low-income ethnic minorities in community colleges.

Bilquis O. Zaka, Financial Aid Officer, Mercer County Community College—Trenton, New Jersey zakab@mccc.edu

1:15–2:30 p.m.

SAPPHIRE 402

Sapphire Level, 4th Floor

Levels of Experience: **Novice and Intermediate**

340. Laying the Groundwork for Cultural Transformation: Advancing Racial Awareness at Historically White Institutions

◆◆ Interactive Training ◆◆

Colleges and Universities often seek a diverse student body, a diverse body of employees, and an environment that welcomes and celebrates diversity. It is also fairly common for these schools to have units developing diversity plans that include: recruitment and orientation initiatives and community development programming to help foster a welcoming environment. For many, these efforts reflect “issues” already talked about. As such, diversity plans run the risk of being reduced simply to tasks to be completed—the hiring of a nonwhite, having a diversity speaker, or creating a handbook of expectations. Diversity plans will not succeed on historically white campuses without a transformation of the institutional culture. While the numbers of underrepresented people may improve, the environment that has been created historically and is reinforced daily will continue to serve the interests and perspectives of its originally intended market. Understanding the meaning of a white racial status is necessary in order to promote the personal and institutional reflection required transform the culture.

This session will seek to promote an understanding of whiteness. The session should particularly benefit those just beginning to understand what it means to be white. It is also appropriate for those with an intermediate level of experience with white racial constructs who can take the material back to their home institutions and use it to help create an environment that is welcoming and enabling to students historically underrepresented on campus on the basis of race.

Jacqueline Battalora, Ph.D., J.D., Associate Professor, Chairperson, Department of Sociology and Anthropology, Saint Xavier University—Chicago, Illinois battalora@sxu.edu

1:15–2:30 p.m.

AQUA 310

Aqua Level, 3rd Floor

Levels of Experience: **Novice and Intermediate**

341. Stay Power!: The Transformative Role of Affinity Groups in the Recruitment and Retention of Culturally Diverse Faculty and Staff

◆◆ Case Studies/Model Programs ◆◆

This session will examine the role of affinity groups in the recruitment and retention of culturally diverse faculty and staff. Since the 1970's, affinity groups have provided a safe haven for people of color and women who needed to voice their concerns when they perceived predominantly white campuses as “chilly” and uninviting. For that reason, affinity groups created a nurturing campus climate that supported collegueship and inclusion. Recently, affinity groups have broadened their mission to address the contemporary issues of their members. Affinity groups provide networking opportunities and capitalize on the knowledge, interests and skills of experienced members to offer activities ranging from mentoring programs for junior faculties to professional development initiatives for aspiring administrators. Presenters will show how group members are encouraged to participate in fund-raising for scholarships, campus governance and outreach. Institutional sponsorship of affinity groups is an effective strategy to ensure a diverse faculty and staff. A diversified campus provides a welcoming environment and enhances the academic success of its members. This session should particularly benefit those who are involved in institutional diversity, multicultural programming, and affirmative action.

Corey A. Holliday, Director of Admissions, Clark State Community College—Springfield, Ohio hollidayc@clarkstate.edu

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

Tracy D. Snipe, Ph.D., Associate Professor, Political Science Department, Wright State University—Dayton, Ohio tracy.snipe@wright.edu

Alicia D. White-Alsup, Business Manager, School of Professional Psychology, Wright State University—Dayton, Ohio alicia.whitealsup@wright.edu

1:15–2:30 p.m.

AQUA 307

Aqua Level, 3rd Floor

Levels of Experience: **Advanced**

342. National Center for Institutional Diversity: Strategic Priorities and Activities

◆◆ Long- and Short-Range Planning ◆◆

This session should particularly benefit those interested in a strategic update on the National Center for Institutional Diversity (NCID) which was launched in 2006 at the University of Michigan. This presentation will highlight the NCID mission, its priorities, and several program activities developed over the past three years. NCID was inspired by the vision of higher education's role in promoting knowledge, justice and opportunity in a diverse democracy and global economy. The Center seeks to play a national leadership role in promoting both the understanding and value of diversity in the broadest sense—including considerations of race, ethnicity, gender, class, geography, age, culture and multiple viewpoints. Strategic planning has set priorities to guide a growing number of activities that move NCID toward national and international prominence. Partnerships between the campus and the community support activities that promote scholarship, engagement and innovation. NCID promotes multilevel activities by operating as a catalyst, venture fund, incubator, think tank, clearinghouse and publisher to better address the challenges and opportunities of diversity. NCID aims to prepare people for active engagement in a diverse society and works to build productive as well as inclusive communities at U-M and beyond.

Phillip J. Bowman, Ph.D., Director, National Center for Institutional Diversity; Professor, Higher and Postsecondary Education, University of Michigan—Ann Arbor, Michigan pjbowman@umich.edu

1:15–2:30 p.m.

COBALT 500

Cobalt Level, 5th Floor

Levels of Experience: **All**

343. More Than Cool: Beyond Monolithic Understandings of Black Male Masculinity in Collegiate Settings

◆◆ Research/Assessment/Evaluation ◆◆

This session will present findings from two studies of the experiences of 50 black male undergraduates (12 gay, 38 heterosexuals) at a predominantly white institution. Drawing on theories of racial and sexual identity development, the presenter will share data that describes prevailing, yet often competing, conceptualizations of black masculinity; identifies various ways in which black men negotiate their masculinity among same-race male peers; and alludes to the influence of hip-hop culture on hypermasculinity and beliefs about male sexuality. The presenter will share findings which illustrate the role race and race matters play in negotiating one's masculinity, performing alternative masculinities and (over)compensating manhood. This session will particularly 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 critical policy and practice innovations.

Note: The interpretation of research findings from this study that used qualitative methods is aided by an understanding of the constructivist paradigm, the facilitator will be careful to present results in such a way that novice users take away the main points. In addition, novice users stand much to gain from the discussion and groupthink activities that will characterize this session.

Terrell Lamont Strayhorn, Ph.D., Associate Professor, Special Assistant to the Provost; and Director, Center for Higher Education Research and Policy (CHERP), University of Tennessee—Knoxville, Tennessee strayhorn@utk.edu

1:15–2:30 p.m.

COBALT 504

Cobalt Level, 5th Floor

Levels of Experience: **Novice**

344. Insight Into the Challenges Latino Students Face While Training in Theatre

◆◆ Research/Assessment/Evaluation ◆◆

This session will introduce participants to the findings of a phenomenological research study which examined the experience of Latino students as non-dominant group members in the field of theatre. This study investigated how Latino theater students define their experiences and which pedagogical approaches nurture or hinder the student's growth and how Latino theatre students describe their experiences during speech training. The study will be published this spring in the voice and speech trainers bi-annual journal. This session should particularly benefit those who are interested in the success and empowerment of Latino students, those who are interested in phenomenological inquiry and teachers who are interested in the link between identity development and linguistic development.

Micha A. Espinosa, Assistant Professor of Voice and Acting, School of Theatre and Film, Arizona State University—Tempe, Arizona micha.espinosa@asu.edu

1:15–2:30 p.m.

COBALT 520

Cobalt Level, 5th Floor

Levels of Experience: **All**

345. Asian Deaf Identity Development: The Hidden Members of the “Model Minority” and the Struggle for Acceptance—Challenges in the Development of Cultural Awareness

◆◆ Theoretical Model ◆◆

The session will present information on the status of Asian deaf as a significant minority within the Asian community and within American society in general. The presenter will share her own experiences as a refugee from Vietnam who graduated from Gallaudet University and New York University. Discussion topics will cover the challenges involving Asian deaf identity and cultural assimilation (both Asian and American). The presenter will also discuss the organization of Asian deaf communities in the United States and also within the World Federation of the Deaf which is recognized by the United Nations as global NGO for deaf people. This session will be of benefit to researchers and scholars in Asian studies and multicultural program specialists. It would also benefit disability scholars and program coordinators, diversity scholars and consultants as well as those who are interested in global human diversity studies.

Thuan Thi Nguyen, Coordinator, Mentoring Program, Office of Diversity and Equity for Students, Gallaudet University—Washington, D.C.

thuan.nguyen@gallaudet.edu

1:15–2:30 p.m.

AQUA 309

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

346. The Transitional Year Programme: Providing Access in Uncertain Times

◆◆ Case Studies/Model Programs ◆◆

This session provides historical and current information about the Transitional Year Programme at the University of Toronto. This is an access program rooted in the black and Aboriginal communities of the Greater Toronto Area. The session will present an analysis of the program's history, strengths, successes and recent challenges. Current administrative and financial changes will be discussed in the context of larger institutional change. This session should particularly benefit anyone interested in recruiting and maintaining a diverse faculty and student body, in teaching and learning and in administering and planning in uncertain environments.

Rhonda L. Love, Ph.D., Director, Transitional Year Programme, University of Toronto—Toronto, Ontario Canada rhonda.love@utoronto.ca

1:15–2:30 p.m.

SAPPHIRE 411

Sapphire Level, 4th Floor

Levels of Experience: **Novice****347. Student of Color Alliance: Building Community on a Predominantly White Campus**

◆◆ Case Studies/Model Programs ◆◆

How can students of color build a community among themselves—where Black, Latino, Asian, and other students of color actively collaborate and support each other? How can an institution promote this type of collaboration?

This session, which will offer the perspectives of a staff advisor and two undergraduate students, will explore how diverse students of color at a predominantly white institution came together to form the Student of Color Alliance (SOCA). Presenters will discuss who SOCA is, what it does, and how it serves students of color and the larger campus community. Participants will be encouraged to share their experiences at their own institutions and to identify practical applications from the SOCA model. This session should particularly benefit those who are interested in strengthening the communities of students of color at predominantly white institutions and practitioners who provide direct support to students of color. This session may also be of particular benefit to students who are looking for strategies to engage their peers.

Jacqueline Anne Julio, Undergraduate Student, University College, Georgetown University—Washington, D.C. jacquelineanne.julio@gmail.com

Hanna Lee, Program Coordinator, Center for Multicultural Equity and Access, Georgetown University—Washington, D.C. hl247@georgetown.edu

Anthony Peña, Undergraduate Student, School of Foreign Services, Georgetown University—Washington, D.C. a.j.pena88@gmail.com

1:15–4:15 p.m.

SAPPHIRE D

Sapphire Level, 4th Floor

SPECIAL FEATURE PRESENTATION**348. Diversifying the Science, Technology, Engineering and Mathematics (STEM) Workforce: Exemplary Research and Practice**

The severe underrepresentation of people of color in the STEM fields is juxtaposed against an increasing national need for STEM professionals. This session features representatives from the academy, government and industry who recognize the severity of this issue, and are attempting to identify potential solutions. Several approaches will be examined, including targeting students for STEM immersion while they move through their K-12 experiences, providing support and encouragement for them as they move through colleges, and facilitating their continued growth and development as they move into graduate school and careers.

Douglas Easterly, Ph.D., Senior Academic Advisor, John Muir College, University of California-San Diego—La Jolla, California

A. James Hicks, Ph.D., Program Director, Division of Human Resources Development, The National Science Foundation

Carolyn Vallas, Director, Center for Diversity in Engineering, School of Engineering and Applied Science, University of Virginia—Charlottesville, Virginia

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



1:15–4:15 p.m.

AQUA 300

Aqua Level, 3rd Floor

MAJOR WORKSHOP**349. Educational Excellence and Equity: Lessons Learned on Resiliency From Undocumented Children**

This interactive session provides educators the ability to understand the complexity in educational excellence. This presentation demonstrates how our education and immigration policy has impacted more than the six million children who are undocumented or have an undocumented parent. As a result, we will go from theory to personal and participants will walk away with practical applications.

JuanCarlos Arauz, Ph.D., Consultant, Peace x Piece Education Consulting—Novato, California arauzmoore@comcast.net www.peacexpiece.org
1world@peacexpiece.org

Jacquelyn V. Reza, Ed.D., Professor/Counselor, De Anza Community College—Cupertino, California

1:15–4:15 p.m.

INDIGO 204 A

Indigo Level, 2nd Floor

MAJOR WORKSHOP**350. Competency Roadmaps for Crossing Into Other Cultural Communities: Faculty and Student Preparations for Teaching and Studying in Internationally Diverse Settings**

As study abroad programs become more popular for American-based students, and faculty as well as students from other countries continue to come to the United States, more emphasis needs to be placed on the intercultural competency of involved faculty, administrators and staff. While foreign language faculty and international educators have specifically focused on multicultural and intercultural learning for several decades, it is now better understood that all programs and faculty involved in studying, teaching and learning in other countries must put more emphasis on the development of cross cultural teaching and learning. Because patterns of immigration and global migration, classrooms around the world are populated with students who differ from one another and often from faculty, in their perceived race and ethnicity, as well as in their skin colors, cultural identities, class backgrounds, immigrant status, national origins, communication styles and language choices.

This session is designed to highlight the ways in which faculty can both test and improve their own competence in preparing both students and themselves for living, studying and teaching abroad in the 21st century. This session will explore some of the challenges such a global focus presents to higher education, including: the continued underrepresentation of some student groups in opportunities for cross national study, and the barriers to broadening the reach of such programs; the issues involved in more effectively preparing faculty and students to enter into other cultural worlds, as well as to make healthy re-entries back into their own; and the strategies and support needed to design more effective curriculum and activities that are both culturally responsive and reflective of real world issues. Participants will be introduced to tools for self-assessment as well as strategies for curriculum design and classroom interaction.

Michael D'Andrea, Ph.D., Professor, Counselor Education, University of Hawai'i—Manoa, Hawai'i

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

janice.mitchell@gallaudet.edu

1:15–4:15 p.m.

SAPPHIRE 410

Sapphire Level, 4th Floor

MAJOR WORKSHOP**351. Community in Context: Race, Privilege and the Dynamics of Belonging in the Academy**

In academia, we use the word “community” in many different ways, often to describe the coming together of a group of individuals—students, faculty, administrators, other staff and other stakeholders—for a common purpose. We craft policies and change practices to “better serve the community.” These policies and practices are unlikely to succeed unless they are based on an understanding of how people decide to take themselves seriously as a part of the community. Colleges and universities often refer to the environment they are trying to create on campus as a “learning community,” suggesting that faculty and students, as well as administrators and other staff are all working together to create a safe environment for learning and teaching. If you are on campus, you are part of the learning community. We refer to “communities of color,” often with an intent to convey a people with unified set of values, needs and aspirations typically because of particular skin color. The tendency is to believe that if someone does not identify as white, they see themselves as part of a community of color. In truth, membership in a community is always evolving, according to how we see our identities reflected and accepted at any given time. The problem with simplifying the concept of what belonging to a community actually means, and neglecting to examine the negotiation of our identities that it involves, is that our use of the term can become meaningless, or worse, a barrier to what we are trying to accomplish. Policies and practices crafted based on limited understandings are likely to be viewed as patronizing, presumptuous, or simply irrelevant to addressing issues.

This session will involve participants in an exploration of how and when we see ourselves as members of a community and how and when members of a community see us as “one of them.” We will examine the contextual relations that affect our identification with any community and how these change and evolve. Participants will be engaged in exercises which they can use on their own campuses to explore these issues and to examine policies and practices based on new understandings.

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

Carl E. James, Ph.D., Professor and Director, York Centre for Education and Community, York University—Toronto, Canada cjames@edu.yorku.ca

1:15–4:15 p.m.

INDIGO 204 B

Indigo Level, 2nd Floor

MAJOR WORKSHOP**352. Mindfully Resolving Diversity Issues in the Workplace**

Conflicts can be the result of misunderstandings and stereotypes that can intensify tensions and create strong reactions. This training will help deepen understanding between groups and individuals in conflict. Learning “mindful” techniques on how to resolve conflicts will lead to an alignment of mutual outcomes and an ongoing supportive process where everyone is valued, acknowledged and respected. This training introduces participants to the dynamics of conflict and the need for appropriate and useful communication interventions and skill sets. Three key areas of understanding will be focused on: understanding one’s self, others and the societal context. Through the use of role plays, personal stories, films, listening exercises and “mindful response” techniques, participants will learn the facilitation and inquiry techniques needed to resolve conflicts that often occur in workplaces.

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

1:15–4:15 p.m.

3-HOUR CONCURRENT SESSIONS

Part III, Part IV

1:15–4:15 p.m.

AQUA 308

Aqua Level, 3rd Floor

For Part I and Part II description see Index 313

353. Using the Arts as a Vehicle for Difficult Conversations About Race, Gender and Class

Presented in four parts, the session 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 experience with suggested readings and discussions related to culture and the academy. 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 elicit understanding of 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 session will encourage 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?” This session will offer a framework using the arts as a vehicle for discussion that can be utilized on the home campuses.

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 workshop as a model for utilizing the arts as a vehicle for difficult conversations about differences on home campuses. 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 workshop. The workshop 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., Chair, Department of Music, University of Dayton—Dayton, Ohio donna.cox@notes.udayton.edu

Dennis Greene, J.D., Professor of Law, University of Dayton—Dayton, Ohio
Judith Huacuja, Ph.D., Associate Professor of Art History, University of Dayton—Dayton, Ohio

Kelly Phelps, Assistant Professor of Art (Sculpture), Xavier University—Cincinnati, Ohio

Kyle Phelps, Assistant Professor of Art (Sculpture), University of Dayton—Dayton, Ohio

1:15–4:15 p.m.

AQUA 304

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

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

◆◆ Curricular/Pedagogical Models ◆◆

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

Angel Acosta, Student Association President; Undergraduate Student, Anthropology, French, and Spanish Major, State University of New York—Plattsburgh, New York acos9612@mail.plattsburgh.edu

Deborah Light, Assistant Director, Center for Diversity, Pluralism & Inclusion; Lecturer in Interdisciplinary Studies, State University of New York—Plattsburgh, New York lightda@plattsburgh.edu

Kevin Pearson, Outreach Coordinator, Center for Diversity, Pluralism & Inclusion, State University of New York—Plattsburgh, New York pear1795@plattsburgh.edu

J. W. Wiley, Doctoral Candidate, Educational Leadership and Policy Studies; Director, Center for Diversity, Pluralism & Inclusion; Lecturer in Philosophy and Minority Studies, State University of New York—Plattsburgh, New York wileyjw@plattsburgh.edu

1:15–4:15 p.m.

COBALT 505

Cobalt Level, 5th Floor

Levels of Experience: **Novice and Intermediate**

355. Debunking the Myths About People of Color and the Environment: Higher Education's Role in Making the Green Movement Multicultural

◆◆ Curricular/Pedagogical Models ◆◆

America has just elected its first green and African American President. While it is clear that the stewardship of the environment is passing to a new generation of diverse Americans the question this session addresses is what can higher education do to better prepare all our students as future leaders?

This interactive session will briefly survey the history of the environmental, outdoor education and emerging environmental justice movements. It will present four prominent myths that have inhibited outreach to, as well as greater participation of, people of color. The presentation will conclude with four strategies for addressing these myths, not only in the “green movement” in higher education, but in the broader environmental and outdoor movements on and off campus. This session should be of particular interest to deans, department chairs, student activities administrators and environmental science faculties. It will also benefit students and staff interested in infusing diversity into the environmental curriculum and/or those looking for strategies to grow the next generation of environmental leaders.

James F. Bonilla, Ed.D., Associate Professor of Conflict Studies, School of Business, Hamline University—St. Paul, Minnesota

jbbonilla@gw.hamline.edu

1:15–4:15 p.m.

SAPPHIRE L

Sapphire Level, 4th Floor

Levels of Experiences: **All**

356. Creating the “UNSTOPPABLE” Leader That is You!

◆◆ Interactive Training ◆◆

This powerful, thought-provoking, interactive, humorous and FUN WORKshop is a must for anyone interested in nurturing strong, positive leaders. The presenter will explore the “leader that is you!” It will look at leadership development from a personal perspective while offering ideas to improve your leadership skills and your campus climate. Among the issues that will be addressed: diversity, leadership development, creativity, long-short term planning, life skills, values and much, much more. This session should particularly benefit those who seek to nurture/develop service-oriented student leaders who will add “value” to their communities. Who should attend? EVERYONE!

Steven T. Birdine, President/CEO, Affirmations In Action!—Laurel, Maryland

sbirdine1@aol.com

1:15–4:15 p.m.

AQUA 312

Aqua Level, 5th Floor

Levels of Experience: **Intermediate**

357. Creating the Safe Multi-Cultural Classroom: How to Foster Deep Sharing and Relationship Building

◆◆ Curricular/Pedagogical Models ◆◆

This session will discuss how, as college classrooms become more racially and ethnically diverse, students enter with significant fear of and separation from those different from themselves. Teachers struggle with how to reach and teach students in a classroom environment that lacks a basic level of interpersonal trust. Presenters will share pedagogical models needed to educate students and remove barriers that keep students separated. The goal is to bring students to a new consciousness of social identity to promote sharing and relationship building. Presenters will also share a successful curriculum used with groups of 30 to 130 students. Participants will learn and practice specific components of the model and they should be prepared to work experientially and prepared to self disclose. This session should particularly benefit those who want to promote community building in their classrooms and on their campuses.

Laurie B. Lippin, Ph.D., Lecturer, University of California-Davis; and Organizational Coach and Consultant, Equity Action, LLC—Rohnert Park, California laurie@equityaction.net

Stephanie Puentes, Diversity Consultant, Equity Action, LLC—Santa Rosa, California stephanie@equityaction.net

1:15–4:15 p.m.

INDIGO 206

Indigo Level, 2nd Floor

Levels of Experience: **Intermediate and Advanced**

358. A CAMPUS OF DIFFERENCE™ an Anti-Bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute

◆◆ Interactive Training ◆◆



This interactive diversity training session will feature the A CAMPUS OF DIFFERENCE™ anti-bias and diversity training program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute. A WORLD OF DIFFERENCE® Institute is a market leader in the development and delivery of anti-bias education and diversity training resources. The institute's human relations and education professionals design training

modules and produce curricula that teach the necessary skills, knowledge and awareness to promote and sustain inclusive and respectful school, college, work and home environments. Customized to meet the changing needs of a wide range of audiences, programs are available for schools, universities, corporations, community organizations and law enforcement agencies. A CAMPUS OF DIFFERENCE™ 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 participants who are committed to diversity as part of their institutional mission, and want to create an inclusive environment for faculty, staff, administrators and students on campus.

L. Reuben Mitchell, ADL Training Specialist and Facilitator, Anti-Defamation League, A WORLD OF DIFFERENCE® Institute—Los Angeles, California
Contact: Debbie Stogel at dstogel@adl.org

Part II

1:30–3:30 p.m.

SAPPHIRE 400

Sapphire Level, 4th Floor

For Description of Part I, see Index 312

PRESIDENTS SYMPOSIUM

359. Roundtable Discussion by University Presidents

Over the past four decades, affirmative action and other programs have helped to diversify the faculty, staff and students of our institutions of higher education. However, racial minorities still remain significantly underrepresented in senior-level administrative positions, especially among presidents and chancellors. The two sessions of this symposium are designed to encourage faculty, staff and students to consider career paths leading to higher level administrative positions, to provide them with an understanding of the preparation required for these positions and to give them a sense of the challenges they will face in these positions, especially in efforts to promote diversity.

PART II—Becoming a Higher Education Leader: A Panel of Presidents Share Their Experiences

This panel of presidents will share their personal experiences—including the challenges, hurdles, and pitfalls they faced—in moving upward through the ranks to the presidency. Among other issues, they will discuss:

- Their motivation to seek higher level administrative positions
- The career paths they followed in reaching the presidency and how well prepared they were for the position
- Some of the biggest challenges they faced and how they overcame them
- Some of the mistakes they made and what they learned from these mistakes
- Advice and guidance they would give to those interested in higher level administrative positions
- Why more racial minorities are needed in higher level positions.

Rita Cepeda, Ed.D., First Latina President, San Diego Mesa College—San Diego, California (Invited)

Christopher B. Howard, Ph.D., President-Elect, Hampden-Sydney College—Hampden-Sydney, Virginia <http://www.hsc.edu/>

Yolanda T. Moses, Ph.D., Associate Vice Chancellor, Diversity, Excellence and Equity, and Vice Provost, Conflict Resolution, University of California-Riverside, California; Former President of City College of New York (CUNY), President of the American Association for Higher Education at George Washington University-Washington, D.C. yolanda.moses@ucr.edu

Roy H. Saigo, Ph.D., Distinguished Senior Academic Fellow, Minnesota State Colleges and Universities; President *Emeritus*, St. Cloud State University, St. Cloud, Minnesota; former Chancellor, Auburn University at Montgomery—Montgomery, Alabama rhaigo@gmail.com

Marlene Springer, Ph.D., President *Emeritus*, the City University of New York, College of Staten Island—Staten Island, New York

Bob H. Suzuki, Ph.D., President *Emeritus*, California State Polytechnic—

1:30–3:30 p.m.

SAPPHIRE P

Sapphire Level, 4th Floor

MAJOR WORKSHOP

360. The Race Card: How Bluffing About Bias Makes Race Relations Worse

Katrina victims waiting for federal disaster relief, millionaire rappers buying vintage champagne, Ivy League professors waiting for taxis and ghetto hustlers trying to find steady work—all have claimed to be victims of racism. And even more people insist that they are victims of prejudice that's "like racism": gay couples say today's opposition to same sex marriage is just like yesteryear's laws against interracial marriage, an overweight woman rejected for a job as an aerobics instructor says she a victim of "bias" against the obese, people with funky haircuts and body piercing compare corporate dress codes to Jim Crow laws, white preppies complain of "reverse racism" when they get that thin envelope from Princeton. But, of course, the people accused of bias consistently deny it: these days, almost no one openly expresses racist beliefs or defends bigoted motives, most vehemently disclaim them. So lots of people are victims of bigotry, but no one's a bigot? What gives? Either a lot of people are lying about their true beliefs and motivations, or a lot of people are just playing the race card.

The Race Card examines and evaluates such claims of prejudice. Ever since the civil rights movement convinced the majority of Americans that racial prejudice is petty and contemptible, the accusation of racism has become a powerful weapon. Today, bigots have every reason to hide their true motivations, so it's often hard to tell when a social conflict really involves prejudice and when it's just an honest disagreement; it's not always clear when we should blame bigotry for a personal hardship and when we should chalk it up to simple misfortune. Meanwhile, the aggrieved have applied the label of "prejudice" to more and more situations, it has lost a clear and agreed upon meaning. This makes it easy for self-serving individuals and political hacks to use accusations of racism, sexism, homophobia and other types of "bias" cynically, in order to advance their own ends. And when such opportunism is revealed, many people may begin to disbelieve the legitimate complaints of bigotry as well.

For Professor Ford's book *The Race Card: How Bluffing About Bias Makes Race Relations Worse*, please visit the NCORE® Book Exhibit, Teaching for Change

Richard Thompson Ford, J.D., George E. Osborne Professor of Law, Stanford Law School—Stanford, California rford@stanford.edu

2:00–4:00 p.m.

AQUA 314

Aqua Level, 3rd Floor

MAJOR WORKSHOP

361. Who are Pacific Islanders and Where Do They Fit in Higher Education?

Pacific Islanders are an overlooked population that are often lumped together either with Asian Americans or Native Americans for demographic purposes yet have their own unique socioeconomic and cultural issues that impact their success in higher education. Yet Pacific Islanders are often undercounted, underserved, and misunderstood on our campuses. Let us go beyond the stereotypes of beaches, grass huts, and football players to learn about and address the unique educational issues that face Pacific Islanders.

Sefa Aina, Associate Director, Asian American Resource Center, Pomona College—Claremont, California iosefa.aina@pomona.edu

Keith Lujan Camacho, Ph.D., Professor, Pacific Islander Studies, Center for Asian American Studies, University of California—Los Angeles, California kcamacho@ucla.edu

Victor Thompson, Ed.D., Founding Member and Executive Director, National Pacific Islander Educator Network (NPIEN)—Lakewood, California

<http://www.geocities.com/npienwebsite>

Kehaulani Vaughn, Student Adviser, Academic Advancement Program, Program Leading to Undergraduate Success, University of California—Los Angeles, California

2:30–4:00 p.m.

AQUA 306 A, 306 B

Aqua Level, 3rd Floor

A CONVERSATION WITH REVEREND C. T. VIVIAN



362. Building a Civil Rights Movement for the New Millennium

Reverend C. T. Vivian is a living legend of the civil rights movement and he continues his activism today, tirelessly working for the progress of African Americans and the civil and political rights of all peoples. An uplifting speaker, he has addressed audiences in 42 states, 10 countries, and on countless campuses nationwide on the issues of civil rights, non-violence, racism and Dr. Martin Luther King Jr. with whom he worked for many years.

As a minister, educator and community organizer, **Reverend C.T. Vivian** has been a tenacious advocate for civil rights since the 1940s. A Baptist minister, his first use of non-violent direct action was in 1947, to end Peoria's segregated lunch counters. Later he founded the Nashville Christian Leadership Conference, organizing the first sit-ins there in 1960 and the first civil rights march in 1961. Rev. Vivian was a rider on the first "Freedom Bus" into Jackson, Mississippi, and in the early 1960s, he developed a close relationship with Martin Luther King, Jr. and became a trusted leader within the organization, working alongside him on his executive staff. In 1966, Vivian moved to Chicago to direct the Urban Training Center for Christian Mission and the Coalition for United Community Action. He later founded the Black Strategies and Information Center (BASIC), the National Center for Human Rights Education and co-founded with Anne Braden the Center for Democratic Renewal, formerly the National Anti-Klan Network. Reverend Vivian continues his activism today, tirelessly working for the progress of African Americans and the civil and political rights of all peoples.



NCORE® would like to acknowledge the President's Advisory Board on Inclusion and Diversity, and the Ethnic Studies Program at the University of San Diego's Sponsorship for Reverend Vivian's participation and presentation at NCORE® 2009.

2:30–4:00 p.m.

SAPPHIRE H

Sapphire Level, 4th Floor

A CONVERSATION WITH PATRICIA (PATTY) LOEW



363. Seeing Red: How Indigenous People Use the Media to Form Identity, Reconstruct the Past and Assert Their Sovereignty

Patricia Loew, Ph.D., Associate Professor, Department of Life Sciences Communication, University of Wisconsin—Madison, Wisconsin; Producer, WHA-TV (PBS) and co-host of *In Wisconsin* (a weekly news and public affairs program that airs statewide on Wisconsin Public Television. paloew@wisc.edu)

Patty Loew wants to change the role of Native Americans in the media. She feels that it is important for Natives to be involved in both local and mainstream media. According to Loew, this aspect of the media has taken a turn for the better over the last 20 years. This improvement is partially thanks to several Native media organizations. As someone responsible for molding future members of the media, Loew says she wants to instill some of her enthusiasm for the news

in her students. "I enjoy my career in television and I am still enthusiastic about it 35 years later," said Loew. "For me, teaching is a second career, and I am really enjoying it." Aside from teaching, Loew has written two textbooks about Native American history in the state of Wisconsin. She feels that they will provide both Native and non-Native people with a glimpse of history from a more Native point of view. Along with the textbooks, Loew has found time to produce the film *Way of the Warrior*. The one-hour documentary, chronicles the stories of Native American service in American wars. It examines the role and cultural meaning of Native American military service in the 20th Century. Patty Loew's interests lie in television documentary production and Native American media, particularly how indigenous people use the media to form identity, reconstruct the past, and assert their sovereignty and treaty rights.

Film preview *Way of the Warrior* (Friday, May 29—10:00 a.m.–noon)

2:45–4:00 p.m.

75-MINUTE CONCURRENT SESSIONS

2:45–4:00 p.m.

AQUA 303

Aqua Level, 3rd Floor

Levels of Experience: **Novice and Intermediate**

364. RITECT: A Workplace Violence Prevention Plan

◆◆ Policy Issues ◆◆

Workplace violence prevention is about being proactive, fostering safe and healthy work environments in an ever changing and competitive economic climate. Diversity issues in the workplace make it imperative for organizations and businesses to seek ways to ensure that their human resources are protected and valued. The RITECT model is a proactive response that can be used as a way to control the factors that contribute to workplace violence.

This session will cover a program which works to prevent workplace violence. The presenter will explore the factors that contribute to workplace violence, share national statistics on the subject and stress the importance of a workplace violence policy. The session will present the risk factors associated with workplace violence, the components of prevention planning and the most effective approach to implementing and evaluating a such a plan. The participants will engage in an interactive discussion designed to identify where participants are in the process, where they want to go and what's going to help them get there. This session should particularly benefit those leaders who are charged with developing HR/orientation/diversity training for their organizations as well as those who are investigating methods to improve their current approaches.

Susan Lycett Davis, Ph.D., Program Professor, Fischler School of Education and Human Services, Nova Southeastern University—North Miami Beach, Florida sdavis@nsu.nova.edu

2:45–4:00 p.m.

AQUA 309

Aqua Level, 3rd Floor

Levels of Experience: **Novice and Intermediate**

365. The Tipping Point Effect: The Road to Recruiting and Retaining Students of Color at Villanova

◆◆ Case Studies/Model Programs ◆◆



This session will present a program used at Villanova University to recruit and retain students of color. Presenters will highlight the different strategies used to develop successful recruiting and retention programs and will provide information on their history and development. The session will present how to use student input to create successful programs such as the Multicultural Student League weekend and College

Weekend. Both programs demonstrate a unique way to develop a critical mass at a predominantly white institution (PWI). This session should particularly benefit those who want to recruit, retain, and successfully graduate students of color. **We also strongly encourage students to attend this session.**

Walidah Justice, Associate Director, Center for Social Justice and Multicultural Education, Office of Multicultural Affairs (OMCA), Temple University—Philadelphia, Pennsylvania walidah.justice@temple.edu

Charisma Presley, Assistant Director, Student Outreach and Diversity Programming, The Center for Multicultural Affairs, Villanova University—Villanova, Pennsylvania charisma.presley@villanova.edu

2:45–4:00 p.m.

AQUA 307

Aqua Level, 3rd Floor

Levels of Experience: **Novice**

366. PMS: Peer Mentoring for Success

◆◆ Case Studies/Model Programs ◆◆

This session will examine two models of peer mentoring at the University of Wisconsin-Madison. Presenters will provide information and background about the Academic Advancement Program (AAP) and the TRIO Student Support Services (TRIO) and how peer mentoring plays a key role in improving the quality of life for students of color, low income students and first generation students on a predominantly white campus. The discussion will cover important insights about creating and implementing two peer mentoring programs. Participants will learn from a panel of AAP and TRIO peer mentors and staff how the programs can create inclusive higher education environments, help improve retention efforts and how this relates to the overall satisfaction of the college experience. This session should particularly benefit those who are interested in dialogues about peer mentor programming, how it impacts underrepresented students on a predominately white campus.

Adey M. Assefa, Coordinator, Student Services, Student Academic Affairs, University of Wisconsin—Madison, Wisconsin amassefa@lssaa.wisc.edu

Wilma S. Barrows, Assistant Director/Advisor and Mentor Program Director, TRIO Student Support Services, University of Wisconsin—Madison, Wisconsin wbarrows@wisc.edu

Africa Lozano, Advisor, TRIO Student Support Services, University of Wisconsin—Madison, Wisconsin lozano@wisc.edu

Christine Poleski, J.D., Assistant Dean, Academic Advancement Program, University of Wisconsin—Madison, Wisconsin cpoleski@wisc.edu

Abike Sanyaolu, Assistant Dean, Academic Advancement Program, University of Wisconsin—Madison, Wisconsin aosanyaolu@wisc.edu

2:45–4:00 p.m.

SAPPHIRE 411

Sapphire Level, 4th Floor

Levels of Experience: **Intermediate**

367. Have the Faculty Live on Campus: Retaining Minority Faculty Through Faculty In Residence (FIR) Program

◆◆ Case Studies/Model Programs ◆◆

This session examines the experiences of minority faculty participating in the Faculty In Residence (FIR) program at Salem State College. Presenters will provide information on the background of the program and its effectiveness in recruiting and retaining faculty of color at a predominantly white institution (PWI). They will discuss insights, experiences and lessons learned from current and former FIR. Finally, the session will address how the FIR program links faculty to residence to students life, academic life and support and the college community. This session should particularly benefit participants who are interested in recruiting and retaining African-American and other minority faculty, and those who are interested in increasing minority faculty involvement on campus.

Tiffany Gayle Chenault, Ph.D., Assistant Professor of Sociology, and Coordinator, African-American Studies Minor, Salem State College—Salem, Massachusetts tchenault@salemstate.edu

Adrienne Dolberry, Ph.D., Assistant Professor of Biology, Salem State College—Salem, Massachusetts adrienne.dolberry@salemstate.edu

Shannon A. Mokoro, Assistant Professor, Social Work, Salem State University—Salem, Massachusetts sabmokoro@gmail.com

Shawn A. Newton, Assistant Director, Multicultural Affairs, Salem State College—Salem, Massachusetts snewton@salemstate.edu

2:45–4:00 p.m.

COBALT 520

Cobalt Level, 5th Floor

Levels of Experience: **Intermediate**

368. In This Room, In This House: Enhancing the Quality of Life for Culturally Diverse Graduate Students on Predominantly White Campuses

◆◆ Long- and Short-Range Planning ◆◆

This session will examine the role that underrepresented minorities attending graduate school at predominantly white institutions have in supporting racial, ethnic, class and gender diversity. Presenters will highlight examples of graduate students who have initiated, advanced and supported programs and organizations that work to recruit, retain and empower underrepresented minorities. This presentation will particularly benefit those who are considering and/or pursuing a graduate degree program at a predominantly white institution. It will also benefit those advising, teaching or mentoring graduate students at their institutions. This session will also be of benefit to those who are responsible for the maintenance and creation of standards established by colleges and universities in support of race, class and gender diversity in higher education.

Michael Antony Davis, Graduate Student, Graduate Assistant, College of Business and Technology, Western Illinois University—Macomb, Illinois
ma-davis@wiu.edu

Brian Hayes, Graduate Student, Graduate Assistant, Gwendolyn Brooks Cultural Center, Western Illinois University—Macomb, Illinois
bt-hayes@wiu.edu

Robert Watson, Graduate Student and Graduate Assistant, Office of the Provost, Western Illinois University—Macomb, Illinois
r-watson@wiu.edu

2:45–4:00 p.m.

COBALT 503

Cobalt Level, 5th Floor

Levels of Experience: **Novice and Intermediate**

369. WHO AM I?...AND WHY ME?: The Fatigue Factor and Identity Struggle in the Fight for Social Justice: PRAXIS THROUGH PERFORMANCE

◆◆ Interactive Training ◆◆

This session engages struggles with identity through interpretive dancing. The main character performing in “black face,” moves through the emotional highs and lows of someone claiming responsibility—struggling, his act is the only way he can provide for himself and his family. Additionally, the subsequent interactive dialogue and activity engage the fatigue of doing social justice work. Finally, this session moves from dialogue into a practical application of how to continue passionate discourse around “fighting the good fight” of social injustice. This session should particularly benefit college and university administrators who are committed to social justice, students interested in integrating performance into a constructive dialogue around themes of race, class and gender, and anyone “committed to questioning and conversation.”

DeVon S. Jackson, Coordinator of Student Engagement, Student Development Office, Villanova University—Villanova, Pennsylvania
devon.jackson@villanova.edu

Sean L. Wright, Graduate Student, Communication; Graduate Assistant, Center for Multicultural Affairs, Villanova University—Villanova, Pennsylvania
sean.l.wright@villanova.edu

2:45–4:00 p.m.

SAPPHIRE 412

Sapphire Level, 4th Floor

Levels of Experience: **Intermediate**

370. Examination of the Williams-Proctor Cultural Competence Scale for Youth Development Professionals and Paraprofessionals

◆◆ Research/Assessment/Evaluation ◆◆

This session examines a scale developed for youth development professionals/paraprofessionals. Participants will learn about the initial validation of the scale in which data was collected from youth development professionals and paraprofessionals in 13 states where analyzed—the represented participants were 4-H, Girl Scouts and YMCA. Instrument developments include item development employing a focus group and related theory, content validity using content experts, as well as testing for reliability and discriminate, and convergent validity. Initial validity indicated five factors with 45 items with overall reliability for the Williams-Proctor Cultural Competence Scale was 96.4. This session should particularly benefit participants interested in measuring the construct of cultural competence. It is valuable for those who are assessing, developing, implementing, and evaluating programs for youth at the community level during out-of-school time. Also for those interested in understanding their own level of cultural competence, this session will be valuable.

Bonita E. Williams, Ph.D., Assistant Professor and 4-H Extension Specialist, Virginia Polytechnic Institute and State University—Blacksburg, Virginia
bonita.williams@vt.edu

2:45–4:00 p.m.

AQUA 305

Aqua Level, 3rd Floor

Levels of Experience: **Novice**

371. A University Model of Inclusion and Equity

◆◆ Long- and Short-Range Planning ◆◆



This session will present the model of inclusion and equity at East Stroudsburg University (ESU). The session will discuss the model's strengths and weaknesses, its future direction and the importance of institutional commitment to the success of diversity, inclusion and equity on campus. They will cover 19 model programs—interactional, co-curricular and curricular models—that demonstrate ESU's effort to support diversity and they will share statistics that confirm the value and effectiveness of the initiatives. Presenters will review performance indicators and the impact on structural diversity of students, faculty and staff, and will provide practical methodologies and helpful resources, supportive literature and recent initiatives. This session should particularly benefit presidents, deans, provost, administrators, students and diversity officers who are interested in achieving diversity goals.

Danelle McClanahan, Director, Diversity/Ombudsperson, East Stroudsburg University of Pennsylvania—East Stroudsburg, Pennsylvania
danellem@po-box.esu.edu

Victoria Sanders, Ed.D., Assistant to the President, Associate Vice President, Inclusion and Equity, East Stroudsburg University of Pennsylvania—East Stroudsburg, Pennsylvania
vsanders@po-boxes.edu

2:45–4:15 p.m.

90-MINUTE CONCURRENT SESSIONS

2:45–4:15 p.m.

AQUA 310

Aqua Level, 3rd Floor

Levels of Experience: **All****372. Developing and Teaching a Multidisciplinary Course About Hate: Student Reactions and Faculty Lessons**

◆◆ Curricular/Pedagogical Models ◆◆

This session will explore an innovative course which examines the construct of hate from historical, psychological, sociological, organizational and criminal justice perspectives. The course teaches different theoretical and discipline-based models for understanding the manifestations of hate and the development of interventions to confront them. Presenters will highlight how the course provides students with an opportunity to integrate two or more disciplinary approaches for a multifaceted understanding of hate. The session will provide information on the background and rationale for the course along with insights and lessons learned by the faculty who taught the course. Participants will have an opportunity to observe student reactions to the course materials. This session should particularly benefit participants who are interested in course development, expanding their curriculum to include a study of hate, creating multidisciplinary courses that reach across disciplines and schools and connecting students to social justice concepts.

Jim M. Mohr, Doctoral Candidate, Leadership Studies; Interim Director, Institute for Action Against Hate, Gonzaga University—Spokane, Washington jmohr1@aol.com

Molly B. Pepper, Ph.D., Assistant Professor, School of Business; Co-Chair, Campus Climate Committee, Gonzaga University—Spokane, Washington pepper@jepson.gonzaga.edu

Raymond Reyes, Ph.D., Associate Mission Vice President, Intercultural Relations; Board Member: Institute for Action Against Hate, Gonzaga University—Spokane, Washington reyes@gu.gonzaga.edu

Jerri S. Shepard, Ed.D., Associate Professor, School of Education; Director, Master of Arts in Teaching: Teaching At Risk Students; Board Member, Institute for Action Against Hate, Gonzaga University—Spokane, Washington shepard@gonzaga.edu

2:45–4:15 p.m.

AQUA 313

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate****373. Beneath Our Sacred Minds, Hands, and Hearts: Stories of Persistence and Success Among American Indian Graduate and Professional Students**

◆◆ Research/Assessment/Evaluation ◆◆

This session will highlight narrative-based research which illustrates the factors contributing to American Indian success in graduate school. This study will show how mental, physical, spiritual, and social well-being necessary for graduate school success. Participants will develop a well-being chart for themselves to gain a basic understanding of the theoretical framework used in this study and which they will be able to use in their own field of work. This session should particularly benefit participants who are interested in assisting American Indian graduate and professional students in their educational endeavors.

Shawn Lee Secatero, Program Coordinator of Student Services, American Indian Graduate Center, Gates Millennium Scholars, University of New Mexico/American Indian Graduate Center Scholars—Albuquerque, New Mexico shawn@aigcs.org or ssecater@unm.edu

2:45–4:15 p.m.

COBALT 500

Cobalt Level, 5th Floor

Levels of Experience: **Novice and Intermediate****374. Latino College Students: Barriers and Challenges to Succeeding in College at Predominantly White Institutions**

◆◆ Theoretical Model ◆◆

This session is presented by members of the Executive Board of the NCORE® Latino Caucus. It focuses on identifying barriers to the academic success of Latino students, particularly those attending predominantly white institutions (PWI). Presenters are all Latinos working at PWIs who will review the known barriers to success among Latino students.

Presenters will share their personal experiences and professional expertise in addressing barriers such as physical or mental health problems, poor academic preparedness for college or poor performance in college, insufficient scholarships or economic support and lack of social support. In addition, the presenters will also share best practices and describe successful programs or institutions addressing these barriers.

Angela E. Batista, Ed.D., Director, Diversity and Inclusion and Faculty Education & Human Services Division, Champlain College—Burlington, Vermont abatista@champlain.edu

José J. Madera, Assistant Dean, Coordinator of Wisconsin Alliance for Minority Participation (WiscAMP) Science Scholars Program, Student Academic Affairs, College of Letters and Science, University of Wisconsin—Madison, Wisconsin jimadera@lssa.wisc.edu

Jessica A. Quintana Hess, Director, Multicultural Student Services, Bucknell University—Lewisburg, Pennsylvania jah018@bucknell.edu

Saúl Rivera, Ph.D., Licensed Psychologist, and Coordinator, Multicultural Services, Student Counseling Service, Miami University—Oxford, Ohio riveras@muohio.edu

2:45–4:15 p.m.

COBALT 504

Cobalt Level, 5th Floor

Levels of Experience: **Novice****375. Processes and Struggles With Racial Microaggressions: Experiences From the White American Perspective**

◆◆ Research/Assessment/Evaluation ◆◆

This session will examine research on racial microaggressions, which can be defined as brief statements or behaviors that send denigrating and hurtful messages to people of color. Presenters will review previous research on racial microaggressions which highlight the perspectives of people of color and the psychological outcomes of being a target of discrimination. Then they will present new research on the subject which investigates the perspectives of white Americans, who are often the unintentional or unconscious enactors of racial microaggressions. Researchers asked white individuals to share their experiences in witnessing, participating in, or enacting racial microaggressions toward people of color. The session will present examples, processes, and the impact of racial microaggressions on the mental health of white Americans as well as people of color. Presenters will provide recommendation as ways to prevent microaggressions in educational settings. This session should particularly benefit researchers who are interested in issues of racism and its effect on both whites and people of color, practitioners who are committed to providing culturally competent services, educators and faculty members who aim to create safe and inclusive classrooms and all those concerned with issues of racism.

Katie Griffin, Graduate Student, John Jay College of Criminal Justice - City University of New York—New York, New York kegriffin2@gmail.com

Marie-Anne Issa, Graduate Student, John Jay College of Criminal Justice, City University of New York—New York, New York marianne.issa@gmail.com

Kevin L. Nadal, Ph.D., Assistant Professor, Department of Psychology, John Jay College of Criminal Justice - City University of New York—New York, New York knadal@jjay.cuny.edu

Mike Tobio, Graduate Student, John Jay College of Criminal Justice - City University of New York—New York, New York michael.tobio@jjay.cuny.edu
Vivian M. Vargas, Graduate Student, John Jay College of Criminal Justice - City University of New York—New York, New York vivian.vargas@jjay.cuny.edu

2:45–4:15 p.m.

SAPPHIRE 402

Sapphire Level, 4th Floor

Levels of Experience: **All**

376. Reaching Diverse Learners and Imbedding Diversity Through Universal Design

◆◆ Case Studies/Model Programs ◆◆

Are you looking for a way to add diversity content, enhance community and peer assisted learning in your classrooms, and empower students to approach their course text in a different way? With the influx of today's diverse learners, *Universal Design* allows educators to reach a variety of student learning needs using one customizable tool. Our Community College Universal Design for Learning (UDL) pilot program uses text-to-speech software across the curriculum, which research shows improves focus, comprehension and reading engagement. This tool creates a virtual, "Teacher within the Text" linking teachers and students together in a digital learning environment via digital, multi-sensory textbooks, which transforms reading into an interactive, multi-sensory experience and improves learning outcomes for students with a variety of learning needs. Additionally, this program ensures the highest level of success by providing comprehensive support for instructors and students (including an online Facebook support network for students, which will be showcased). The success of our program has attracted worldwide attention and is currently being duplicated on numerous CCC campuses. This program also allows for each instructor to customize diversity and multicultural content in their courses.

The panel will consist of the program's director, community college students, an instructor and the vice president of Instruction at Laney College, the flagship institution of this pilot project. The panel members will all share their unique successes and perspectives from working with this program. The program's director will begin with an overview of the project, demonstrate the technology used in a variety of subjects (English, geography, sociology, Spanish). Then each panelist will briefly discuss their experiences and perspectives. The presentation will also feature a short promotional video highlighting students, instructors, administrators and publisher involved with this project. This interactive presentation encourages participants to ask questions regarding program implementation and discuss possible campus applications. Our target audience are faculty members, student services personnel and those involved in basic skills.

Pamela H. Chao, Professor of Sociology, American River College—Sacramento, California chaop@arc.losrios.edu

Stacey Kayden, LD Specialist, Director of Universal Learning Program, Laney College; UDL Consultant and Program Director, California Community College Chancellor's Office/DSPS—Oakland, California silkayden@peralta.edu

Elnora Webb, Ph.D., Vice-President of Instruction, Laney College—Oakland, California ewebb@peralta.edu

Laney College and American River College Students will be invited

2:45–4:15 p.m.

AQUA 311

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

377. Bringing it All Together? Negotiating the Extended Landscape of Institutional Diversity—Gender, Sexuality, Internationalization and Class

◆◆ Long- and Short-Range Planning ◆◆

Within higher education there has been increasing emphasis on practices of diversity and inclusion as institutions develop models of academic and administrative excellence. Historically, there has been a focus on how university faculty and administrators underscore an ethno- and culturally-relative commitment in the design and delivery of institutional diversity plans. Understanding and meeting the unique needs of different constituency groups on campus is often a daunting task and the broadening of diversity planning and agendas within higher education has demanded a reevaluation of the meaning of diversity and specific attention to how practitioners integrate/incorporate gender, sexuality, internationalization and class into effective strategic plans/models and maintain a commitment to race, ethnicity and culture.

In this session, participants will have an opportunity to gain insight and will receive suggestions and recommendations on (1) how to navigate a broadening definition of diversity and cultural competence in the political environment of higher education, (2) how to be attentive to minority groups that are legally protected and those that are not. Presenters will discuss how to define diversity for policy and strategic implementation and how to create programs that reflect the diversity spectrum. This interactive session will particularly benefit practitioners developing strategic plans that integrate gender, class, sexuality and internationalization into work on race, culture and ethnicity.

Lisa M. Coleman, Ph.D., Chief Diversity Officer and Associate Provost, Tufts University—Medford, Massachusetts lisa.coleman@tufts.edu

Dona Yarbrough, Ph.D., Director, Center for Women, Emory University—Atlanta, Georgia dona.yarbrough@emory.edu

4:30–5:30 p.m.

SAPPHIRE BALLROOM

Sapphire Level, 4th Floor

SPECIAL FEATURE: INTERACTIVE PRESENTATION & DIALOGUE



378. Immigration and Its Discontents

Evelyn Hu-DeHart, Ph.D., Director, Center for the Study of Race and Ethnicity in America; Professor, History and Ethnic Studies, Brown University—Providence, Rhode Island www.brown.edu/race

This presentation will explore the history of immigration to the United States and the current state of affairs. As a nation of immigrants, this country has also suffered recurrent misgivings about immigration and immigrants, a phenomenon historians label "nativism." In a nutshell, there have always been designated desirable and not-desirable immigrants, with the latter often racialized as impossible to integrate and therefore non-Americans. Today, the not-desirables are the so-called "illegal immigrants," an increasingly criminalized alien group feared and despised. Who are the illegal immigrants, how and when was this category created, and which nationalities and ethnic groups have been caught in its wide net? In particular, what are the implications for children and youth tagged with this insidious label as far as their educational pursuits are concerned? This presentation will end with an examination of the "Dream Act."

Evelyn Hu-DeHart joins Brown University from the University of Colorado at Boulder where she was Chair of the Department of Ethnic Studies and Director of the Center for Studies of Ethnicity and Race in America. She has

also taught at the City University of New York system, New York University, Washington University in St. Louis, University of Arizona and University of Michigan, as well as lectured at universities and research institutes in Mexico, Peru, Cuba, France, Hongkong, Taiwan, and China. Evelyn Hu-DeHart often describes herself as a multicultural person who speaks several languages (including English, Chinese, French, and Spanish) and moves easily among several cultures. Her professional life has focused on what Cuban historian Juan Perez de la Riva calls "historia de la gente sin historia." She was born in China and immigrated to the United States with her parents when she was twelve. As an undergraduate at Stanford University she studied in Brazil on an exchange program. She became fascinated with Latin America and that interest eventually led her to a Ph.D. in Latin American History from the University of Texas at Austin. In 1988 she left the City University of New York to become the CSERA Director at the University of Colorado at Boulder. She has written two books on the Yaqui Indians, and is now engaged in a large research project on the Asian diaspora in Latin America and the Caribbean.

Research Interests: The goal of Professor Hu-DeHart's diaspora project is to uncover and recover the history of Asian migration to Latin America and the Caribbean and to document and analyze the contributions of these immigrants to the formation of Latin/Caribbean societies and cultures. It should also contribute towards theorizing diasporas and transnationalism. The importance and timeliness of this research was most recently demonstrated by the election of Alberto Fujimori, son of Japanese immigrants, as President of Peru. Hu-DeHart also hopes that her work would broaden the scope of Asian American Studies as well as contribute to an area not well covered within Latin American Studies. The following summary highlights the work that she has done so far on the Chinese in Cuba, Peru and Mexico. She has published numerous articles in English, Spanish, French, and Chinese on the topic, and expects to publish at least one book.

5:30–8:00 p.m.

SAPPHIRE D

Sapphire Level, 4th Floor

JDOTT SUMMIT MEETING



379. 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 Board Meeting, see Index 130

6:00–7:00 p.m.

SAPPHIRE H

Sapphire Level, 4th Floor

NATIVE AMERICAN CAUCUS MEETING

Four meetings are hosted by the Native American Caucus Group organized during NCORE® 2007 Conference. During NCORE® 2009 the Native American Caucus will meet to discuss a series of issues affecting Native Americans in higher education.

380. Networking Meeting

For other meetings of the Native American Caucus group see Index 002 128, 211, 474

6:00–7:30 p.m.

SAPPHIRE L

Sapphire Level, 4th Floor

LATINO/A CAUCUS MEETING

Six meetings are hosted by the Latino/a Caucus Group organized during NCORE® Conference. During NCORE® 2009 the Latino/a caucus will meet to discuss a series of issues affecting Latino faculty, administrators and students in higher education.

381. Meeting and Roundtable Discussion (Social to Follow)

For other meetings of the Latino/a Caucus group, see index 004, 129, 209, 245, 475

6:00–8:00 p.m.

SAPPHIRE P

Sapphire Level, 4th Floor

APINCORE (Asian/Pacific Islander American) Caucus Meeting

During NCORE® 2009, there are four meetings hosted by the APINCORE (Asian/Pacific Islander American) Caucus Group.

382. Future Planning and Caucus Nomination and Elections

For other meetings of the APINCORE Caucus group, see index 127, 210, 476

6:00–8:00 p.m.

INFORMAL NETWORKING MEETINGS

383. For more information, see index 131

8:00–9:30 p.m.

SAPPHIRE BALLROOM

Sapphire Level, 4th Floor

SPECIAL EVENING PANEL PRESENTATION

384. Anti Affirmative Action Update



This panel format presentation/discussion is coordinated by the **University of Michigan** and will provide current and upcoming information regarding Ward Connelly and anti-affirmative action efforts, court rulings and state-by-state efforts to eliminate affirmative action based on race, ethnicity, need, etc. This should include (but is not limited to a) discussion of merit-base versus need-based aid. What practical approaches still can be used?

Jonathan Alger, Vice President and General Counsel, Rutgers, The State University of New Jersey—New Jersey

Mitchell J. Chang, Ph.D., Professor, Higher Education and Organizational Change (HEOC), University of California—Los Angeles

Shanta Driver, J.D., Attorney, Scheff, Washington, and Driver Law Firm—Detroit, Michigan; National Co-Chair for the Coalition to Defend Affirmative Action, Integration & Immigrant Rights and Fight for Equality by any means Necessary; National Director, BAMN's non-profit affiliate, United for Equality and Affirmative Action Legal Defense Fund (UEAALDE)

John Matlock, Ph.D., Associate Vice Provost and Director, Office of Academic Multicultural Initiative, University of Michigan—Ann Arbor, Michigan (**Coordinator, Moderator**)

Theodore M. Shaw, J.D., Professor, Professional Practice, Columbia Law School—New York, New York

NOTES

THURSDAY, MAY 28

DAY AT A GLANCE • FRIDAY, MAY 29

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 KEYNOTE ADDRESS (PLENARY SESSION)

Mitakuye Oyasin (We are All Related)—
Ron HIS HORSE IS THUNDER

10:00–11:30 a.m.

405. BOOK SIGNING AND INFORMAL DIALOGUE—

Ron HIS HORSE IS THUNDER

10:00 a.m.–noon

406. SPECIAL FEATURE PRESENTATION

Diversifying Our Future Health Workforce

407. MAJOR WORKSHOP

Meeting the Growing Challenge of Global Diversity

408. MAJOR WORKSHOP

Three Strands of Institutional Transformation: Building Multiculturalism
Into Faculty Development

409. MAJOR WORKSHOP

Asian Americans as Model Minority: What is Myth and What is Reality?

410. MAJOR WORKSHOP

Undocumented Immigrant Youth and the College Pipeline: Policies,
Practices and Pedagogy for Increasing Access

411. MAJOR WORKSHOP

My People! My People! The Role of White Women in Keeping the
Supremacy of Whiteness in Place (PART I)

412. FILM PREVIEW AND DISCUSSION

Last Chance for Eden

413. BeyondRace, Gender and Class: Understanding the Roots of Privilege

414. Supportingthe Case for Diversity's Continued Relevance in the "Post-Racial Era"

415. Implementingthe Principles of Community—A Web-based Online Course Focused on Creating Inclusive Environments

416. ENCOMPASS Compassion Plays Presents: "Horizon Line"

417. BeyondWords and Into Action: Encouraging Difficult and Courageous Conversations in a Predominantly White Institution

10:30–11:45 a.m.

418. Civil Rights Pilgrimage: An Evaluation Study of the Impact of Immersion Experience on the Development of Multicultural Competence at UW-Eau Claire

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

420. Inspiredto be the First: What Motivates African American and Mexican American First-Generation Students to Pursue a College Education?

421. Interculturally Speaking: A Leadership Series

422. BestPractices in the Recruitment and Retention of Diverse Faculty and Administrative Staff at a Predominantly White Mid-Western University

423. JointProgramming Efforts Which Promote Retention and Supportive Academic Environments for Underrepresented Students

424. AssessingDiverse Learning Environments: Integrating Assessments of Campus Climate, Practices and Outcomes

10:30 a.m.–noon

425. *A CONVERSATION WITH JAMES ANDERSON*

How to Promote Critical Discourse and Academic Outcomes About Diversity: Moving Up Another Level in Your Thinking

426. *A CONVERSATION WITH ROBERT JACOBSEN*

The University of California's Changing Admissions Policies: Moving Beyond Rigid Measures of Eligibility

427. FILM PREVIEW AND DISCUSSION

Way of the Warrior

428. FILM PREVIEW AND DISCUSSION

Bilal's Stand

429. IsEverybody Stupid(?): Apathy, Disengagement and Ignorance Through the Hip Hop Lens

430. BlackAmerican Sign Language (ASL): The Socio-historical Foundations

431. ForColored Girls Who Have Considered Spoken Word When a PhD Isn't Enough: Using Autoethnographic Performance and Afrocentricity to Examine the Intersections of Race and Gender

432. ThreeCycles of Diversity Strategic Planning at Penn State (1998-2015): Lessons Learned and New Directions

433. Strategically Positioning Multicultural Affairs

434. ParadigmShifts: Developing Fresh Ideas, New Language and Community-wide Approaches to Solving America's Race Problem

12:30–3:30 p.m.

435. NCORE® 2009 COMMUNITIES EXPERIENCE TOURS

Experience I: Socio-ethnic Communities, Districts and Neighborhoods

1:15–2:30 p.m.

436. TheLatino Vote for Obama: Can This Emerging Political Force Reshape New Immigration Laws for Undocumented Immigrants and Their Children?

437. EmotionalProcessing in the Classroom: Successful Teaching Strategies for Multicultural Courses at Predominantly White Institutions

438. Collaborative Research for Enhanced Literacy

439. MentoringProgram at Gallaudet University: A Tool for Retention and Minority Success

440. Beyondthe Carrot and the Stick: A Model for Creating Inclusiveness and Positive Organizational Change

441. Multicultural Curriculum Development in Online Courses: Practices From Washington State Community Colleges

442. What, Me Racist?

443. The Culture of Debt: Addressing the Need for Financial Literacy

DAY AT A GLANCE • FRIDAY, MAY 29

444. Rednecks, Hillbillies, and White Trash: The Invisible White Minority

445. *One Thing I Have Learned...is the Importance of Seeing Both Sides of the Story: Women and Racial Identity Development Within a Leadership and Social Justice Framework*

1:15–2:45 p.m.

446. FILM PREVIEW AND DISCUSSION

The Texas Bilingual Education Story: Celebrating Our Legacy

447. MAJOR WORKSHOP

My People! My People! The Role of White Women in Keeping the Supremacy of Whiteness in Place (PART II)

448. MAJOR WORKSHOP

Race, Politics and the Presidency: How Arab-baiting and Islamophobia in the 2008 Elections Pose a New Civil Rights Challenge

449. MAJOR WORKSHOP

Software for Admissions That Provides Holistic Diversity and Adheres to all Judicial Decisions on the use of Race/Ethnicity, Gender in Admissions

450. MAJOR WORKSHOP

Lessons From *The Color of Fear*: Applying Critical Reflection to a Classic Learning

451. CosmicRace, Rainbow People and Other Myths: An Exploration of Race and Racial Identity in the Latino/a Community

452. Other Awareness Project

453. Diversity and Social Justice for All: Professional Development for Higher Education Students and Professionals

454. MAJOR WORKSHOP

Representation of People of Color in News Media: Where are the Indians?

455. SPECIAL FEATURE PRESENTATION

Asian Americans and Pacific Islanders in Higher Education: Facts, Not Fiction-Setting the Record Straight

456. SPECIAL FEATURE PRESENTATION

Shattering the Glass Ceiling

457. A CONVERSATION WITH PATRICIA WILLIAMS

The Alchemy of Race and Rights

458. SPECIAL FEATURE PRESENTATION

Decades of Diversity: The Role and Impact of the Federally Sponsored TRIO Programs

459. Engaging Differences on the Community College Campus

460. It'sAll About "U" and Your Mentoring Program—Strategies to Help Supervisors Create and Manage Their Mentoring Programs More Effectively

461. Havinga Conversation About Race and Sport in a Post-Obama Election World (or Critically Reading the Concept of a "Colorblindness" Through Sport)

462. GrowYour Own: How to Recruit Faculty of Color and Retain New Faculty

463. Cool Pose: African American Male Coping Strategy

464. TheCommunity Research Program at Boston College: A Case Study of a Multi-disciplinary Program for Undergraduate Research in the Latino and Asian American Communities

465. FILM PREVIEW AND DISCUSSION

Traces of the Trade: A Story From the Deep North

466. TheStudent Commission for Unity at Georgetown University: An Innovative Student Led Research Project to Enact Diversity Initiatives in Higher Education

467. WeOppose Racism and White Privilege: Now, How Do We Engage and Influence "Colorblind" and "Post-Racial" Colleagues?

468. HipHop, Humanism and Higher Education: The Utilization of Hip Hop Activism Within Multi-cultural, Social and Academic Areas

469. AnHonest Journey in Connecting Mind, Body, and Soul to Inclusive Excellence in a Predominantly White Student Life Division

470. Engaging Students With Diverse Identities: A Faculty Institute

471. Teaching Diversity at a Liberal Arts College: Resistance and Opportunity

472. TransformingYour University Around Diversity: How to Create and Implement an Inclusive Excellence/Campus Diversity Plan

473. SPECIAL FEATURE: INTERACTIVE PRESENTATION AND DIALOGUE

The New Color of Green: A Collective Voice Towards Change—
Jerome Ringo

474. NATIVE AMERICAN CAUCUS MEETING

Future Planning

475. LATINO/A CAUCUS MEETING

Meeting and Roundtable Discussion (Social to Follow)

FRIDAY, MAY 29, 2009

7:30–9:00 a.m.

401. CONTINENTAL BREAKFAST

The breakfast will be served at Sapphire West Foyer and Aqua West Foyer

7:30 a.m.–6:00 p.m.

SAPPHIRE WEST FOYER

SAPPHIRE A, E, I, M

Sapphire Level, 4th Floor

EXHIBITOR SHOWCASE AND RESOURCE CENTER

402. (For more information on Exhibitor Showcase, see Index 208)

For a comprehensive listing of Exhibitors and their services, see page 99

7:45–8:45 p.m.

AQUA 303, 304, 305, 307, 309

Aqua Level, 3rd Floor

NATIONAL ADVISOR COMMITTEE (NAC)

403. Sub-Committee Meetings

There are five meeting rooms available for NAC Sub-Committee meetings. All members of the NAC are invited to join the Southwest Center for Human Relations Studies' Executive Committee members for these meetings.

For more information about the NACORE® National Advisory Committee (NAC), see index 003

For other meeting times and dates, see index 212, 303

9:00–9:45 a.m.

SAPPHIRE BALLROOM

Sapphire Level, 4th Floor

CONFERENCE MORNING KEYNOTE ADDRESS (General Session)

404. Keynote Address:

Mitakuye Oyasin (We are All Related)



Ron HIS HORSE IS THUNDER, J.D., is a member of the Hunkpapa-Lakota Oyate and currently serves as the Tribal Chairman of the Standing Rock Sioux Tribe. Also, he is the Chairman of the Great Plains Tribal Chairman's Association.

The Standing Rock Sioux Reservation is situated in North and South Dakota. The people of Standing Rock are members of the Dakota and Lakota nations. "Dakota"

and "Lakota" mean "friends" or "allies." The people of these nations are often called "Sioux," a term that dates back to the 17th century when the people were living in the Great Lakes area. The Ojibwa called the Lakota and Dakota "Nadouwesou" meaning "adders." This term, shortened and corrupted by French traders, resulted in retention of the last syllable as "Sioux." There are various Sioux divisions and each has important cultural, linguistic, territorial and political distinctions.

In 1988, **Ron His Horse Is Thunder** received his Juris Doctorate from the University of South Dakota School of Law. His Horse Is Thunder began his career by serving in several professional capacities, e.g., as an attorney, director, and grants evaluator on the Rosebud and Standing Rock Sioux reservations. From 1991-1993, His Horse Is Thunder served as president of Standing Rock College, where he was responsible for the overall college operations and led the college in achieving five years of accreditation. He left the college in 1993 to head up the American Indian College Fund based in New York city, where he served as the president until 1995. He returned to North Dakota and accepted the position of President at Little Hoop

Community College in Fort Totten, North Dakota. Returning to the presidency of Sitting Bull College (formally Standing Rock College) in 1996. Under his leadership the college was granted ten years accreditation and began offering fully accredited bachelor degrees. He also developed a new campus capital campaign, raising over sixteen million dollars. His Horse Is Thunder served in this capacity until his election as Tribal Chairman in 2005. In the higher education arena, His Horse Is Thunder has served as a commissioner for the Higher Learning Commission for the North Central Association of Colleges and Schools. He also served on the boards of the American Indian Higher Education Consortium, the North Dakota Tribal College Association and the American Indian College Fund. In 2002, President George W. Bush appointed him Chair of the President's Board of Advisors on Tribal Colleges and Universities and he continues to serve in that capacity today. As Tribal Chairman His Horse Is Thunder now serves as the Chairman of the Great Plains Tribal Chairman's Association, Chairman of the Aberdeen Area Tribal Chairman's Health Board and Co-Chairman of the Bureau of Indian Affairs Tribal Budget Advisory Council. He also serves as a board member for the National Congress of American Indians, the National Indian Health Board, and the Native American Rights Fund.

10:00–11:30 a.m.

SAPPHIRE BALLROOM

Sapphire Level, 4th Floor

BOOK SIGNING AND INFORMAL DIALOGUE

405. Ron His Horse Is Thunder

10:00 a.m.–noon

SAPPHIRE D

Sapphire Level, 4th Floor

SPECIAL FEATURE PRESENTATION

406. Diversifying Our Future Health Workforce

Three extraordinary higher education leaders have proactively addressed barriers to entering higher education and training programs and developed support systems that have ensured the success of thousands of students who are now delivering culturally competent, language-proficient, health care. Presenters each represent different segments of California Public Higher Education and they share common interest in linking the roles that the different segments play (can/should play) in redressing underrepresentation in higher education (generally) and in the health profession (in particular).



Juanita Barrena, Ph.D., Professor of Biological Sciences, California State University—Sacramento, California
jbarrena@csus.edu
<http://www.csus.edu/bios/faculty/barrena.html>



David Hayes-Bautista, Ph.D., Professor and Director, Center for the Study of Latino Health and Culture in the Division of General Internal Medicine and Health Services Research, David Geffen School of Medicine, University of California—Los Angeles, California dhayesb@ucla.edu
http://www.ph.ucla.edu/hs/bio_hayes-bautista.asp



Linda Squires-Grohe, Dean, City College of San Francisco, John Adams Campus—San Francisco, California
lgrohe@ccsf.edu

10:00 a.m.–noon

SAPPHIRE P

Sapphire Level, 4th Floor

MAJOR WORKSHOP

407. Meeting the Growing Challenge of Global Diversity

People of color now comprise over 80 percent of the world's population and will grow to become an even larger proportion in the next several decades. Moreover, countries such as Brazil, India and China have undergone such rapid development that the economic future of the United States is increasingly interconnected with them. At the same time, the United States is the world's only superpower and therefore has unprecedented international influence and impact as clearly shown by our involvement just in the past decade in such countries as Iraq, Columbia and North Korea. Therefore, increasingly Americans need to be more knowledgeable of and sensitive to the growing diversity of the world and well informed of the cultures, histories and politics of other countries, especially those in the Third World. Our universities can play a major role in meeting this challenge by internationalizing their curricula, establishing faculty and student exchanges and developing training and research programs and various other activities in partnership with foreign institutions and organizations. Through such efforts, both students and faculty can become more knowledgeable global citizens and more effectively promote international understanding, improve international relations and operate in the global economy.

The panelists for this session have had extensive experience in internationalizing their institutions and will discuss such topics as:

- The benefits of internationalizing their universities
- Incorporating global diversity into the curriculum
- The relationship between domestic diversity and global diversity
- Comparing ethnic/multicultural studies to area studies
- Establishing faculty and student exchanges
- Developing partnerships with foreign institutions and organizations
- Financing international programs

The audience will be encouraged to participate in and contribute to this discussion.

Roy H. Saigo, Ph.D., Distinguished Senior Academic Fellow, Minnesota State Colleges and Universities; President *Emeritus*, St. Cloud State University, St. Cloud, Minnesota; former Chancellor, Auburn University at Montgomery—Montgomery, Alabama rhsaigo@gmail.com

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

Alan Sweedler, Ph.D., Assistant Vice President for International Programs, Director, Center for Energy Studies and Environmental Sciences and Professor of Physics, San Diego State University—San Diego, California asweedler@sciences.sdsu.edu

10:00 a.m.–noon

INDIGO 206

Indigo Level, 2nd Floor

MAJOR WORKSHOP

408. Three Strands of Institutional Transformation: Building Multiculturalism Into Faculty Development

This session examines options for supporting and intersecting three strands of responsibility that are all considered part of multiculturalism in higher education: engaging diverse students effectively; teaching about race, class, gender and power; and representing cultural difference in university life. In this interactive session, we will focus on faculty development, in particular, supporting faculty who are engaged in all or any of these three kinds of work. Participants will hear about, discuss and experience a number of tools and techniques that contribute to the success of faculty who shoulder responsibility for institutional transformation on social issues. Strategies will address closing the gap on student success; building positive, appropriate, and sensitive consideration of the dynamics of race and ethnicity across the curriculum;

developing strategies for reaching colleagues who are “neutral” on diversity issues; consolidating institutional support; and maneuvering changing discourses for strategic use. The presenter is a part of the Diversity Council at the University of Michigan, a scholar of multiculturalism, a pedagogical consultant for individuals, schools and colleges and a developer of programs for institutional transformation.

Crisca Bierwert, Ph.D., Associate Director, and Coordinator, Multicultural Teaching and Learning, Center for the Research on Learning and Teaching (CRLT), University of Michigan—Ann Arbor, Michigan crisca@umich.edu
<http://www.crlt.umich.edu/aboutcrlt/crltstaff.php>

10:00 a.m.–noon

SAPPHIRE 400

Sapphire Level, 4th Floor

MAJOR WORKSHOP

409. Asian Americans as Model Minority: What is Myth and What is Reality?

It is time we revisit the question of Asian Americans as a model minority, which is derived from the phenomenon of over-representation of Asian American students in higher education, especially in the top tier public and private institutions. Who exactly are these high achieving Asian American students, and what factors can we point to that explain their success? Even if Asian Americans find offensive the “model minority” label because of its insidious comparative implications with other minority groups, is the alternative simply to dismiss it as a myth, or is it more productive and conducive to improving race relations if we accept the basic premise that certain Asian American ethnic groups—Chinese, Japanese, Koreans, South Asians, Filipinos, all mostly immigrants except for the Japanese—have demonstrated high educational achievement. The purpose of this session is to examine the scientific literature on high achieving Asian American students to explain this phenomenon using good social science research methods and concepts. What role does the immigrant status of the vast majority of Asian American students and their parents play? How are these immigrants selected by U.S. immigration laws? What kinds of capital do these immigrants bring with them to the U.S.—social capital, cultural capital, economic capital? Is the “model minority” really an “immigrant paradox” phenomenon?

Evelyn Hu-DeHart, Ph.D., Director, Center for the Study of Race and Ethnicity in America; Professor, History and Ethnic Studies, Brown University—Providence, Rhode Island www.brown.edu/race

10:00 a.m.–noon

SAPPHIRE H

Sapphire Level, 4th Floor

MAJOR WORKSHOP

410. Undocumented Immigrant Youth and the College Pipeline: Policies, Practices and Pedagogy for Increasing Access

As the national immigration debate rages on, those who are often forgotten are undocumented immigrant youth. There are currently twelve million undocumented immigrants living in the U.S. and nearly two million of them are youth under the age of 18. While federal policy ensures their access to K-12 public education, their access to higher education and employment are severely limited.

By sharing funds of knowledge and best practices developed through several years of experience working with undocumented students and guiding them in their pursuit of higher education, this session aims to empower attendees to take action to advocate and educate others in their institutions and communities about the opportunities available to undocumented immigrant students. As such, this interactive session will include: (1) information about education and immigration policies that impact undocumented youth, (2) discussion of the challenges these students face in their pursuit of

college and career, (3) practical tools and information about how to address the needs of undocumented youth, and (4) opportunities for attendees to engage with each other and the presenter to share information and best practices for working with undocumented immigrant youth.

Paz M. Olivérez, Ph.D., Executive Director/Founder, Futuros Educational Services—Los Angeles, California poliverez@futuros-california.org
www.futuros-california.org

PART I

10:00 a.m.–noon

SAPPHIRE L

Sapphire Level, 4th Floor

Part II continues 1:15–4:15 p.m., see Index 447

MAJOR WORKSHOP

411. My People! My People! The Role of White Women in Keeping the Supremacy of Whiteness in Place

People of color and some white people have been writing and speaking for years about how we as white women collude with white men to maintain power in “mainstream” hands; there are various examples throughout history. Yet, many of us who are white women have little sense of this practice or perspective and are taken aback to find that we are not necessarily viewed as trustworthy or as allies. This daylong session will

- Identify some of the possible institutional and psychosocial causes for many white women not seeing such a pattern,
- Explore the ramifications and implications of such behaviors, and
- Develop concrete strategies for changing these behaviors, both individually and as a group.

Marquita Chamblee, Ph.D., Director, Dismantling Racism Program, Pacific School of Religion, University of California—Berkeley, California.

Pamela H. Chao, Professor of Sociology, American River College—Sacramento, California chaop@arc.losrios.edu

Karen Dace, Ph.D., Deputy Chancellor for Diversity, Access and Equity, University of Missouri—Kansas City, Missouri

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

Elizabeth Leckie, Ph.D., Assistant Dean, College of Humanities, University of Utah—Salt Lake City, Utah liz.leckie@utah.edu

Ronald B. Scott, Faculty (Teaching) Associate CELT (Center for the Enhancement of Learning and Teaching), and Associate Professor, Department of Communication, Miami University—Oxford, Ohio scottrb@muohio.edu

10:00 a.m.–noon

COBALT 503

Cobalt Level, 5th Floor

FILM PREVIEW AND DISCUSSION



412. Last Chance for Eden

Last Chance for Eden is a documentary about eight men and women discussing the issues of racism and sexism in the workplace. They examine the impact of society's stereotypes on their lives in the workplace, in their personal relationships and within their families and in their communities. In the course of their dialogue, they also explore the differences and similarities between racism and sexism—an area that has seldom been researched, but has heatedly become a very important issue needing to be understood and dealt with.
www.stirfryseminars.com

10:00 a.m.–noon

2-HOUR CONCURRENT SESSIONS

10:00 a.m.–noon

INDIGO 204 A

Indigo Level, 2nd Floor

Levels of Experience: **Intermediate and Advanced**

413. Beyond Race, Gender, and Class: Understanding the Roots of Privilege

◆◆ Theoretical Model ◆◆

Many discussions of diversity have played it safe and don't challenge hierarchy. The next step in diversity education is a more direct challenge to those entrenched hierarchies. Many corporate, governmental and educational institutions in the contemporary United States articulate a commitment to diversity and multiculturalism. The discussion of race, gender and class has been institutionalized in many of these institutional settings. Such changes signal progress, but do they indicate that U.S. society has made a serious commitment to a more just distribution of wealth and power? Has this multicultural moment led to an ongoing critique of the deeper systems of authority in the culture?

Using the concept of privilege in race, gender and class, this session will raise questions about systems and structures of power that can allow us to go beyond polite “diversity talk” to discuss what would be needed to transform our society and promote justice and sustainability. Any serious effort toward those goals must confront the structures of power in the contemporary United States that produce such profound inequality. The presenter has explored these questions in work on race and gender, especially in the context of contemporary mass media. This presentation blends his experience as an educator and a community organizer.

Robert W. Jensen, Ph.D., Professor, School of Journalism, University of Texas—Austin, Texas rjensen@uts.cc.utexas.edu
<http://uts.cc.utexas.edu/~rjensen/index.html>

10:00 a.m.–noon

INDIGO 204 B

Indigo Level, 2nd Floor

Levels of Experience: **All**

414. Supporting the Case for Diversity's Continued Relevance in the “Post-Racial Era”

Some view the election of President Barack Obama as an indication that issues of race and diversity are not relevant, are not important, or do not matter much in today's society; that somehow his election is the ultimate example that the country has moved beyond and resolved our issues of race and discrimination. To the contrary, his election points up the pervasive nature of race and diversity as major considerations in our national history. The response to his candidacy and campaign signaled a major paradigm shift toward broad societal segments being interested in and engaged in diversity; proving that diversity has been and must remain an integral component of how we are educated, how we learn, how we transact business and generally how we live our lives. This notion was the major foundational concept of the Supreme Court ruling in 2003 supporting the educational benefit of diversity. The extensive filing of amicus briefs by more than 500 corporations, unions and the military in support of the University of Michigan in its defense of its admissions policies (the most filed in the history of the U.S. Supreme Court) were of critical importance to the successful aspects of the two cases and highlighted to the broader community the importance of diversity in preparing educated and competitive citizens for today's increasingly global democracy. These supportive actions further illustrated that diversity is not only key to a quality education, but also critical to the current and future economic vitality and security of our nation.

In this session, we will present a theoretical framework of how we might use diversity-related research, now more than ever, to support diversity's continued relevance to our mission in higher education. We also will present, for the first time, an extensive look at the University of Michigan—Michigan

Student Study Alumni data of nearly 2,000 graduates that relates an extensive array of diversity-related attitudes and behaviors reported while students were still in college, to the [meaning of diversity in their adult lives](#) ten years out of college—their occupations, civic engagements, social networks and overall perceptions of diversity and equity.

John Matlock, Ph.D., Associate Vice Provost and Director, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

Katrina Wade-Golden, Ph.D., Assistant Director, Research and Assessment, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

10:00 a.m.–noon

SAPPHIRE 411

Sapphire Level, 4th Floor

Levels of Experience: **Intermediate**

415. Implementing the Principles of Community— A Web-based Online Course Focused on Creating Inclusive Environments

◆◆ Case Studies/Model Programs ◆◆

This session will provide participants an opportunity to preview a web-based training module and discuss its content as a training tool for creating inclusive work environments. This electronic course is an addition to the already existing Diversity Training Program at UC Davis, which consists of a series of courses and workshops offered to faculty and staff in a collaborative effort among the University's Office of Campus Community Relations, Offices of the Chancellor and Provost, and Staff Development and Professional Services. The training module includes policy review, statistical data and case studies. Participants will learn how to incorporate technology as part of diversity education as a cost-saving alternative to in-person training. This session should particularly benefit participants who are interested in incorporating diversity education as part of staff/faculty development opportunities, and practitioners, who develop, teach and facilitate diversity-related courses, training modules and workshops. Participants must have prior experience in developing and facilitating diversity training modules.

Binnie Singh, Director of Faculty Relations, Office of the Vice Provost, Academic Personnel - Offices of the Chancellor and Provost, University of California—Davis, California binsingh@ucdavis.edu

Mikael A. B. Villalobos, Administrator of Diversity Education, Office of Campus Community Relations, Offices of the Chancellor and Provost, University of California—Davis, California mbvillalobos@ucdavis.edu

10:00 a.m.–noon

COBALT 504

Cobalt Level, 5th Floor

Levels of Experience: **All**

416. ENCOMPASS Compassion Plays Presents: “Horizon Line”

◆◆ Interactive Training ◆◆ and ◆◆ Curricular/Pedagogical Models ◆◆



This session will feature “Compassion Plays,” a unique program offered by ENCOMPASS. The program combines provocative theatrical performance with carefully facilitated dialogue sessions to help participants address difficult issues and improve campus relations. The plays featured are: “Horizon Line” explores racial identity, prejudice and hate crimes; “Wheels” addresses the attitudes

about immigrants and xenophobia; and the “Kick” offers a rare glimpse into the impact of racial stereotyping. Each play introduces a range of characters with multiple perspectives on each topic and allows participants to ease into a difficult discussion. This approach creates a greater feeling of group safety and allows for a dialogue and strategy session that can be as basic or as advanced as the group needs. The issues addressed in the play are discussed in a pre- and post-show dialogue led by a professional facilitator to explore

characters' choices, experiences and points of view. This session should particularly benefit students, educators and organizers who are interested in addressing bias and conflict in schools and in the community.

Skyler Jackson, Program Specialist, ENCOMPASS—Monrovia, California
skylerjackson@encompass.org

Lex Stepling, Program Coordinator, ENCOMPASS—Monrovia, California
lexstepling@encompass.org

10:00 a.m.–noon

COBALT 505

Cobalt Level, 5th Floor

Levels of Experience: **Intermediate**

417. Beyond Words and Into Action: Encouraging Difficult and Courageous Conversations in a Predominantly White Institution

◆◆ Long- and Short-Range Planning ◆◆

This session will cover the planning, development and implementation of a “difficult and courageous conversations” curriculum at Housing and Dining Services (UHDS) at Oregon State University in partnership with Daryl Dixon of Diversity Resource Group. Presenters will outline the curriculum which was designed to help create an inclusive environment in higher education. Students had an opportunity to converse with full-time UHDS staff about difference, specifically race, ethnicity, sexual orientation, religion, gender, socio-economics, ability, values and politics. The session will present how these conversations are designed to enhance learning about issues of self-awareness, privilege and social justice. Presenters will also discuss strategies to train and educate student staff and student leaders. Finally, the presenters will share tools and experiences to help staff and students in these types of conversations. This session should particularly benefit those who wish to develop and implement a curricular model for difficult and courageous conversations and also will benefit those who wish to develop diversity curricula for predominantly white institutions.

Daryl Dixon, Principal Consultant, Diversity Resource Group, Oregon State University—Corvallis, Oregon daryl@diversityresourcegroup.com

Megan S. Full, Dining Marketing Project Manager, University Housing and Dining Services, Oregon State University—Corvallis, Oregon
megan.full@oregonstate.edu

Eric Hansen, Associate Director, University Housing and Dining Services (UHDS), Oregon State University—Corvallis, Oregon
eric.hansen@oregonstate.edu

Willie Morgan, Resident Director, University Housing and Dining Services, Oregon State University—Corvallis, Oregon willie.morgan@oregonstate.edu

Victor Santana-Melgoza, Resident Director, University Housing and Dining Services, Oregon State University—Corvallis, Oregon
victor.santana-melgoza@oregonstate.edu

Dawn Snyder, Resident Director, University Housing and Dining Services, Oregon State University—Corvallis, Oregon dawn.snyder@oregonstate.edu

Jennifer Viña, Marketing and Assessment Coordinator, Oregon State University—Corvallis, Oregon jennifer.vina@oregonstate.edu

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

10:30–11:45 a.m.

SAPPHIRE 412

Sapphire Level, 4th Floor

Levels of Experience: **Novice and Intermediate****418. Civil Rights Pilgrimage: An Evaluation Study of the Impact of Immersion Experience on the Development of Multicultural Competence at UW-Eau Claire**

◆◆ Case Studies/Model Programs ◆◆

This session will outline the steps taken to develop a civil rights immersion experience for University of Wisconsin-Eau Claire students. Presenters will share insights and lessons learned in the development of their program. Special attention will be paid to potential for duplication on your campus. The session will share findings from the faculty-student collaborative research project. These findings will demonstrate the impact of such a program on the multicultural competence of student participants. This session should particularly benefit those who are interested in developing short-term immersion experiences on their campus, campuses struggling with diversity issues because of a homogenous student population, and participants with an interest in the historical significance of the civil rights movement.

Janna Casperson, Undergraduate Student, Geography/Political Science Major; Student Coordinator, Civil Rights Pilgrimage Project, University of Wisconsin—Eau Claire, Wisconsin casperjr@uwec.edu

Anthony Och, Undergraduate Student, Organizational Communications Major; Student Coordinator, Civil Rights Pilgrimage Project, University of Wisconsin—Eau Claire, Wisconsin ocham@uwec.edu

Jodi Thesing-Ritter, Associate Dean of Students, University of Wisconsin—Eau Claire, Wisconsin thesinjm@uwec.edu

10:30–11:45 a.m.

AQUA 306 A

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate****419. Update on Developing a University/Community Dialogue to Form a Partnership With California American Indian Communities**

◆◆ Long- and Short-Range Planning ◆◆

This session will be presented by the UC/CSU American Indian Higher Education Consortium: Implementing Recommendations—Improving American Indian enrollment, recruitment and retention.

This session will share the result of a collaboration between American Indian counselors and recruiters and the California State University system. The California higher education systems supported a statewide dialogue in six regions to determine the needs of California Indian tribes, tribal agencies and urban Indian communities. The recommendations that emerged from these dialogues were forwarded for review to statewide system offices, California State University and the University of California. The intent of the effort was to establish a long-range plan to increase the number of college-ready American Indian students. Presenters from California State University system will discuss recommendations that resulted from the survey and which have been implemented. The President of California State University at Humboldt will share examples of best practices and provide a copy of the new systemwide CSU application. They will also present an MOU between one of the universities and a Northern California tribe as an example of a successful collaboration to develop a curriculum. The session should particularly benefit those who are interested in best practices in collaborations. It would be especially helpful for those in higher education who are involved or should be involved in 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

Rollin Richmond, Ph.D., President, Humboldt State University—Arcata, California

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

10:30–11:45 a.m.

AQUA 303

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate****420. Inspired to be the First: What Motivates African American and Mexican American First-Generation Students to Pursue a College Education?**

◆◆ Research/Assessment/Evaluation ◆◆

It is well documented that students whose parents did not attend college are less likely to pursue a college education than their peers. Yet, many find ways to get to college despite the odds that stand against them.

This session explores the experiences of 17 Mexican American and African American first-generation students who chose to go to college. The presenter will introduce a college predisposition model that describes the advantages and disadvantages that helped these students become college freshmen. The session will include a multimedia presentation and the presenter will lead a discussion. This session should particularly benefit those who are interested in increasing the college enrollment rates of underrepresented student populations, practitioners who provide direct services to African American, Mexican American or other groups that struggle to access a college education, students interested in taking an active role in pre-college outreach initiatives and those who are concerned with college admissions issues related to minority populations.

Pamela A. Peters, Ph.D., Assistant Dean for Intercultural Programs, Marquette University—Milwaukee, Wisconsin pamela.peters@marquette.edu

10:30–11:45 a.m.

COBALT 500

Cobalt Level, 5th Floor

Levels of Experience: **Novice and Intermediate****421. Interculturally Speaking: A Leadership Series**

◆◆ Case Studies/Model Programs ◆◆

This session will examine the Intercultural Leadership Series (ILS) at the Ohio State University's Multicultural Center (MCC). ILS was created in August of 2008 as part of the MCC's Intercultural model and contributes to co-curricular learning and engagement of students. ILS encompasses a series of workshops which provide the community an opportunity to learn about different cultures, develop leadership skills, as well as increase cross-cultural understanding. Presenters will discuss the collaboration strategies, the learning outcomes, and the assessment data from the recent leadership series. This session should particularly benefit staff and faculty members who are interested in exploring the Intercultural model as a tool for student/professional development. It will also benefit professionals who are seeking ways for students to discuss challenging topics and celebrate differences and those seeking to narrow the divide between student life and academic affairs. Additionally it will benefit administrators and faculty members prepared to implement alternative types of culturally-relevant leadership sessions at their institutions.

Candra Krisch, Intercultural Specialist, Liaison to American Indian Students, Multicultural Center, Ohio State University—Columbus, Ohio ckrisch@studentlife.osu.edu

Indra Leyva-Santiago, Intercultural Specialist, Liaison to Hispanic Students, Multicultural Center, Ohio State University—Columbus, Ohio ilevasantiago@studentlife.osu.edu

Christa Porter, Intercultural Specialist, Liaison to African American Students, Multicultural Center, Ohio State University—Columbus, Ohio cjporter@studentlife.osu.edu

10:30–11:45 a.m.

AQUA 304

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

422. Best Practices in the Recruitment and Retention of Diverse Faculty and Administrative Staff at a Predominantly White Mid-Western University

◆◆ Long- and Short-Range Planning ◆◆

This session will share best practices used by a rural midwestern university for recruitment and retention of diverse faculty and administrative staff. Presenters will emphasize on recruitment strategies and retention program development and they will address the importance of institutional mission coupled with a progressive strategic plan. Lastly, presenters will provide insight on successful methods of expanding cultural diversity in a manner that respects the dignity and worth of all people. This session should particularly benefit individuals who are genuinely interested in expanding the diversity of applicant pools at their institutions, particularly those administrators who have a significant impact on the nature of recruitment and hiring practices at their institutions.

Al Goldfarb, Ph.D., President, Western Illinois University—Macomb, Illinois
a-goldfarb@wiu.edu

Jack Thomas, Ph.D., Provost and Academic Vice President, Western Illinois University—Macomb, Illinois j-thomas2@wiu.edu

Ronald Williams, Ed.D., Assistant Vice President, Academic Affairs, Western Illinois University—Macomb, Illinois rc-williams@wiu.edu

10:30–11:45 a.m.

AQUA 314

Aqua Level, 3rd Floor

Levels of Experience: **All**

423. Joint Programming Efforts Which Promote Retention and Supportive Academic Environments for Underrepresented Students

◆◆ Case Studies/Model Programs ◆◆

This session will cover the efforts at Auburn University to achieve diversity as a core value. The Office of Diversity and Multicultural Affairs (ODMA) developed six goals which complement the goals of the university's Strategic Diversity Plan. Two of the goals relate to the recruitment and retention of underrepresented students as well as creating, promoting and encouraging a supportive friendly campus that is welcoming and attractive to people of all races, ethnicity, nationalities, religions, gender, sexual orientation and those with disabilities. Presenters will highlight three units within ODMA that have developed and sponsored diversity programs. Presentation will be divided into three sub-themes: cultural programming, women's leadership training, and undergraduate retention programs. The session will discuss successful programs and present evaluation data to support these programs.

Paulette Dilworth, Ph.D., Assistant Vice President, Access and Community Affairs, Auburn University—Auburn, Alabama ppd001@auburn.edu

Overtoun Jenda, Ph.D., Associate Provost, Diversity and Multicultural Affairs, and Mathematics Faculty, Auburn University—Auburn, Alabama jendaov@auburn.edu

Donna Sollie, Ph.D., Assistant Provost for Women's Initiatives, Human Development and Family Studies Faculty, Auburn University—Auburn, Alabama dsollie@auburn.edu

10:30–11:45 a.m.

AQUA 311

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate and Advanced**

424. Assessing Diverse Learning Environments: Integrating Assessments of Campus Climate, Practices and Outcomes

◆◆ Research/Assessment/Evaluation ◆◆

Over the last 15 years, researchers have added a great deal to our understanding of the experiences and outcomes of diversity on campus.

This presentation synthesizes the scholarship related to diversity climate, campus practices and outcomes. Our review revealed many limitations within this field of scholarship, including: a lack of attention to practice, limited generalizability and limited use of common measures. The session will present a new instrument that addresses some of the limitations in previous institutionally-based diversity assessment efforts. Presenters will suggest emerging ways of assessing environments, campus-based initiatives, and outcomes that address many of these concerns.

Cynthia Alvarez, Research Analyst, Higher Education Research Institute, Graduate School of Education & Information Studies, University of California—Los Angeles, California cynalva@ucla.edu

Lucy Arellano, Research Analyst, Higher Education Research Institute, Graduate School of Education & Information Studies, University of California—Los Angeles, California larellano@ucla.edu

Luz Colin, Research Analyst, Higher Education Research Institute, Graduate School of Education & Information Studies, University of California—Los Angeles, California luzcolin@gmail.com

Marcela Cuellar, Research Analyst, Higher Education Research Institute, Graduate School of Education & Information Studies, University of California—Los Angeles, California mscuellar@ucla.edu

Sylvia Hurtado, Ph.D., Professor and Director, Higher Education Research Institute, Graduate School of Education & Information Studies, University of California—Los Angeles, California shurtado@gseis.ucla.edu

Chelsea Guillermo Wann, Research Analyst, Higher Education Research Institute, Graduate School of Education & Information Studies, University of California—Los Angeles, California cguillermo@ucla.edu

10:30 a.m.–noon

SAPPHIRE 410

Sapphire Level, 4th Floor

A CONVERSATION WITH JAMES ANDERSON

425. How to Promote Critical Discourse and Academic Outcomes About Diversity: Moving Up Another Level in Your Thinking



James A. Anderson, Ph.D., Chancellor, and Chief Executive Officer, Fayetteville State University—Fayetteville, North Carolina

In addition to his administrative duties, **James Anderson** teaches and serves as a Professor in the Department of Psychology. As former Vice Provost and Vice President at the University of Albany in New York, Anderson was elected as Chancellor of Fayetteville State University by the Board of Governors of the multi-campus University of North Carolina. Over the past three decades, Anderson has distinguished himself as a dedicated teacher, seasoned administrator, and proven leader. He has taught and held key leadership positions at some of the nation's finest public universities (including North Carolina State University) and has earned a solid reputation for creative thinking, great integrity and a passionate commitment to helping students succeed academically and reach their full potential. He has previously served as a faculty member, department chair, dean, vice provost and vice president at various institutions including: the University at Albany (SUNY),

Texas A&M University, North Carolina State University, Indiana University of Pennsylvania and Xavier University in New Orleans. Anderson's research and writings have focused on cultural and racial differences across learning styles/cognitive styles, teaching effectiveness, student retention and persistence, diversity and student learning, outcomes-based assessment and institutional effectiveness. He has served as an American Council on Education (ACE) Fellow, a Danforth Fellow, and a National Learning Communities Fellow. James Anderson has been honored with the Outstanding Contribution to Higher Education Award (2005) from the National Association of Student Personnel Administrators and the Outstanding Service Award (2004) from the Commission on Human Resources and Social Change of the National Association of State Universities and Land-Grant Colleges (NASULGC). He currently serves on the Board of Trustees of Villanova University and the advisory board of the International Center for Student Success and Institutional Accountability. Dr. Anderson has authored or co-authored several books including his most recent (2007): *Driving Change Through Diversity and Globalism-Transformative Leadership in the Academy*.

<http://www.styluspub.com/Books/BookDetail.aspx?productID=89616>

10:30 a.m.–noon

AQUA 300

Aqua Level, 3rd Floor

A CONVERSATION WITH ROBERT JACOBSEN



426. The University of California's Changing Admissions Policies: Moving Beyond Rigid Measures of Eligibility

Robert Jacobsen, Ph.D., Professor, Department of Physics, University of California—Berkeley, California

Bob Jacobsen is past chair of the campus Faculty Senate admissions committee, and serves as the campus representative to the systemwide Faculty Senate admissions committee (BOARS). He is currently associate dean for Undergraduate Advising in the campus College of Letters and Science.

Jacobsen, received his B.S. from MIT and his Ph.D. from Stanford University. He spent 1976 through 1986 working in the computer and data communications industry for a small company that was bought out by larger and larger companies. He left in 1986 to return to graduate school in physics, obtaining his Ph.D. in experimental high energy physics from Stanford in 1991. He has been scientific associate and scientific staff physicist at CERN—a European Laboratory for Nuclear Physics—(1991-1994), in Geneva, Switzerland, and at Lawrence Berkeley Laboratory. He joined the faculty at Berkeley in 1995. He has been recognized several times for his teaching and mentoring, receiving the Rhoda H. Goldman Award for Distinguished Faculty Advising of Undergraduates and the Noyce Prize for Excellence in Undergraduate Teaching in the College of Chemistry. In addition to his regular teaching load, he teaches Physics 300, the graduate student instructor training course, and a freshman seminar, "The Stuff that Stuff is Made of." On the Physics evaluation form, the second question reads "What are your instructor's strength? (Preparation and organization of lectures, content of presentation, willingness to answer questions, attitude toward students, availability and usefulness of office hours, assignments, examinations, grading)." One student simply wrote, "All of the above." According to the committee, "His classes are exhilarating, and his blackboard technique is astounding, like a painting." For Dr. Jacobsen's research visit <http://www.physics.berkeley.edu/research/faculty/jacobsen.html>

10:30 a.m.–noon

AQUA 312

Aqua Level, 3rd Floor

FILM PREVIEW AND DISCUSSION



427. *Way of the Warrior*

Produced by Patty Loew (Bad River Band of Lake Superior Ojibwe), Wisconsin Public Television, *Way of the Warrior* offers a Native perspective during this season when the new Ken Burns series *The War* brings this subject to the forefront of national attention.

<http://www.wpt.org/wayofthewarrior/index.cfm>

10:30 a.m.–noon

COBALT 502

Cobalt Level, 5th Floor

FILM PREVIEW AND DISCUSSION



428. *Bilal's Stand*

Director: Sultan Sharrief
Producer: Terri Sarris

The film focuses on the life of a Detroit high school senior, Bilal, and his family's long-owned taxi stand. "The Stand," as they call it, has been the source of all activity and money for the family for the last sixty years, and it seems like Bilal is about to carry the torch. However, after secretly submitting a college application, and taking up ice carving in order to win a scholarship, he is forced to decide whether he will continue working at the Stand—the only life he's ever known—or take a chance at social mobility. The film is based on a true story and deals with issues of educational challenges, access to higher education, faith and the notion of social mobility vs. community abandonment.

About the Director:

In addition to writing and directing *Bilal's Stand*, **Sultan Sharrief** is co-founder and Director of the Student EFEX Program (Encouraging the Filmmaking Experience). He produced *The Spiral Project*/film nominated for an MTV Movie Award), filmmaker of *Mural*; an Intern at EXTRA and CELEBRITY JUSTICE; and the founder and captain of the Michigan Ice Carving Team. His experiences have all helped him to learn and have forged connections with many people in the university community as well as the entertainment industry. www.bilalsstand.com www.studentefex.net

About the Producer:

Terri Sarris is a media maker and educator. Inspired by an interest and an education in media production and dance/choreography, her creative work weaves together dance and media in a variety of forms. Sarris is the recipient of numerous grants and awards including grants from the Michigan Council for the Arts, the Office of the Vice President for Research, and an "Annie" award from the Washtenaw Arts Council. Terri Sarris teaches multi-camera studio production, single camera digital video, and film in the Screen Arts and Cultures Department.

10:30 a.m.–noon

90-MINUTE CONCURRENT SESSION

10:30 a.m.–noon

SAPPHIRE 402

Sapphire Level, 4th Floor



Speak Out presents Acclaimed Spoken Word and Hip Hop Artist
Ise Lyfe

Levels of Experience: **All**

429. Is Everybody Stupid(?): Apathy, Disengagement and Ignorance Through the Hip Hop Lens

◆◆ Interactive Training ◆◆

Hilarious, daring and fast-paced, this multi-media interactive session is a detailed look into American apathy, disengagement and ignorance. Ise Lyfe fuses spoken word with personal photographs, photos from internet and magazine sources, statistics and archival documents to amplify the voices of progressive urban youth who, despite “winds of change,” still challenge mass acceptance of political structures and systems, society’s rules and regulations, media policy and priorities.

From commercial Hip-Hop defining white youth’s notions of the African American experience to the commodification of poverty to Obama’s ascendancy to the White House, Ise Lyfe’s session will engage participants with his critical and creative analysis. This interactive session should particularly benefit young people of color and those responsible for and committed to their development.

Ise Lyfe, Executive Director, Lyfe Productives, and member of Speak Out—the Institute for Democratic Education and Culture—Oakland, California
<http://www.SpeakOutNow.org>

10:30 a.m.–noon

COBALT 520

Cobalt Level, 5th Floor

Levels of Experience: **All**

430. Black American Sign Language (ASL): The Socio-historical Foundations

◆◆ Research/Assessment/Evaluation ◆◆

This session will report on the socio-historical foundations of a variant of American Sign Language (ASL) known as Black ASL. Hairston and Smith (1983) describe it as “a Black way of signing used by black people in their own cultural milieu, between families and friends, in social gatherings, and in deaf clubs.” While the American School for the Deaf (ASD) was established for white deaf students in 1817 in Hartford, Connecticut, no attempt was made to provide education for black deaf students until the 1850s. North Carolina established the first school for black deaf children in 1869. In the early 1950s thirteen states still had segregated schools for black deaf children. Eight states still had them as late as 1963. In several states programs for Black Deaf children were established independently from the state schools. As part of an ongoing study sponsored by the Spencer Foundation the presenter is studying the phonological, syntactic and lexical structure of Black ASL. The session will review the history of education for black deaf children and discuss the implications of this history for the structure and use of Black ASL. In addition, the session will report on the progress of the ongoing study.

Carolyn McCaskill, Ph.D., Associate Professor, ASL & Deaf Studies Department, Gallaudet University—Washington, D.C.
carolyn.mccaskill@gallaudet.edu

10:30 a.m.–noon

AQUA 306 B

Aqua Level, 3rd Floor

Level of Experience: **Novice and Intermediate**

431. For Colored Girls Who Have Considered Spoken Word When a Ph.D. Isn’t Enough: Using Autoethnographic Performance and Afrocentricity to Examine the Intersections of Race and Gender

◆◆ Theoretical Model ◆◆

This interactive session will explore the use of autoethnography as a way to examine the intersection of race and gender. By providing examples from a research study completed in 2006 entitled “Divorcing the Doctor: Black Women and their intimate relationships during the doctoral process,” presenters will show how autoethnographic spoken word can be a viable research tool. Participants will be invited to develop, create and showcase their own expressive written and/or ultimately performed work in a safe and supportive learning environment. This session should particularly benefit those interested in non-traditional research methods and/or theoretical formats, performance ethnography, Afrocentric research and those who study intersections of race/ethnicity, class and gender. Because the session will focus on the academic journey of a cross section of Black women, those considering or in the midst of doctoral study may also find the session particularly useful and empowering.

Andrew–Bryce Hudson, Assistant Director, Bolinga Black Cultural Resources Center, Wright State University—Dayton, Ohio
andrew-bryce.hudson@wright.edu

Brenda Ivelisse Maldonado, Coordinator, Multicultural and Retention, Oregon Leadership Institute, Portland Community College–Rock Creek—Portland, Oregon
brenda.maldonado@pcc.edu

Dana Murray Patterson, Ph.D., Director, Bolinga Black Cultural Resources Center, Wright State University—Dayton, Ohio
dana.patterson@wright.edu

10:30 a.m.–noon

AQUA 310

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate and Advanced**

432. Three Cycles of Diversity Strategic Planning at Penn State (1998-2015): Lessons Learned and New Directions

◆◆ Long- and Short-Range Planning ◆◆

This session will review the guiding principles of a ten-year diversity project called A Framework to Foster Diversity at Penn State. Participants will be introduced to the major components of a new plan, which will stress a more-streamlined and “strategic” approach to planning and more emphasis on evaluating progress. The session will describe and discuss one feature of the new plan which will be a standalone document containing strategic indicators. This session should particularly benefit those who are interested in strategic planning for diversity or who have begun implementation of diversity strategic planning and will also benefit those who are responsible for assessing the impact of diversity planning.

Sheila Barlock, Senior Diversity Planning Analyst, Office of the Vice Provost for Educational Equity, Pennsylvania State University—University Park, Pennsylvania
sd108@psu.edu

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

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

10:30 a.m.–noon

AQUA 309

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate and Advanced****433. Strategically Positioning Multicultural Affairs**

◆◆ Interactive Training ◆◆

This session will provide an interactive discussion of several key topics on how to optimize effectiveness, including how to avoid a negative impact to multicultural affairs departments as budgets tighten and programs are reduced or eliminated. The discussion will also cover how to build bridges with upper-level administrators or other departments to help them understand the invaluable resources multicultural affairs departments provide all students, faculty and staff, as well as how to collaborate beyond physical and fiscal swapping or sharing. Presenters will share the assessment strategies and tools used to demonstrate success or a need for re-visioning. The session will discuss how shifting demographics impact enrollment and what type of skills the faculty and staff will need in order to serve the students. Presenters will also cover how to use resources effectively for the greatest impact. This session should particularly benefit participants who are interested in finding strategies, building partnerships and addressing current issues and challenges in Multicultural Affairs.

Emiliano Chagil, Director, Latino/Hispanic Student Services, Augsburg College—Minneapolis, Minnesota chagil@augsborg.edu

Denise Dieffenbach, Director, Multicultural Student Services, University of St. Thomas—St. Paul, Minnesota dmdieffenbac@stthomas.edu

Donna M. Hauer, Director, Multicultural & International Programs and Services, College of St. Catherine—St. Paul, Minnesota dmhauer@stkate.edu

Karla Benson Rutten, Director, Lealtad-Suzuki Center, Macalester College—St. Paul, Minnesota benson@macalester.edu

Carlos D. Sneed, Assistant Dean/ Director, Multicultural & International Student Affairs, Hamline University—St. Paul, Minnesota csneed@hamline.edu

Bao L. Thao, Associate Director, Multicultural Student Programs, Multicultural & International Student Affairs, Hamline University—St. Paul, Minnesota bthao03@hamline.edu

10:30 a.m.–noon

AQUA 305

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate****434. Paradigm Shifts: Developing Fresh Ideas, New Language and Community-wide Approaches to Solving America's Race Problem**

◆◆ Research/Assessment/Evaluation ◆◆

This session will show how the University of Arkansas at Little Rock is tackling race issues in the community it serves. Presenters will discuss how teams of faculty and staff set out to gain information from thoughtful individuals in the Little Rock community about improving race relations between black and white residents in order to develop a fresh agenda on race. The session will provide the results of the University's most recent community-wide race relations survey, as well as the results from the chancellor's Committee on Race spring project which consists of in-depth conversations with local citizens about race-relations in the city. This session should benefit those interested in beginning similar campus groups such as UALR's CCR, those who would like to conduct community racial attitude surveys and race relations projects, as well as those interested in research involving racial attitudes. Finally, this session should be of interest to those who work at universities situated in communities with diverse populations.

Siobhan Bartley, Research Assistant, Institute of Government, University of Arkansas—Little Rock, Arkansas stbartley@ualr.edu

Tim Edwards, Ph.D., Associate Professor, School of Mass Communication, University of Arkansas—Little Rock, Arkansas tedwards@ualr.edu

David Montague, Ph.D., Assistant Professor, Department of Criminal Justice, University of Arkansas—Little Rock, Arkansas drmontague@ualr.edu

12:30–3:30 p.m.**NCORE® 2009 COMMUNITIES EXPERIENCE TOURS**

The San Diego Communities Experience is designed to explore the distinctive socio-ethnic and economic landscapes as unique elements in the development of "America's Finest City." Two tours will reveal how immigration and migration, the political environment and the transforming economy have and continue to shape this metropolis. These distinctive elements have left an imprint on the landscape and in the collective image of this city for residents and visitors alike. These images have established enduring patterns of intercultural relations and spatial accommodation. **These tours are limited to 50 participants on the first come first served basis.**

\$30 per person**435. Experience I: Socio-ethnic Communities, Districts and Neighborhoods**

This tour will include visits to historic and contemporary communities established by San Diego's multi-ethnic populations of Hispanic/Latino, Asian, Pacific Islander, African American, European and Native American people.

Cedric D. Page, Ph.D., Executive Director, University of New Mexico-Los Alamos

has organized and co-led community experiences that enriched NCORE® conference participants in Denver, Memphis, Santa Fe and Seattle.

For information on the tour and sign-up, please check with NCORE® Registration staff.

1:15–2:30 p.m.**75-MINUTE CONCURRENT SESSIONS****1:15–2:30 p.m.**

AQUA 314

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate****436. The Latino Vote for Obama: Can This Emerging Political Force Reshape New Immigration Laws for Undocumented Immigrants and Their Children?**

◆◆ Policy Issues ◆◆

In his long journey to the White House Barack Obama received an unprecedented support of the Latino population. The election process in 2008 awoke a sleeping giant. According to the nonpartisan National Association of Latino Elected and Appointed Officials between 9.6 million and 11 million Hispanics voted in the election in comparison to the 7.6 that voted in 2004. Latino voters who supported Bush in big numbers in 2004 shifted gears after years of frustration and deception waiting for humane immigrant legislation. The anti-immigrant rhetoric fueled by many Republicans, angry phone calls from constituents that indicated that any legalization supported by Congress was an imminent "amnesty" for unlawful immigrants in this country halted legislation such as the Development, Relief and Education for Alien Minors Act. The DREAM Act discussed in October 2007 was 8 votes short (52-44) of overcoming a filibuster by senators opposed to the bill. To gain cloture the law required 60 votes. This legislation would allow undocumented high school graduates who have entered the U.S. before age 16, with "good moral character" to receive benefits such as in-state tuition, work study programs, financial aid and eventually the possibility of obtaining permanent resident status within the United States. Other congressional proposals that can be part of a comprehensive immigration reform act are the Unity, Security Accountability and Family Act (H.R. 440), the Border Security and Immigration Improvement Act (H.R. 2899), the Border Security and Immigration Reform Act (S.1387) and the Agricultural Job Opportunity, Benefits and Security Act of 2003 (H.R. 3142).

The main objectives of this presentation are to suggest strategies and reach consensus from administrators, faculty, staff and students in universities and community organizers, leaders of organizations who are concerned to lobby the new Obama administration to implement changes for immigration policy and accelerate stalled legislation to benefit undocumented immigrants and their children. Participants will have the opportunity to share ideas, emotions and concerns regarding immigration policy and legislation. The presenter will distribute handouts containing information and data which will support the presentation. This session should particularly benefit attendees who are interested in developing ideas to bring about change in immigration policy and to learning how proposed legislation would benefit undocumented families and their children.

Augusto J. Rojas, Ph.D., Assistant Professor, Department of Teacher Development, St. Cloud State University—St. Cloud, Minnesota

1:15–2:30 p.m.

AQUA 300

Aqua Level, 3rd Floor

Levels of Experience: **Novice and Intermediate**

437. Emotional Processing in the Classroom: Successful Teaching Strategies for Multicultural Courses at Predominantly White Institutions

◆◆ Curricular/Pedagogical Models ◆◆

Research demonstrates that successful strategies in teaching multicultural courses require instructors who are sensitive to students' emotional responses and who use those responses as teaching tools in the classroom. Because multicultural courses challenge students to explore their own values, biases and multiple identities, this emotional processing is critical to students' successful learning.

This presentation will review the best pedagogic practices to integrate and process the students' emotional reactions to multicultural courses and will provide participants with specific strategies to use these reactions for teaching. Presenters will discuss specific ways to create a safe environment where students can process their emotional reactions, and learn to integrate the information into their daily lives. This session should particularly benefit instructors and presenters who teach about multicultural issues. The content in this presentation is general enough to apply to instructors and presenters in multiple professional settings.

Katherine Helm, Ph.D., Associate Professor, Department of Psychology, Lewis University—Romeoville, Illinois helmka@lewisu.edu

Shannon A. Mokoro, Assistant Professor, School of Social Work, Salem State College—Salem, Massachusetts smokoro@salemstate.edu

1:15–2:30 p.m.

AQUA 306 A

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

438. Collaborative Research for Enhanced Literacy

◆◆ Research/Assessment/Evaluation ◆◆

This session will present the results of a pilot study of a forthcoming bicoastal, collaborative, research-based teaching alternative. The project is an example of a creative, non-traditional, educational model designed to enhance English literacy development and promote retention of Latino and other bicultural students in higher education. It is a study of English literacy development in the English as a Second Language class in a public college in the Bronx, New York. Primarily Latino/a students collaborate with classmates representing countries in Africa, the Middle East, and Asia. Each student will work with a partner of a distinct language and cultural background to conduct joint research. The pairs will conduct a case study of their partner focusing on language development, identity formation and self-chosen aspects of their trajectory of migration to the U.S.

This session should particularly benefit educators and future educators who are interested in effective alternatives that promote English language development of culturally and linguistically diverse learners in higher education.

Janis Massa, Ph.D., Faculty, Department of English, Lehman College, City University of New York—Bronx, New York janis.massa@lehman.cuny.edu

1:15–2:30 p.m.

AQUA 305

Aqua Level, 3rd Floor

Levels of Experience: **All**

439. Mentoring Program at Gallaudet University: A Tool for Retention and Minority Success

◆◆ Theoretical Models ◆◆

This session will explore the challenges of setting up a mentoring program at the Gallaudet University (predominantly white). The presenter is a Vietnamese American who benefitted from informal mentoring while a student at Gallaudet. She will share her experiences that helped her succeed as a student and her ideas for developing a formal mentoring program for students in general and minority students in particular.

This session will provide information about programs that motivate minority undergraduate students to remain in college after the first two years through vigorous programming designed to support retention of minority undergraduate students. At this session, also there will be two deaf mentors who will share their own experiences working with diverse students and helping them succeed in their studies and in life. This session should particularly benefit to administrators setting up mentoring programs and those working with students who face issues of both race and disability.

Thuan Thi Nguyen, Coordinator, Mentoring Program, Gallaudet University—Washington, D.C. thuan.nguyen@gallaudet.edu

1:15–2:30 p.m.

AQUA 310

Aqua Level, 3rd Floor

Levels of Experience: **Novice and Intermediate**

440. Beyond the Carrot and the Stick: A Model for Creating Inclusiveness and Positive Organizational Change

◆◆ Theoretical Model ◆◆

This session will present an overview of the initiatives that Case Western Reserve University has used, to recruit, retain, engage and advance women and minority faculty. The presenter will show how the NSF-ADVANCE award allowed the development of a program to advance equity and inclusion. This session will include four areas of discussion: (1) Facilitating Factors of Change; (2) Policy, Procedure and Initiatives; (3) Recruit, Retain, Engage and Advance, and (4) Institutionalizing Transformational Outcomes. The session will briefly cover the history of the project, the implementation/dissemination of best practices, research and evaluation that supported the transformation and some strategies for handling continuing challenges. This session should benefit individuals developing or launching change initiatives for faculty diversity.

Amanda Shaffer, Interim Faculty Diversity Officer, Case Western Reserve University—Cleveland, Ohio amanda.shaffer@case.edu

1:15–2:30 p.m.

AQUA 307

Aqua Level, 3rd Floor

Levels of Experience: **All**

441. Multicultural Curriculum Development in Online Courses: Practices From Washington State Community Colleges

◆◆ Curricular/Pedagogical Models ◆◆

Online courses are hailed as a solution to limited access of potential students to college educational opportunities, but they raise puzzling questions about students' overall experiences with multiculturalism. Some scholars argue that online communications are free from the bias and discrimination common in face-to-face classrooms. If higher education is moving toward a greater use of online courses in order to enhance student access, will there be tradeoffs with students' multicultural experiences? If multiculturalism plays a significant role in the traditional face-to-face college classroom, what role does it play in an online classroom?

This session will examine an important facet of online college courses. The presentation will share results of a mixed-method dissertation study on online student perceptions about multiculturalism and how online instructors design multicultural content. The audience will be asked to participate in developing guidelines for evaluating faculty performance and online multicultural content. This session should particularly benefit higher education faculty and administrators who are considering ways to improve student experiences with multiculturalism in online classes.

Warren Brown, Doctoral Candidate, Curriculum and Instruction; Dean, Student Learning, Cascadia Community College—Bothell, Washington
wbrown@cascadia.edu

1:15–2:30 p.m.

SAPPHIRE 402

Sapphire Level, 4th Floor

Levels of Experience: **Intermediate**

442. What, Me Racist?

◆◆ Theoretical Model ◆◆

"What, Me Racist?" challenges the common belief that some whites are racist and others are not at all. Participants will be encouraged to replace the outdated concepts of "racist" or "not racist" with a continuum from "more racist" to "less racist." This shift in perspective prompts well-meaning whites to stop focusing on whether or not they are racist and begin to recognize their own silent racism, the negative thoughts and assumptions we all learned from our culture. The move also renders passivity in the face of others' racism somewhat racist. This shift in perspective is important because these subtle forms of racism—silent racism and passivity—are the foundation of institutional racism. This session should particularly benefit faculty and staff at universities and colleges who lead student discussions about racism, antiracism and race awareness. The session is best suited for participants who have some knowledge of racism and how it operates at the institutional level. It encourages self-reflection and is based on the premise that in order to teach about racism, we must understand our own.

Barbara Trepagnier, Ph.D., Professor of Sociology, Texas State University—San Marcos, Texas
bt03@txstate.edu

1:15–2:30 p.m.

AQUA 312

Aqua Level, 3rd Floor

Levels of Experience: **All**

443. The Culture of Debt: Addressing the Need for Financial Literacy

◆◆ Long- and Short-Range Planning ◆◆



Some parents would rather talk with their children about sex than money. No wonder! Credit card debt and student loans are on the rise while personal savings is at an all-time low in this country (-.5%) since the Depression. The reason students are leaving college is due the financial stress, surpassing poor academic performance and social fit. Those who graduate with a four-year degree have an

average loan debt of \$21,000. More alarmingly, one in five students is leaving college with \$20,000 worth of loan debt but no degree.

Presenters will ask what ethical considerations this raises for higher education professionals. How are institutions of higher education addressing these troubling trends? Who teaches students financial literacy? The session will present how one college is tackling this challenge through course offerings, free financial counseling, online resources, and a "Money Doesn't Grow on Trees" speaker series. All are part of a larger vision of creating a Financial Management Center for Students. Participants will leave with staggering statistics but also solid strategies to help students gain some financial sense and to challenge the culture of debt. This session will particularly benefit those interested in creating a financial literacy program at their institution.

Donna M. Hauer, Director, Multicultural and International Programs and Services, College of St. Catherine—St. Paul, Minnesota
dmhauer@stkate.edu

Ellen Richter-Norgel, Director, Student Retention, College of St. Catherine—St. Paul, Minnesota
etnorgel@stkate.edu

1:15–2:30 p.m.

INDIGO 206

Indigo Level, 2nd Floor

Levels of Experience: **Novice**

444. Rednecks, Hillbillies and White Trash: The Invisible White Minority

◆◆ Theoretical Model ◆◆

Appalachian-Americans are not generally discussed in multicultural textbooks yet are a distinct cultural group and ethnic minority. This session will examine the culture of Appalachia and the concept of white privilege in relation to oppressed rural white poor. The presenter will contrast life as it is actually lived in Appalachia with the stereotypes perpetuated by mainstream culture and the media, including television shows like *My Name is Earl* and *Blue Collar Comedy*. The session will present examples—costumes, jokes, and even high priced jewelry—demonstrating the use of stereotypes and slurs in reference to rural white poor, particularly those of Appalachia. The rural white poor are perhaps the last minority for whom it is fashionable to ridicule. For the student who comes from a poor rural background, the student who lives in a mobile home, the student who hides his or her accent, dialect, culture, or personal history, the "You might be a redneck" jokes simply aren't funny. In the multicultural classroom—which likely includes such a student—it is imperative to discuss and examine Appalachia Americans and other "invisible" minorities. This session should particularly benefit those seeking ways of expanding approaches to multicultural perspectives and curriculum.

Marisa Coppage De Mirelle, Graduate Student, MSW Candidate, Salem State College—Ipswich, Massachusetts
marisa.coppage@gmail.com

1:15–2:30 p.m.

COBALT 504

Cobalt Level, 5th Floor

Levels of Experience: **Novice**

445. *One Thing I Have Learned...is the Importance of Seeing Both Sides of the Story: Women and Racial Identity Development Within a Leadership and Social Justice Framework*

◆◆ Curricular/Pedagogical Models ◆◆

This session will examine a semester-long Social Justice Learning Community course (Leadership in Context) at primarily women's college, Columbia College (SC), designed to focus student inquiry on race relations and racial identity development within a leadership and social justice framework. Students will share written accounts of their experiences and the presenters will provide narrative text from a documentary made in response to negative tensions resulting from the racially-charged 2008 presidential campaign. In addition, presenters will highlight the pedagogical merits of the film *Banished* by Marco Williams when used as a historical case study. And they will reveal the positive as well as the negative impact of these dynamics on the women. The session will conclude with a discussion of race-related research now being pursued as a result of this experience. This session should particularly benefit participants interested in the impact of gender on race-identity and educational development; practitioners who provide direct services to minority students; students interested in taking an active role in fostering open dialogue; and scholars interested in race-based research as it pertains to student perception, classroom communication and pedagogical strategies.

Kristin "KB" Bowman, Graduate Student, Feminist Theory, History and Activism, GLBTQ Studies, San Diego State University—El Cajon, California
kbowman@rohan.sdsu.edu

Tamara L. Burk, Ph.D., Director, Leadership Studies; Associate Professor, Communication; Co-Director, Center for Engaged Learning, Columbia College—Columbia, South Carolina
tburk@columbiasc.edu

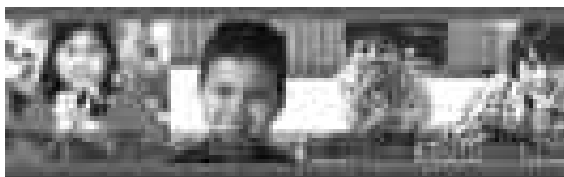
1:15–2:45 p.m.

COBALT 503

Cobalt Level, 5th Floor

FILM PREVIEW AND DISCUSSION

446. *The Texas Bilingual Education Story: Celebrating Our Legacy*



From mid-18th century Texas to the present, *The Texas Bilingual Education Story* journeys through history, weaving archival footage, on-site coverage of school programs, rare interviews and expert commentary into an unprecedented portrait of one of the most remarkable civil rights accomplishments in public education. The documentary focuses on bilingual education practices and will provide an understanding of the evolving socio-political trends that no doubt will guide the future development of education programs for English language learners. This video documentary is produced by the Texas Association for Bilingual Education.

Rudy Rodríguez, Ph.D., Retired Professor, College of Education, University of North Texas—Denton, Texas
www.dentonisd.org rrodriguez@coe.unt.edu
Dr. Rodríguez produced a video commissioned by the Texas Association for Bilingual Education on the history of the Texas bilingual education program. Dr. Rodríguez primary responsibilities include: program development, grant writing scholarship for students, program promotion and student recruitment and advising.

PART II

1:15–4:15 p.m.

SAPPHIRE L

Sapphire Level, 4th Floor

MAJOR WORKSHOP

447. *My People! My People! The Role of White Women in Keeping the Supremacy of Whiteness in Place*

(For session description, see Index 411)

1:15–4:15 p.m.

AQUA 313

Aqua Level, 3rd Floor

MAJOR WORKSHOP

448. *Race, Politics and the Presidency: How Arab-baiting and Islamophobia in the 2008 Elections Pose a New Civil Rights Challenge*

This session offers an unusual view of the historic elections of 2008: how the conduct of the presidential campaigns and the media that covered them, promoted the racialization of Arabs and Muslims. From the highly publicized efforts to "smear" Barack Obama as a secret Muslim to the more subtle examples of how both campaigns interfaced with Muslim and Arab supporters and staff, this discussion will probe how the 2008 debate was shaped by campaign efforts to distance themselves from these "toxic" identities. The session will review how stereotypes and attitudes about Arabs and Muslims in the campaign context compare with other forms of racism and exclusion. What were the relationships developed in the 1970s and 1980s between African American and Arab American activists in the broader civil rights struggle? How does post 9/11 political discourse and the controversies of Middle East politics, affect the acceptability of Arab or Muslim visibility in American politics today? Presenters will provide some background on Arab and Muslim participation in U.S. politics, support for minority candidates at the local and national levels, and a summary of how these constituencies voted during the 2008 election cycle. A short film on anti-Muslim bias will be shown and resources to combat Islamophobia will be reviewed.

Salam Al-Marayati, Executive Director, the Muslim Public Affairs Council—Washington, D.C.

Kenneth Maxey II, Democratic Political Strategist, and former Obama '08 campaign coordinator; Deputy Political Outreach Director for Democrats Across Southern California—California

Helen Samhan, Executive Director of the Arab American Institute Foundation—Washington, D.C.
hsamhan@aaiusa.org

1:15–4:15 p.m.

INDIGO 204 B

Indigo Level, 2nd Floor

MAJOR WORKSHOP

449. Software for Admissions That Provides Holistic Diversity and Adheres to all Judicial Decisions on the use of Race/Ethnicity, Gender in Admissions

In 2003, two landmark cases challenged the University of Michigan admissions policies with respect to the use of race/ethnicity, *Grutter v. Bollinger* and *Gratz v. Bollinger*. In summary the court decided that race/ethnicity could be considered in admission's decision but could not be the deciding factor. Later, Michigan residents voted to adopt a ban on racial and gender preferences through Proposal 2. In 2007, the Supreme Court heard two cases on race-conscious school placement policies in Louisville and Seattle. The court struck down the programs in Louisville and Seattle. In all of these cases, it is clear that racial and gender preferences are either over or on their way out. However, the need to diversify still exists, as explained by the courts and researchers. How can institutions achieve diversity without giving preference to race/ethnicity, gender, national origin, etc? In an effort to address these issues, a data collection tool called Applications Quest, <http://www.ApplicationsQuest.com> was developed by Dr. Gilbert. Applications Quest allows the use of race/ethnicity, gender and any other attributes to be considered in admissions, school assignments, employee hiring or any other application processing area, such that no preferences are given to race/ethnicity or gender.

In this session, a detailed explanation will be given of how this software works in conjunction with a three-phase process to protect admissions offices against legal challenges while achieving holistic diversity. There will be a full-functioning demonstration of the software as well.

Juan E. Gilbert, Ph.D., T-SYS Distinguished Associate Professor; Fellow, Auburn University Center for Governmental Services, Human Centered Computing Lab — <http://www.HumanCenteredComputing.org/> Department of Computer Science and Software Engineering, Auburn University—Auburn, Alabama

1:15–4:15 p.m.

AQUA 304

Aqua Level, 3rd Floor

MAJOR WORKSHOP

450. Lessons From *The Color of Fear*. Applying Critical Reflection to a Classic Learning



Fifteen years after its release, *The Color of Fear* remains the most widely used and possibly the most powerful and transformative educational video on issues of racism and racial identity in the United States.

In this session, veteran social justice educators, Victor Lee Lewis and Hugh Vasquez will bring new life to an old classic by demonstrating a powerful new approach to learning from this important film, utilizing critically reflective dialogue and inquiry to plumb the depths of very brief clips from the film. Participants will learn how to frame questions in order to foster group critical reflection to distinguish critical dialogue from reflexive debate; how to customize literally dozens of distinct and unique dynamic lessons from *The Color of Fear*; how to minimize emotional resistance, anxiety and distress that can sometimes be associated with viewing of the film, while maintaining a high level of “learning challenge.” This session is suitable for any teacher or trainer considering the use of *The Color of Fear*, or wanting to develop their skills in facilitating critical dialogues on issues of race identity and power in a formal learning setting.

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

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

1:45–4:15 p.m.

3-HOUR CONCURRENT SESSION

1:15–4:15 p.m.

SAPPHIRE 410

Sapphire Level, 4th Floor

Levels of Experience: **Novice and Intermediate**

451. Cosmic Race, Rainbow People and Other Myths: An Exploration of Race and Racial Identity in the Latino/a Community

◆◆ Interactive Training ◆◆

According to the most recent census data, Latinas/os have become the largest population of color in the United States. However, most Latinas/os have not explored their racial identity in any significant way.

Through the use of a lecture and interactive exercises, this session will help participants explore the historical and contemporary factors affecting Latina/o racial identity and the impact of this identity on issues of equity and social justice. Participants will also explore how this identity affects interracial relations between Latinas/os and other groups and what each group can do to improve them. This session should particularly benefit those who are involved in providing services to Latina/o students, improving interracial relations on campus and those who are responsible for multicultural programming.

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

1:15–4:15 p.m.

AQUA 311

Aqua Level, 3rd Floor

Levels of Experience: **All**

452. Other Awareness Project

◆◆ Interactive Training ◆◆



This session will present a thought-provoking, humorous mixture of film documentary, comedy and audience discussion that looks into categorization of people into “racial” groups by skin color and other arbitrary things, in light of everything known scientifically, legally or even religiously. The presenter will ask the question “In this era of keeping it real,” Internet access and DNA research, why do intelligent people still classify themselves into racial groups and is it helping to solve any problems? The project does not focus on racism or past wrongdoings, real or perceived. It is more concerned with today and tomorrow and helping to discover a plan going forward that everyone can support. The presenter will ask if there are people who can live without calling themselves or anyone else, any of the legally undefined and arbitrary labels and will contend that these labels have no value. This session should particularly benefit those who want to explore the value of using language that promotes success without having to place anyone in arbitrary and poorly defined categories.

Michael James Brown, Abolitionist/Comedian, Writer/Producer, the Other Awareness Project—Long Beach, California mjb@otherawarenessproject.com

1:15–4:15 p.m.

INDIGO 204 A

Indigo Level, 2nd Floor

Levels of Experience: **Intermediate**

453. Diversity and Social Justice for All: Professional Development for Higher Education Students and Professionals

◆◆ Curricular/Pedagogical Models ◆◆

This session will cover a 10-week professional development course called, "FACTS" (Future Administrators Cultural Training Seminar) offered at New York University for the past ten years. FACTS is presented through NYU's Center for Multicultural Education and Programs in conjunction with the Higher Education Administration program, and the facilitators have included staff from many diversity-related offices at NYU. The FACTS program is an opportunity for graduate students and Student Affairs administrators to enhance their own personal development and knowledge regarding diversity and social justice issues. They also gain skills to take information back to student life and beyond including the connection between sustainability movements and social justice.

The presenters will focus on higher education through the lens of social identity, race and religion. This session should particularly benefit graduate students, administrators, faculty and staff interested in improved methods for teaching diversity and social justice. This session will also benefit those that would be interested in creating a similar seminar at their universities.

Tanisha Barnes, Program Administrator, Diversity Education and Programs, Center for Multicultural Education and Programs, New York University—New York, New York tanisha.barnes@nyu.edu

Marcella Runell Hall, Doctoral Candidate, Social Justice Education; Associate Director, Center for Multicultural Education and Program, New York University—New York, New York marcella@nyu.edu

Bindi R. Patel, 2008-2010 Asian Pacific Islander NCOE® Caucus Co-chair; Program Administrator, Diversity Education and Student Success, Center for Multicultural Education and Programs, New York University—New York, New York bindi.patel@nyu.edu

1:30–3:30 p.m.

SAPPHIRE 411

Sapphire Level, 4th Floor

MAJOR WORKSHOP

454. Representation of People of Color in News Media: Where are the Indians?

"When's the last time you ever saw TWO Indians? You ain't never seen a bunch of Indians just chillin' at Red Lobster"—Chris Rock.

Although Native Americans make up less than two percent of the U.S. population, they are in every walk of society. So why is it that Native Americans and their issues rarely show up in news coverage? Why do the same stereotypes of Native people from the 19th century still appear in today's media. This session explores these issues along with common misperceptions about Native people in the U.S.

Cristina L. Azocar, Ph.D., Director, Center for Integration and Improvement of Journalism, and Assistant Professor of Journalism, San Francisco State University—San Francisco, California

cazocar@sfsu.edu <http://www.journalism.sfsu.edu/faculty/azocar.shtml>

1:30–4:00 p.m.

SAPPHIRE D

Sapphire Level, 4th Floor

SPECIAL FEATURE PRESENTATION

455. Asian Americans and Pacific Islanders in Higher Education: Facts, Not Fiction—*Setting the Record Straight*

This panel will discuss the implications of a national impact report, Facts, Not Fiction—*Setting the Record Straight*, which was a collaborative effort between the National Commission on Asian American and Pacific Islander Research in Education (CARE), New York University and the College Board. The report empirically tests key assumptions that have driven the treatment of AAPIs in the U.S. higher education and offers a number of alternative perspectives on the population to guide future research, policy and practice. The report has been featured in more than 150 news stories in major daily newspapers, weekly news magazines, and wire services, including the *New York Times*, *The Washington Post*, *U.S. News & World Report*, *Los Angeles Times*, *Chicago Tribune*, *The Chronicle of Higher Education*, and *The Associated Press*. In addition to the national coverage, the findings of the report were also covered internationally in East Asia, South Asia, Europe, the Middle East, Africa and Australia. Published and funded by the College Board.



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



James Montoya, Vice President, Higher Education Relationship Development, the College Board—New York, New York



Robert Teranishi, Ph.D., Associate Professor in the Steinhardt School of Culture, Education and Human Development at New York University, and Co-Director, The National Commission on Asian American and Pacific Islander Research in Education—New York, New York robert.teranishi@nyu.edu



Michael Yaki, J.D., Civil Rights Attorney, U.S. Commission on Civil Rights; Partner, Jeffer Mangels Butler & Marmo LLP—San Francisco, California

2:00–4:00 p.m.

SAPPHIRE H

Sapphire Level, 4th Floor

SPECIAL FEATURE PRESENTATION**456. Shattering the Glass Ceiling**

Discussion by some of the highest-ranking women. Role models help keep American students inspired. Through their words and actions, they encourage students to strive for higher achievement. This special feature presentation will bring some of the highest-ranking Hispanic women to share their success stories, their education philosophies and their thoughts.



Rita Cepeda, Ed.D., First Latina President, San Diego Mesa College—San Diego, California



Consuelo Castillo Kickbusch, Lieutenant Colonel, U.S. Army (Retired), Highest Ranking Hispanic Woman, U.S. Army Combat Support Field, Founder & President of Educational Achievement Services—Los Vegas, Nevada



Lydia Villa-Komaroff, Ph.D., Chief Executive Officer, Cytonome Inc.—Boston, Massachusetts. Author of *Path to Discovery*, *On the Inside Looking in: a Life in Science*, an essay in *Paths to Discovery Autobiographies from Chicanas with Careers in Science, Mathematics, and Engineering* edited by Norma E. Cantu.

2:30–4:00 p.m.

SAPPHIRE 400

Sapphire Level, 4th Floor

A CONVERSATION WITH PATRICIA WILLIAMS**457. The Alchemy of Race and Rights**

Patricia J. Williams, J.D., Mac Arthur Fellow, James L. Dohr Professor of Law, School of Law, Columbia University—Washington D.C.

Patricia J. Williams writes the monthly “Diary of a Mad Law Professor” for the *Nation* magazine. Her wry, witty columns cover broad issues of social justice, including the rhetoric of the war on terror, race, ethnicity, gender, all aspects of civil rights law, bioethics and eugenics, forensic uses of DNA, and comparative issues of class and culture in the U.S., France, and Britain. A graduate of Wellesley College and Harvard Law School, she has served on faculties of the University of Wisconsin School of Law, Harvard University’s Women’s Studies Program and the City University of New York Law School at Queen’s College. As a law professor, she has testified before congress, acted as a consultant and coordinator for a variety of public interest lawsuits and served as a past member of the boards of the Center for Constitutional Rights, of the Society of American Law Teachers and of the Nation Organization for Women’s Legal Defense and Education Fund. She is the recipient of the Alumnae Achievement Award from Wellesley, the Graduate Society Medal from Harvard and the MacArthur foundation “genius” grant. Before entering academia, she practiced law as a consumer advocate and Deputy City Attorney for the City of Los Angeles and as a staff attorney for the Western Center on Law and Poverty. With an appreciation and support for multiculturalism and civil rights, she sits on several boards, including that of Wellesley College and the Andy Warhol Foundation. She has authored numerous articles for scholarly journals and popular magazines and newspapers including *USA Today*, *Harvard Law Review*, *Tikkun*, *the New York Times Book Review*, *The Nation*, *Ms. Magazine*, and the *Village Voice*. Her book, *The Alchemy of Race and Rights*, was named one of the twenty-five best books of 1991 by the Voice Literary Supplement and one

of the “feminist classics of the last twenty years” that “literally changed women’s lives,” by *Ms.* magazine’s Twentieth Anniversary Edition. Her newest book is titled *Open House: Of Family, Friends, Food, Piano Lessons, and a Search for a Room of My Own*—personal collection of stories, essays, anecdotes and biography. She has appeared on a variety of radio and television shows and has been a keynote speaker at numerous conferences.



NCORE® would like to acknowledge the American Program Bureau’s Sponsorship for Patricia Williams’ participation and presentation at NCORE® 2009. www.apbspeakers.com

2:30–4:00 p.m.

SAPPHIRE P

Sapphire Level, 4th Floor

SPECIAL FEATURE PRESENTATION**458. Decades of Diversity: The Role and Impact of the Federally Sponsored TRIO Programs**

Arnold L. Mitchem, Ph.D., President of the Council for Opportunity in Education (COE)—Washington, D.C.



Arnold Mitchem has been a voice for low-income and disabled Americans his entire career. Dr. Mitchem is a member of the Executive Committee of the European Access Network as well as a former Trustee of the College Board, and Past-President of the Committee for Education Funding, a Washington-based coalition of national education associations that includes the American Council on Education and the Council of Chief State School Officers. He is also a member of the National Advisory Committee, Woodrow Wilson National Fellowship Foundation. Additionally, he is the Vice Chair of the National College Access Network (NCAN) Board of Directors.

<http://www.coenet.us/ecm/AM/Template.cfm?Section=Home>

2:45–4:00 p.m.

75-MINUTE CONCURRENT SESSIONS

2:45–4:00 p.m.

AQUA 305

Aqua Level, 3rd Floor

Levels of Experience: **Novice****459. Engaging Differences on the Community College Campus**

◆◆ Case Studies/Model Programs ◆◆

As community college campuses continue to grow, questions relative to diversity become more prominent.

This session will examine a semester-long diversity initiative that consisted of multiple “breadcrumb” events and culminated with a student/faculty diversity conference. These efforts were the result of a faculty-led collaborative effort. Presenters will discuss the group organization and development processes and share insights and lessons learned. They will also provide the results of research which evaluated the effectiveness of the program. This session should particularly benefit participants who are interested in developing diversity initiatives that engage both students and the faculty.

Adrian Cook, Ph.D., Instructor of English, Tarrant County College-Northwest Campus—Fort Worth, Texas adrian.cook@tccd.edu

Sha-shonda Porter, Instructor of English, Tarrant County College-Northwest Campus—Fort Worth, Texas sha-shonda.porter@tccd.edu

2:45–4:00 p.m.

AQUA 307

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate and Advanced**

460. It's All About "U" and Your Mentoring Program—Strategies to Help Supervisors Create and Manage Their Mentoring Programs More Effectively

◆◆ Case Studies/Model Programs ◆◆

This session will examine the challenges supervisors face when implementing and managing mentoring programs. The presenter will cover topics such as conflict resolution, poor student mentoring, limited resources and the difficulties of assessing program effectiveness. The session will discuss the challenges mentoring supervisors have in transferring what they learned in training back to their university. The presenter will share why the National Science Foundation (NSF) has funded the Students and Technology, in Academia, Research and Service (STARS) Alliance to disseminate Identity-based Mentoring using the Thomas Principles (IMTP) as a way to increase the number of women and underrepresented students in technology. The session will present the results of research which will show that IMTP retained 80% of black students over four years and among those students, 20% filed for graduation at a large predominantly white university in the midwest. The presenter will also share implementation stories from STARS' universities to illustrate best practices and challenges. This session should particularly benefit anyone interested in mentoring and will help them effectively transfer training from an organization level to a mentor-mentee level.

Nathan Thomas III, Ph.D., Campus Diversity Officer, University of South Florida Polytechnic—Lakeland, Florida nathomas@poly.usf.edu

2:45–4:00 p.m.

AQUA 303

Aqua Level, 3rd Floor

Levels of Experience: **Novice**

461. Having a Conversation About Race and Sport in a Post-Obama Election World (or Critically Reading the Concept of a "Colorblindness" Through Sport)

◆◆ Curricular/Pedagogical Models ◆◆

Barack Obama's election to the American presidency has fueled the characterization of the U.S. as a colorblind nation (e.g., Will Smith's joking on *Oprah* that race could no longer be deployed as an "excuse" by African Americans). Similarly, sport in the United States is conceptualized as an equal playing field where merit trumps the impact of race and ethnicity. However, an examination of sport allows students to see how race and ethnicity continue influence it as well as other social institutions.

This session will examine how a new course, "*Racism, Ethnicity & Sport*" at California State University-East Bay offered an opportunity for students to have difficult and nuanced discussions about race and ethnicity. The presenter will share the process and provide resources and materials for developing and teaching a course on race and ethnicity. The session will share strategies for injecting race and ethnicity into an individual course or the general education curricula. This session should particularly benefit instructors and administrators seeking ways to engage students in discussions and reflections on race and ethnicity that move beyond political correctness or the rhetoric and misappropriation of colorblindness.

Lauren S. Morimoto, Ph.D., Lecturer, Department of Kinesiology and PE, California State University-East Bay—Hayward, California
lauren.morimoto@csueastbay.edu

2:45–4:00 p.m.

COBALT 500

Cobalt Level, 5th Floor

Levels of Experience: **Intermediate**

462. Grow Your Own: How to Recruit Faculty of Color and Retain New Faculty

◆◆ Case Studies/Model Programs ◆◆

To attract individuals who increase the diversity of our faculty, at Northern Kentucky University we implemented a creative way to "Grow Our Own" faculty. The university created half-time lecturer positions geared toward doctoral students or those with doctorates who are currently not working in a university. These lecturers teach half-time and serve on committees. To support and retain new "Grow Our Own" half-time lecturers and full-time faculty members, we implemented the *New Faculty Collaborative*, an innovative way to mentor faculties as a group and provided a supportive environment through which new faculty could become acculturated to the demands of the university. Meeting monthly in a structured setting, we collectively develop and share ways to address the challenges of balancing effective teaching with active engagement in research and scholarship. Participants will have an opportunity to engage in brainstorming of additional strategies, either building off of what was already shared or generating new ideas/strategies. This session should particularly benefit those who wish to play a critical role in supporting new faculty, including faculty of color, to become contributing members of their institution's community and for those who are interested in providing mentoring to new faculty members as a group different from individual mentoring.

Note: Additional authors contributed to this presentation who will not be presenting—**Jaesook L. Gilbert, Kwabena D. Ofori-Attah, Helene A. Harte, Hannah H. Chai**

Kelly M. Gunn, Lecturer, Department of Teacher Education and School Leadership, Northern Kentucky University—Highland Heights, Kentucky
gunnk1@nku.edu

Suzanne Wegener Soled, Ph.D., Professor and Chair, Department of Teacher Education and School Leadership, Northern Kentucky University—Highland Heights, Kentucky
soleds1@nku.edu

2:45–4:00 p.m.

AQUA 306 B

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

463. Cool Pose: African American Male Coping Strategy

◆◆ Theoretical Model ◆◆

This session will examine a survival strategy employed by African American males known as "Cool Pose." This strategy is used by African American males in various communities including on college campuses. This session will examine the various images of African American males portrayed in the media. It is these images that reflect the dominant culture's stereotypes of African American males and the endemic racism. These factors necessitate strategies of survival and Cool Pose is one of those strategies. The presenter will cover how this strategy manifests itself in the lives of black males on campus, and how this strategy benefits African American males, as well as how it might inhibit the progress of these men on campus. The session will conclude with some ideas as to how one might help black men adjust to college life, improve their academic standing and aid in their retention. This session should particularly benefit those who are concerned about retention issues not only of African American men but of African American women and other affected minority groups.

Ivory L. Lyons Jr., Ph.D., Associate Professor, Philosophy and Religious Studies Department; Director, African American Studies Program, Mount Union College—Alliance, Ohio
lyonsil@muc.edu

2:45–4:00 p.m.

AQUA 314

Aqua Level, 3rd Floor

Levels of Experience: **Novice and Intermediate**

464. The Community Research Program at Boston College: A Case Study of a Multi-disciplinary Program for Undergraduate Research in the Latino and Asian American Communities

◆◆ Case Studies/Model Programs ◆◆

This session will examine the Community Research Program at Boston College. The program—a collaboration between Academic and Student Affairs—provides leadership, research and public policy training for undergraduate students interested in and committed to the Latino and Asian American communities. Over the course of an academic year students engage in a research method seminar, attend a lecture series with academics and activists concerning the state of the Latino and Asian American community in Massachusetts and the nation. Students write a literature review, conduct research and write a paper discussing their findings on a topic of their choosing. In past years, students have selected topics ranging from obstacles in healthcare to fair housing practices. Students also complete community service at an organization serving their community of interest. This session should particularly benefit administrators and educators interested in offering students an academic program to enrich the breadth of course offerings to a multicultural undergraduate student body.

Ines Maturana Sendoya, Ed.D., Director, Office of AHANA Student Programs, Boston College—Chestnut Hill, Massachusetts maturain@bc.edu

Dorrie Siqueiros, Graduate Assistant, Office of AHANA Student Programs, and Graduate Resident Director, Office of Residential Life, Boston College—Chestnut Hill, Massachusetts siqueiro@bc.edu

2:45–4:15 p.m.

COBALT 502

Cobalt Level, 5th Floor

FILM PREVIEW AND DISCUSSION



465. *Faces of the Trade: A Story From the Deep North*

Director, Producer, and
Writer: Katrina Browne
Co-Director, Editor, and
Writer: Alla Kovgan

Co-Director and Executive Producer: Jude Ray

Co-Producer and Executive Producer: Elizabeth Delude-Dix

Co-Producer: Juanita Brown

Traces of the Trade: A Story from the Deep North is a feature documentary film that tells the story of producer/director Katrina Browne's wealthy New England ancestors, the largest slave-trading family in U.S. history. Cameras follow as Browne and nine fellow descendants undertake a journey of discovery to Rhode Island, Ghana and Cuba. Retracing the steps of the notorious Triangular Trade, the documentary uncovers a family's, a region's and a nation's hidden past.

The power of this film comes from watching a white family discover and deal with information about their ancestors' central role and the widespread northern complicity in building the economy of the United States through the slave trade. This session investigates how this film can initiate dialogue about historical privilege and institutional racism still persisting in what many hope is a colorblind or post-race society. Participants will explore how dealing with the history and awareness in this film can bring new possibilities to help individuals and groups connect the past and the present when addressing slavery and racism. This session will particularly benefit participants who want a framework for moving beyond cycles of domination and subordination to meaningful reconciliation and repair in their communities. For more information, please visit www.tracesofthetrade.org

Facilitator: **Harold Fields** is the Training Director for the *Traces* documentary. He currently facilitates a monthly citywide racial dialogue in Denver that has been ongoing for 10 years and he also is a facilitator for the national initiative Coming to the Table. It brings together descendents of former slaves and slave owners for dialogue and healing. Harold was a founder of Multi-Racial Families of Colorado, a support group for racially mixed families.

hfields@tracesofthetrade.org

2:45–4:15 p.m.

90-MINUTE CONCURRENT SESSIONS

2:45–4:15 p.m.

AQUA 309

Aqua Level, 3rd Floor

Levels of Experience: **Novice**

466. The Student Commission for Unity at Georgetown University: An Innovative Student Led Research Project to Enact Diversity Initiatives in Higher Education

◆◆ Case Studies/Model Programs ◆◆

This session will present a research project which developed recommendations to combat prejudice, discrimination and segregation at Georgetown University. Based on a thirty-two-question survey, forty undergraduate students divided into five teams based on race, religion, gender and sexual orientation, education background and college/year. After a semester of research, the students recommended nine initiatives. Using these ideas, the students and faculties are working to make Georgetown a leader in diversity in higher education. This session should particularly benefit students and staff interested in leading campaigns to broaden diversity initiatives at their universities and expand support for minority students and staff in higher education.

Brian D. Kesten, Undergraduate Student, Theology and Sociology Major; Chairman/Principal Investigator of Research, Student Association's Student Commission for Unity, Georgetown University—Washington, D.C.

bdk23@georgetown.edu

2:45–4:15 p.m.

AQUA 312

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

467. We Oppose Racism and White Privilege: Now, How Do We Engage and Influence "Colorblind" and "Post-Racial" Colleagues?

◆◆ Interactive Training ◆◆

Vast numbers of white people today claim that we are living in a post-racial society and we should be colorblind. Yet, we know much work remains to be done to unravel racism and dismantle white privilege. How can we best challenge the "colorblind" and "post-racial" perspective on our campuses?

This session offers white people practical steps to start building an effective antiracist practice for themselves and their campus communities. We will explore the elements of antiracist practice as well as tools and strategies for increasing the capacity of white antiracists to reach out to other white people. The session should particularly benefit white faculty and students who have an understanding of white privilege and are interested in developing a systematic antiracist practice, building affinity groups, and/or dialogue circles in order to create more inclusive campus environments.

Shelly Tochluk, Ph.D., Chair, Education Department, Mount St. Mary's College—Los Angeles, California stochluk@msmc.la.edu

2:45–4:15 p.m.

COBALT 504

Cobalt Level, 5th Floor

Levels of Experience: **Novice**

468. Hip Hop, Humanism and Higher Education: The Utilization of Hip Hop Activism Within Multi-cultural, Social and Academic Areas

◆◆ Case Studies/Model Programs ◆◆

This session will examine four themes related to hip hop activism on campus. Hip hop culture has the ability to galvanize students from various ethnic backgrounds. It can serve as common ground for beneficial interactions between administrators and students. Hip hop promotes positive imagery and it can be used to confront gender issues and can become a medium for social change. Four administrators who serve in areas of multiculturalism will share their successes in integrating hip hop culture into the work they do with students and they will discuss current theories related to hip hop activism and education. The panel will show the effectiveness of using hip hop as a means of creating student cohesion and as a catalyst for social justice and change. This session should particularly benefit participants who work in higher education with diverse student populations that relate to hip hop culture. The session is for novices who either submerge themselves in or are curious about the transformative power of hip hop activism with undergraduate populations in higher education.

Amer Ahmed, Associate Director, Multi-Ethnic Student Affairs, University of Michigan—Ann Arbor, Michigan amahmed@umich.edu

Akil Houston, Ph.D., Assistant Professor, African-American Studies, Ohio University—Athens, Ohio houstond@ohio.edu

Derrick Jenkins, Program Coordinator, African American Cultural and Research Center and Ethnic Programs and Services, University of Cincinnati—Cincinnati, Ohio derrick.jenkins@uc.edu

Kristina Wright, Ph.D., Lecturer, African American Studies, University of California—Irvine, California wrightk@uci.edu

2:45–4:15 p.m.

SAPPHIRE 402

Sapphire Level, 4th Floor

Levels of Experience: **Novice**

469. An Honest Journey in Connecting Mind, Body, and Soul to Inclusive Excellence in a Predominantly White Student Life Division

◆◆ Case Studies/Model Programs ◆◆

The literature on organizational diversity challenges leaders to create inclusive environments for a multiplicity of identities including race and ethnicity, sexual orientation, ability, gender, class and religion (Cox, 2001) to name a few examples. Further, research on inclusive excellence shifts the responsibility for bringing diversity and excellence together from individuals to everyone in the organization (Milem, Chang, Antonio, 2005). Accordingly, the University of Denver's Student Life Diversity Action Team (DAT) was established in 2004 as a means to intentionally engage all staff members in diversity initiatives and inclusive excellence.

This session examines the development of the Diversity Action Team, its pitfalls and successes. Through open and honest case studies and personal narratives, presenter will address the development of this intentional diversity initiative for a predominantly white staff at a predominantly white institution. This session will connect individuals from different institutions who are facing the same struggles so we can collectively learn how to move similar initiatives forward.

Nicole Marie Latino, Assistant Director of Advising, University of Denver—Denver, Colorado nicole.latino@du.edu

2:45–4:15 p.m.

AQUA 310

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate and Advanced**

470. Engaging Students With Diverse Identities: A Faculty Institute

◆◆ Curricular/Pedagogical Models ◆◆

At the University of Oregon, the Center on Diversity and Community (CoDaC) has sponsored two institutes for faculty designed to enhance their ability to work with diverse groups of students. One institute involved faculty from across campus and the other included faculty from two programs within the College of Education. Through readings, discussions, office visits and role-plays of actual teaching scenarios, faculty participants increased their awareness, knowledge and the skills needed to work within complex classroom environments. In this session presenters will provide an overview of these two institutes, including the model, schedule, readings, resources and slides that were used. In addition they will conduct role-plays of real-life teaching scenarios that were used and which participants found most valuable.

Tim McMahon, Ph.D., Faculty and Curricular Development Specialist, Center on Diversity and Community (CoDaC), University of Oregon—Eugene, Oregon timmc@uoregon.edu

Mia Tuan, Ph.D., Director, Center on Diversity and Community (CoDaC), and Associate Professor, Education Studies, University of Oregon—Eugene, Oregon tuan@uoregon.edu

2:45–4:15 p.m.

AQUA 300

Aqua Level, 3rd Floor

Levels of Experience: **All**

471. Teaching Diversity at a Liberal Arts College: Resistance and Opportunity

◆◆ Curricular/Pedagogical Models ◆◆

This session will explore the emotional, intellectual and personal challenges—for both students and teachers—of taking and teaching courses focusing on diversity issues. Presenters will identify these challenges in the context of Dickinson College—a historically white institution—which has achieved a significantly more diverse student body over the last ten years. During the same period the college developed a U.S. diversity requirement—which means that all students, including the ones who are reluctant and resist, must take a course that will focus in some way on race/ethnicity in the U.S. The controversial issues confronted in such classes extend beyond the classroom and link the personal with the political. This session will be of particular interest to the faculty and administrators interested in (1) planning diversity curricula that explores white privilege as well as racial/ethnic histories and experiences; (2) planning diversity curricula that combine academic rigor with student-centered discussions in which personal feelings and opinions are expressed, some of which may be controversial; and (3) doing videotaped interviews of students to allow for a self-expression and to create teaching texts. Such a video will be shown as part of the session.

Sharon O'Brien, John Hope Caldwell Chair, American Cultures; and Director, American Studies, Dickinson College—Carlisle, Pennsylvania obrien@dickinson.edu

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

Cotton Seiler, Associate Professor, American Studies, Dickinson College—Carlisle, Pennsylvania seiler@dickinson.edu

2:45–4:15 p.m.

SAPPHIRE 412

Sapphire Level, 4th Floor

Levels of Experience: **Intermediate**

472. Transforming Your University Around Diversity: How to Create and Implement an Inclusive Excellence/ Campus Diversity Plan

◆◆ Long- and Short-Range Planning ◆◆

This session will share insights and best practices for how a multicultural comprehensive university created, designed, and implemented a campus diversity plan. Presenters will cover such topics as campus consultation and feedback, conducting an inventory of all campus diversity efforts and courses, forming teams to design action steps, making plan action sustainable and cost-effective, working with the President and administration on this project, implementation, assessment and going public with the plan. This session should particularly benefit university staff, faculty, and administrators who wish to create diversity plans for their institutions. All knowledge levels are welcome but this session will directly benefit program diversity administrators and planners for higher education institutions and also mid-sized companies.

Hugh Haiker, Graduate Student, Identity and Intersectionalities of Identity Ascription and Avowal; Professor, Graduate Teaching Associate, Department of Communication Studies, San Jose State University—San Jose, California

Rona T. Halualani, Ph.D., Assistant to the President, Director of Institutional Planning and Inclusive Excellence, San Jose State University—San Jose, California halualani@yahoo.com

Christopher Lancaster, Graduate Student, Generational Identity and Educational Experience; Professor/Lecturer, Department of Communication Studies, San Jose State University—San Jose, California

4:30–5:30 p.m.

SAPPHIRE BALLROOM

Sapphire Level, 4th Floor

SPECIAL FEATURE: INTERACTIVE PRESENTATION & DIALOGUE



473. The New Color of Green: A Collective Voice Towards Change

Jerome Ringo, Environmental Pioneer and President of the Apollo Alliance—Lake Charles, Louisiana
<http://www.jeromeringo.com>

Historically, those who prioritize environmental issues are perceived to be upper class, white and college educated who think globally and act locally. At the same time, however, there is a history of diverse people acting locally on problems that directly impact their families, friends and communities. Integrating these voices into the mainstream has long been a goal of the environmental movement but it has remained illusive. In the wake of hurricanes Katrina and Rita, local issues have become global, and environmental speaker Jerome Ringo demonstrates why making these voices heard has become more urgent than ever.

Jerome Ringo is one of the most influential conservationists in the United States today and is an outspoken supporter of increasing diversity in the conservation movement. The president of the Apollo Alliance, a coalition of diverse leaders fighting to free America from foreign energy dependence, he is a dedicated champion of environmental justice, an advocate for clean energy and a strong proponent of green business. Ringo began his career in conservation after working for more than 20 years in Louisiana's petrochemical industry. After observing the negative impact of pollution on Louisiana's primarily poor and minority local communities, he began organizing environmental justice groups and committed his life to increasing minority participation in the environmental movement. A respected business speaker, Ringo is dedicated to expanding minority participation in the green movement and to growing green business. This dedication has made a difference in the world. A member of the Green Group and *Newsweek's* Environment and Leadership Council,

his influence on conservation is unparalleled and through his tireless efforts, the green movement is more diverse and more effective than ever before. *Ebony* Magazine named Ringo one of the most influential African Americans in 2006. He is also an Associate Research Scholar at Yale University, an author and lecturer. He currently teaches Environmental Justice at University of California-Santa Barbara.



NCORE® would like to acknowledge Kepler Speaker Sponsorship for Mr. Jerome Ringo's participation and Presentation at NCORE® 2009
www.keplerspeakers.com

6:00–7:00 p.m.

Indigo 204 B

Indigo Level, 2nd Floor

NATIVE AMERICAN CAUCUS

Four meetings are hosted by the Native American Caucus Group organized during NCORE® 2007 Conference. During NCORE® 2009 the Native American Caucus will meet to discuss a series of issues affecting Native Americans in higher Education.

474. Future Planning

For other meetings of the Native American Caucus group see Index 002, 128, 211, 380

6:00–7:30 p.m.

INDIGO 206

Indigo Level, 2nd Floor

LATINO/A CAUCUS

Six meetings are hosted by the Latino/a Caucus Group organized during the NCORE® Conference. During NCORE® 2009 the Latino/a caucus will meet to discuss a series of issues affecting Latinos faculty, administrators, and students in higher education.

475. Meeting and Roundtable Discussion

(social to follow)

For other meetings of the Latino/a Caucus group, see index 004, 129, 209, 245, 381

6:00–8:00 p.m.

INDIGO 204 A

Indigo Level, 2nd Floor

APINCORE (Asian/Pacific Islander American) CAUCUS

During NCORE® 2009, there are four meetings hosted by the APINCORE (Asian/Pacific Islander American) Caucus Group.

476. No Host APINCORE Dinner Social

For other meetings of the APINCORE Caucus group, see index 127, 210, 382

6:00–8:00 p.m.

INFORMAL NETWORKING MEETINGS

477. For more information, see Index 131

8:30–10:00 p.m.

AQUA 306 A, B

Aqua Level, 3rd Floor

EVENING SPECIAL EVENT



478. Pow Wow 101, “The Pow Wow Experience”

NCORE® invites you to attend this informative, educational and interactive event intended to share the exciting and colorful American Indian Pow Wow Experience! Local San Diego Pow Wow dancers, drummers and singers will demonstrate their regalia and dance as well as explain event etiquette during this educational presentation. The Pow Wow is a rich tradition among many American Indian Nations that provides tribal communities an opportunity to gather, socialize, laugh, honor community members and share special moments. Please come

and enjoy this rich, cross-cultural experience. The event is open to all NCORE® participants and is intended to showcase the various dance styles and music of a Pow Wow. Participants will be encouraged to participate in a traditional “round dance” or “friendship dance” to culminate the evening activities.

Dr. Alan Lechusza, highly regarded Musician and Artist—Los Angeles, California (**Event Coordinator**)

10:00 p.m.–1:00 a.m.

SAPPHIRE BALLROOM

Sapphire Level, 4th Floor

JDOTT-SPONSORED DANCE



479.

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 30

8:30–11:30 a.m.

- 501. NCORE® 2009 COMMUNITIES EXPERIENCE TOURS**
Experience II: The Transforming Economic Landscape

9:00 a.m.–noon

- 502. MAJOR WORKSHOP**
FACILITATED DISCUSSIONS SEMINAR: NEW IDEAS
Cultural Competence In and Out of the Classroom: Exploring Four Dimensions of Student Learning
- 503. MAJOR WORKSHOP**
UNLEARNING RACISM: An Introduction the Antiracist Pedagogy of Ricky Sherover-Marcuse
- 504. MAJOR WORKSHOP**
You've Got the Right Attitude, But Do You Have the Skills?: Culturally Competent Performance Evaluation
- 505. MAJOR WORKSHOP**
Teaching Inclusively: Resources for Course, Department and Institutional Change in Higher Education
- 506. MAJOR WORKSHOP**
Emerging Practices: Empowering Educators in the Use of Virtual Worlds (PART I)
- 507.** Helping "Solo" Faculty Succeed: Guidelines for Mentors and Departmental Leaders
- 508.** Teaching for Change: Overcoming Stereotypical Representations of American Indians
- 509.** Developing a Multicultural Personality: Training for Personal and Systemic Transformation to Combat Health and Behavioral Health Disparities and the "Isms"—Classism, Racism, Sexism, Genderism and Heterosexism
- 510.** Critical Considerations for Building a Successful Diversity Practice: An Interactive Framework Using Case Studies From a Predominantly White University and Private College

9:00 a.m.–1:30 p.m.

- 511. EXHIBITOR SHOWCASE AND RESOURCE CENTER**

9:30–11:30 a.m.

- 512. SPECIAL FEATURE PRESENTATION**
SYSTEMIC STRATEGIC CHANGE: From Disfunction to Function
- 513. MAJOR WORKSHOP**
Beyond the Model Minority Stereotype
- 514. VIDEO PRESENTATION AND DISCUSSION**
Cable Show Highlights Positive Black/Latino Relations
- 515. FILM PREVIEW AND DISCUSSION**
Calavera Highway

516. PERFORMANCE: ONE MAN STORY

Free Land

- 517.** Online Faculty Development: Supporting Second Language and At-Risk Student Success
- 518.** "You Mean, There's Race in My Movie?": A Critical Analysis of Race in Mainstream Movies
- 519.** Anatomy of a Revolution: Students, Faculty and Staff Transform Their Invisibility to Visibility
- 520.** Three Years in Review: Utilizing the Faculty Learning Community as a Pro-Active and Reactive Model for Improving Campus Inclusion and Engagement Through Dialogue and Action

10:00–11:30 a.m.

- 521. A CONVERSATION WITH DANIEL G. SOLÓRZANO**
Keeping Race in Place: Racial Microaggressions and Campus Racial Climate
- 522. A CONVERSATION WITH NORBERT S. HILL JR.**
American Indians: Unfinished Business
- 523. SPECIAL FEATURE PRESENTATION**
Undocumented Students and Higher Education: Continuing the DREAM!
- 524.** Transitioning From the HBCU to Graduate Study at a Predominantly White Institution: Challenges, Pitfalls and Rewards
- 525.** The Miseducation of The Black Greek™
- 526.** Serious Consideration of Race Neutral Alternatives to Diversify Enrollment
- 527.** Why We Can't Wait: African American Male Initiatives at the University of Akron
- 528.** Blackface and Other "Racial Illiteracies"
- 529.** Moving From the Margins to the Center: How to Develop a Comprehensive Diversity Strategy From the Ground Up
- 530.** Teaching Tolerance Through Poetry in a Holocaust Context

11:45 a.m.–1:15 p.m.

- 531. CLOSING LUNCHEON AND PERFORMANCE**
Pakaraguian Kulintang Ensemble

1:30–3:00 p.m.

- 532.** Journey to Success in Higher Education: Examining Cultural and Social Structural Factors of American Indian College Students
- 533.** Prejudice, Discrimination and Stereotyping in the Multicultural Classroom
- 534.** From Tube to Training: Using Television to Talk About Diversity
- 535.** Putting More Rubber on the Critical Race Theory Road
- 536.** Recovering the Social Movement in Diversity Work

DAY AT A GLANCE • SATURDAY, MAY 30

537. CHANGE: Campuses Helping Address Neighborhood & Grassroots Efforts

538. An Insider's View: Demystifying Multicultural Centers on College Campuses

539. Surviving the Game: Strategies to Navigate the College Sports Plantation System

540. MAJOR WORKSHOP

Emerging Practices: Empowering Educators in the Use of Virtual Worlds (PART II)

541. FILM PREVIEW AND DISCUSSION

Trudell

542. PERFORMANCE: Hmong Arts on Spoken Word

Hmong Rapper Tou Saiko Lee

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

Brave New Voices

544. IN THE NAME OF FREEDOM: Facing the Nexus of Unconscious Racial Bias and External Structures of Oppression—A Symbolic Approach to Learning and Transformation

545. Race, Oppression and Environmental Justice

546. YesWe Can! A Grassroots Approach to Changing the Culture and Climate in the Classroom and Beyond

547. Diversity Initiatives That "WORK": A Comprehensive Plan for University Diversity

548. Innovative Approaches for Student Organized Access and Retention Programs in the University of California (When Students Build It They Will Come)

549. Where are the Instructions to this Package?

550. SPECIAL FEATURE PRESENTATION

The Case of the San Francisco 8

4:00–4:45 p.m.

551. CONFERENCE CLOSING ADDRESS (PLENARY SESSION)

Racial Inequality and Higher Education: Moving Beyond Race in Post Civil Rights America—Pedro Noguera

5:00–6:00 p.m.

552. Book Signing and Informal Dialogue With Pedro Noguera

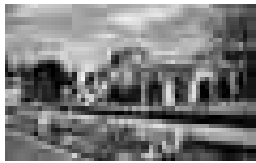
SATURDAY, MAY 30, 2009

8:30–11:30 a.m.

NCORE® 2009 COMMUNITIES EXPERIENCE TOURS

The San Diego Communities Experience is designed to explore the distinctive socio-ethnic and economic landscapes as unique elements in the development of “America’s Finest City.” Two tours will reveal how immigration and migration, the political environment and the transforming economy have and continue to shape this metropolis. These distinctive elements have left an imprint on the landscape and in the collective image of this city for residents and visitors alike. These images have established enduring patterns of inter-cultural relations and spatial accommodation. **These tours are limited to 50 participants on a first-come-first-served basis.**

\$ 30 per person



501. Experience II: The Transforming Economic Landscape

This tour will provide an informative look at the economic geography and infrastructure created by the evolution of major Southern California industries. The software/technology, tourism,

defense and aerospace industries that dominate the region will be highlighted in this tour. The transportation infrastructure connecting the economic, residential and retail/commercial nodes will also be examined.

Cedric D. Page, Ph.D., Executive Director, University of New Mexico—Los Alamos has organized and co-led Community Experiences that enriched NCORE® conference participants in Denver, Memphis, Santa Fe, and Seattle.

For information on the tour and sign-up, please check with NCORE® Registration staff.

9:00 a.m.–noon

SAPPHIRE H

Sapphire Level, 4th Floor

MAJOR WORKSHOP

502. FACILITATED DISCUSSIONS SEMINAR: NEW IDEAS Cultural Competence In and Out of the Classroom: Exploring Four Dimensions of Student Learning

Transforming the curriculum to ensure that students continue to develop cultural competence and other 21st century skills is a goal that many colleges and universities have set for themselves in an effort to remain relevant in a more global society. In addition, recent demographic information tells us that increasing numbers of our newest students are likely to come from communities where higher education has historically failed to provide sufficient support through culturally responsive policies and practices. The success of all students depends on both administrative and academic support based in understanding and development of the rich and overlapping dimensions in which learning take place. This includes the development of curriculum, policies and procedures that recognize and value the complexity of each student’s world. Student learning, particularly when it involves how one sees him or herself in relation to aspects of his or her identity—ethnicity, perceived race, gender, class, nationality—is situated both inside and outside the classroom simultaneously. While the curriculum forms one dimension of the learning, there are at least three more dimensions that interact with that curriculum and help determine the learning that occurs: students’ formal and informal relations and interactions with others involved in the learning process; students’ identities in the worlds beyond the classroom; and the interactions students have with faculty members, administrators and staff as they navigate this process.

This discussion will involve faculty, administrators and other interested participants in an exploration of how these dimensions shape learning both inside and outside the classroom. The facilitator will open a discussion of the four dimensions and their relationships to cognitive, affective and skill building learning. The remaining time will be devoted to discussion of these concepts, opportunities for participants to share approaches they have found useful and exploration of our challenges in developing our own, as well as our students, cultural competence.

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

9:00 a.m.–noon

SAPPHIRE D

Sapphire Level, 4th Floor

MAJOR WORKSHOP

503. UNLEARNING RACISM: An Introduction the Antiracist Pedagogy of Ricky Sherover-Marcuse

Back in the mid-1970’s, when multicultural social justice education was young, a powerful, young left-wing secular Jewish philosopher-educator, Ericka Sherover-Marcuse (known by those who loved her as “Ricky”) developed a model of multicultural alliance-building and community learning for social justice that has spawned a rich tradition of multicultural education and organization across the country. Her model, “UNLEARNING RACISM” is the direct source for many specific concepts and practices in this field, yet most of those exposed to her ideas have never heard them presented in her own words or traced to their source.

In this session, we will explore the following topics in which Ricky’s work has made distinctive contributions:

- the definition nature of oppression and liberation,
- the integral relationship between learning, healing and organization-building,
- the meaning and basis for inter-group alliance-building,
- the nature and practices of an anti-racist ally,
- understanding and confronting internalized oppression and internalized racial superiority, and
- the place of spirituality and healing in a secular liberation and community-building model.

This session is for all-levels of experience as well as emerging educators, activists and leaders.

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

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

9:00 a.m.–noon

SAPPHIRE L

Sapphire Level, 4th Floor

MAJOR WORKSHOP

504. You've Got the Right Attitude, But Do You Have the Skills?: Culturally Competent Performance Evaluation

Whether we are receiving or giving performance evaluations, most of us find them aversive. Yet, they are invaluable for talent management. Higher education administrators and managers are scurrying to come up with solutions to avoid the knowledge and talent gap due to baby boomer retirement. While most of them know that the recruitment pool available to fill the void is very young, inexperienced and culturally diverse, few have the knowledge and skills needed to manage this new workforce. They know for example, that younger generation staff requires unique incentives and even the post-racial staff of color will be hyper-vigilant about discrimination and unfairness. Most administrators and managers are very liberal-minded and want to be more culturally competent, but they admittedly don't have the skills.

This session builds a foundation for developing culturally competent performance evaluation. The first part of this session uses scenarios to describe and discuss the predicament in which managers often find themselves regarding cross-cultural or cross-generational performance evaluations. The second part of the session will provide a framework for developing culturally competent performance evaluations. The third and final part teaches culturally competent performance evaluation techniques and skill-building exercises. Higher education administrators, student government, affirmative action officers, program directors, human resource officers, managers, faculty and supervisors will find this workshop invaluable.

Billy Vaughn, Ph.D., Faculty, Walden University; Chief Learning Officer, Diversity Training University International—San Francisco, California
billy@dtui.com

9:00 a.m.–noon

SAPPHIRE 411

Sapphire Level, 4th Floor

MAJOR WORKSHOP

505. Teaching Inclusively: Resources for Course, Department and Institutional Change in Higher Education

In higher education today, diversity and inclusion efforts have increasingly moved beyond the periphery of the academic and institutional mission of our colleges and universities to form the foundation that integrates diversity and inclusion as a critical component of institutional excellence. Participants in this highly interactive session will focus on understanding how colleges and universities can move beyond stand-alone, single course strategies to enact systemic approaches to creating and sustaining inclusive teaching and learning environments by examining the campus-wide benefits of a systemic multicultural organization development model.

Through a series of brief writing assignments, experiential learning exercises, case studies and small group discussions, participants will apply departmental and campus assessment frameworks and consider strategies designed to address key areas of diversity across three key points of entry: the individual course, the department and the college. The session will also address strategies for building data-driven, inclusive teaching and learning initiatives that address pertinent issues while seeking to avoid systemic obstacles common to one-course-at-a-time efforts. Finally, we will look at how support for teaching development projects via communities of learning can anchor campus-wide initiatives and we will invite faculty to consider immediate steps to enhance their teaching practice.

For book signing of *Teaching Inclusively: Resources for Course, Department and Institutional Change in Higher Education*, please visit the NCORE® Book Exhibit (Teaching for Change)

Mathew L. Ouellett, Ed.D., Director, Center for Teaching, University of Massachusetts; Past President, Professional and Organizational Development Network in Higher Education (POD) <http://www.podnetwork.org>—Amherst, Massachusetts mlo@acad.umass.edu

PART I

9:00 a.m.–noon

AQUA 314

Aqua Level, 3rd Floor

Part II continues 1:30–3:30 p.m., see Index 540

MAJOR WORKSHOP

506. Emerging Practices: Empowering Educators in the Use of Virtual Worlds

This interactive professional development training examines a virtual world that allows students to interact in 3D spaces that are comfortable, facilitating educational practices and exercises. The social dynamic builds rapport and exposes students to teamwork and the sense of presence encourages students to explore and engage in informal, self-directed learning. Session attendees will participate in a compelling synchronous experience with geographically disparate users to meet and interact in this environment that serves as a legitimate surrogate for the real world allowing users to inhabit personas and situations that are otherwise unavailable to them. This session should particularly benefit participants who are interested in exploring the pedagogical potential of *Second Life* and learning how to critically integrate the Virtual World into their academic programs and courses.

Yolanda Gayol, Ph.D., Mentoring Faculty, Organizational Leadership and Change, Fielding Graduate University—Washington, D.C. ygayol@fielding.edu
Sheila T. Gregory, Ph.D., Managing Partner, Dissertation Coaching Services, where ABD is not an option; Mentoring Faculty, Organizational Leadership and Change, Fielding Graduate University—Alpharetta, Georgia
<http://ncate.cau.edu/gregory/>

9:00 a.m.–noon

3-HOUR CONCURRENT SESSIONS

9:00 a.m.–noon

AQUA 306 A

Aqua Level, 3rd Floor

507. Helping “Solo” Faculty Succeed: Guidelines for Mentors and Departmental Leaders

As campuses and professional schools hire more women and underrepresented 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 six extra stresses that solos/pioneers often have to deal with. What proactive steps and interventions should senior mentors and departmental colleagues undertake, to insure that solo hires thrive in their departments? What self-help strategies should be adopted by solos themselves? This highly interactive session will use scenarios from JoAnn Moody's new booklet *Solo Faculty: Increasing Retention and Reducing Stress*.

JoAnn Moody, Ph.D., J.D., Faculty Developer and Higher Education Consultant—San Diego, California www.diversityoncampus.com

9:00 a.m.–noon

AQUA 307

Aqua Level, 3rd Floor

Levels of Experience: **All****508. Teaching for Change: Overcoming Stereotypical Representations of American Indians**

◆◆ Interactive Training ◆◆

This interactive presentation premiered at NCORE® in 2005 under the title: Enduring Images: American Indians in the Popular Imagination.

This session will examine how American Indians are represented in the educational system as well as how they are seen in the popular culture, the educational implications of these representations and the effects they have on Native and non-Native communities. In addition, this session can serve as a template for addressing issues of stereotyping and invisibility for virtually any group. Participants will analyze and discuss images and excerpts of materials from PK-16 educational settings and from popular culture. Participants will have an opportunity to build skills in identifying and constructively responding to these messages in common contexts. They will also be invited to consider the explicit and implicit messages associated with these images and passages and how they influence media coverage, public policy decisions, education, health care and other issues. Presenters will focus on the impact these messages have on everyday interactions and how to capitalize on teachable moments. This session should particularly benefit teachers and students in education, social work and ethnic studies. It will also benefit those involved in diversity, campus climate and social justice initiatives and those who work with American Indian students, organizations or communities. The constructivist approach used accommodates a broad range of skill levels.

J P Leary, Consultant, American Indian Studies, Wisconsin Department of Public Instruction—Madison, Wisconsin jp.leary@dpi.wi.gov

Adrienne L. Thunder, Senior Advisor, Cross-College Advising Service, University of Wisconsin—Madison, Wisconsin athunder@wisc.edu

9:00 a.m.–noon

AQUA 310

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate and Advanced****509. Developing a Multicultural Personality: Training for Personal and Systemic Transformation to Combat Health and Behavioral Health Disparities and the “Isms”—Classism, Racism, Sexism, Genderism and Heterosexism**

◆◆ Training of Trainers ◆◆

Critical to healthcare professionals achieving a multicultural identity and orientation is the understanding and honoring of multiple world views with differing philosophies, beliefs, theoretical concepts and practices.

This interactive session presents a teaching/training model incorporating strategies which address the complexities that learners experience. Working through hindrances emanating from the clash of world views is the key. One aspect of hindrance involves students who feel they must mask or deny their cultural heritages to become a professional. This session will share examples from a SAMHSA-funded research and training project, document measures of transformation including the analysis of student logs and “turning points” data. Presenters will address challenging situations based on current scientific advances. Also, they will identify change/resistance issues, dissonance or impasses and will dialogue about teaching/training strategies that promote resolution and transformation. Participants will receive handouts which include world view descriptions and models of adult transformative learning, cultural identity development and “Turning Points.” This session should particularly benefit those interested in how to impact the transformative learning process by focusing on world views. It will benefit faculty, students and trainers in health care/medical/psychiatric institutions of higher learning; managers, human resource and staff development

specialists in health care systems and hospitals; and consultants with health and behavioral healthcare clients.

Anita Pernell-Arnold, PRIME Executive Council Chairperson; Senior Faculty, PRIME Institute, College of Medicine, Behavioral Healthcare Education, Drexel University—St. Petersburg, Florida arvapba8@aol.com

Cheri Avery Black, Institute Director; Senior Faculty, PRIME Institute, College of Medicine, Behavioral Healthcare Education, Drexel University—Philadelphia, Pennsylvania cblack@drexelmed.edu

Frederick V. Bryant, Ph.D., CFO, Bryant Associates LLC; PRIME Executive Council Member and Senior Faculty, PRIME Institute, College of Medicine, Behavioral Healthcare Education, Drexel University—Turnersville, New Jersey bry4com@aol.com

Peter J. McKimmin, Ph.D., MFT, CPRP, Principal, Peter McKimmin and Associates, Diversity Training and Workforce Consulting, Alliant International University-San Diego Campus—San Diego, California

Brenda J. Weaver, PRIME Executive Council Member; Senior Faculty, PRIME Institute, College of Medicine, Behavioral Healthcare Education, Drexel University—Philadelphia, Pennsylvania bweaver@drexelmed.edu

9:00 a.m.–noon

AQUA 312

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate and Advanced****510. Critical Considerations for Building a Successful Diversity Practice: An Interactive Framework Using Case Studies From a Predominantly White University and Private College**

◆◆ Long and Short-Range Planning ◆◆

This session presents four critical steps and key considerations for building a successful campus diversity program. Presenters will assess case studies from a PWI university and a private college with the goals of developing participants’ understanding of diversity practice and showing attendees how to apply these practices in their own educational settings. Participants should have an understanding of issues concerning power and privilege as well as a desire to assess goals and evaluate progress toward improvement of campus diversity. Prior to the session participants should engage in personal reflection on their own cultural values, behavior and language as well as the cultural values, norms, beliefs, policies and practices of their institution. This session should particularly benefit those who are interested in building a campus-wide diversity initiative.

Angela E. Batista, Ed.D., Director, Diversity and Inclusion, Faculty Education & Human Services Division, Champlain College—Burlington, Vermont abatista@champlain.edu

Sherwood Smith, Ed.D., Director, Center for Cultural Pluralism; and Lecturer, Human Development Program, College of Education and Social Services, University of Vermont—Burlington, Vermont ssmith3@uvm.edu

9:00 a.m.–1:30 p.m.

SAPPHIRE WEST FOYER

SAPPHIRE A, E, I, M

Sapphire Level, 4th Floor

EXHIBITOR SHOWCASE AND RESOURCE CENTER**511.** (For more information on Exhibitor Showcase, see Index 208)

For a comprehensive listing of Exhibitors and their services, see page 99

9:30–11:30 a.m.

SAPPHIRE P

Sapphire Level, 4th Floor

SPECIAL FEATURE PRESENTATION

512. SYSTEMIC STRATEGIC CHANGE: From Dysfunction to Function

Gender, religion, racial, GLBT, enrollment and global initiatives change our university. A discussion on positive steps to change an institution.



Mahmoud Saffari, Ph.D., Associate Vice President of Enrollment Management, St. Cloud State University—St. Cloud, Minnesota



Roy H. Saigo, Ph.D., Distinguished Senior Academic Fellow, Minnesota State Colleges and Universities; President Emeritus, St. Cloud State University, St. Cloud, Minnesota; former Chancellor, Auburn University at Montgomery—Montgomery, Alabama rhsaigo@gmail.com

9:30–11:30 a.m.

SAPPHIRE 412

Sapphire Level, 4th Floor

MAJOR WORKSHOP

513. Beyond the Model Minority Stereotype

This session will examine the reality, complexity and implications of the model minority status. First we will directly confront and acknowledge the basis for the stereotype. By many aggregate socioeconomic measures (e.g., education, income, wealth, etc.), Asian Americans have achieved or even surpassed parity with the dominant group, non-Hispanic whites. We should not dodge this reality, but at the same time not allow it to define Asian Americans. The second part is to examine what simple averages hide, that is, the enormous ethnic and economic diversity. Every group has this diversity, including non-Hispanic whites. So, the question is whether it is fair and appropriate use the diversity argument for Asian Americans. Finally, we will examine the implications of the success Asian Americans have achieved. The easy part is that it minimizes policy concerns related to this population, whether we are talking about welfare reform, education or community development. But there is a deeper implication, which is the fragile foundation for the overall socioeconomic status of Asian Americans. It was not too long ago that racism, immigration policies and foreign affairs defined how Asian Americans were treated. The question is whether those larger factors will materialize in the future and what that tells us about Asian Americans and American society as a whole.

Paul Ong, Ph.D., Professor of Urban Planning, Social Welfare and Asian American Studies; and Director, University of California Asian American and Pacific Islander Policy Multi-Campus Research Programs, University of California—Los Angeles, California pmong@ucla.edu

9:30–11:30 a.m.

INDIGO 206

Indigo Level, 2nd Floor

VIDEO PRESENTATION AND DISCUSSION

514. Cable Show Highlights Positive Black/Latino Relations



Too often, when reporting incidents of friction and violence between African Americans and Latinos, the mainstream media smears those communities with the taint of gang wars, ethnic conflict over turf, soccer-game death counts and anti-immigration backlash. But in reality, the situation appears much brighter and a recent study shows that the clashes between the two groups are far less intense than the media portray. With its “if it bleeds it leads” mentality, the mainstream media is quick to report the isolated incidents of violence and competition between African Americans and Latinos. Yet what is typically disregarded in local newspapers and news broadcasts are the daily stories of shared community, friendships and familial bonds. Good news is too often marginalized and the number of stories highlighting racial tensions is disproportionate to the low instance of actual ethnic conflict.

In this session, Griego will talk about his experiences in creating *LA Alliance* and show some of the first shows taped by the program. Presenters will then lead a discussion with the audience about the actual state of relations between the African American and Latino communities compared with that projected by the mainstream media.

Victor Griego, President/CEO, Founder and Principal, Diversified Strategies for Organizing (DSO) Inc. (consulting firm)—Los Angeles, California <http://www.victorgriego.com/>

Irene Vasquez, Ph.D., Associate Professor and Chair, Chicana/o Studies Department, California State University-Dominguez Hills—Carson California ivasquez@csudh.edu

9:30–11:30 a.m.

SAPPHIRE 402

Sapphire Level, 4th Floor

FILM PREVIEW AND DISCUSSION



515. *Calavera Highway*

Renee Tajima-Peña and Evangeline Griego

This film won the Best Television Documentary award at the San Francisco International Film Festival in 2008. When brothers Armando and Carlos Peña set off to carry their mother's ashes to south Texas, their road trip turns into a quest for answers about a strangely veiled past. As they reunite with five other brothers, the two men try to piece together their family's shattered history. Why was their mother cast out by her family? What happened to their father, who disappeared during the notorious 1954 U.S. deportation program Operation Wetback? *Calavera Highway* is a sweeping story of seven Mexican-American men grappling with the meaning of masculinity, fatherhood and a legacy of rootless beginnings. This film will be followed by a question and answer session with the filmmaker Renee Tajima-Peña.



For more information visit the Speakout web site at www.speakoutnow.org

Renee Tajima-Peña is an Academy-award nominated filmmaker, who has become a chronicler of the American scene with her documentary films *Who Killed Vincent Chin?*, the acclaimed investigation into the beating death of a Chinese American in Detroit; and *My America...or Honk if You Love Buddha*, a feature-length road documentary in search of Asian America where she encounters rappers,



debutantes, laborers and freedom fighters. In May 2008, Tajima-Peña received acclaim as the recipient of the Golden Gate Award for best television documentary at the San Francisco International Film Festival for her most recent film, *Calavera Highway*. In an intimate and elegantly crafted work of cinema verité, *Calavera Highway* encompasses familial tensions, Mexican-American identity, the responsibilities of fathers (and sons) and the psychic malleability of map-drawn borders. It is a sweeping family saga told against the backdrop of the Mexican American experience, as seven brothers grapple with the meaning of masculinity and fatherhood and the nature of family ties.

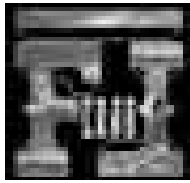
9:30–11:30 a.m.

COBALT 500

Cobalt Level, 5th Floor

PERFORMANCE: ONE MAN STORY

516. *Free Land*



Free Land is a dynamic hip hop theater solo show that follows a young white man's search for his roots as it takes him from the streets of Oakland to the prairies of Wyoming on an unforgettable journey into the heart of American history. *Free Land* weaves spoken word poetry, acting, dance and hip hop music into a compelling performance that challenges us to take an unflinching

look at the truth buried in the land beneath our feet.



This solo show written and performed by **Ariel Luckey**, directed by Margo Hall and scored by Ryan Luckey.

9:30–11:30 a.m.

2-HOUR CONCURRENT SESSIONS

9:30–11:30 a.m.

AQUA 306 B

Aqua Level, 3rd Floor

Levels of Experience: All

517. *Online Faculty Development: Supporting Second Language and At-Risk Student Success*

◆◆ Curricular/Pedagogical Models ◆◆

This interactive session examines two unique online faculty development courses at Valencia Community College: *The Global Community College* and *The Effect of Affect*. Both courses are offered to all faculty but especially target approximately one thousand adjuncts who provide more than 60 percent of first year instruction at Valencia. *The Global Community College* was designed to assist faculty in supporting second language student success in the American academic culture. The *Effect of Affect* was developed to assist faculty in supporting the success of at-risk, low income and minority students. The presenters will provide an overview of the history and development of Valencia's adjunct certification program and associated suite of online courses. Attendees will experience PowerPoint assisted course tours, including screen captures of the rich discussion threads and excellent resources attached to course activities. They will then participate in stimulating, relevant activities from both courses. This session should particularly benefit attendees who are interested in the success and persistence of at-risk student populations plus administrators and practitioners charged with providing faculty development. Participants will return to their institutions with administrative and classroom strategies for supporting new and adjunct faculty in dealing with traditionally underprepared student populations.

Patrick Nellis, District Director, College Training and Development, Miami Dade College—Miami, Florida pnellis@mdc.edu

Daryl E. Peterson, Director, Scenarios Online Development—Teaching/Learning Support (TLS), Center for Teaching and Learning Support, Valencia Community College—Orlando, Florida dpeterson8@valenciac.edu

9:30–11:30 a.m.

AQUA 304

Aqua Level, 3rd Floor

Levels of Experience: All



518. "You Mean, There's Race in My Movie": A Critical Analysis of Race in Mainstream Movies

◆◆ Theoretical Models ◆◆

Did you know that there is race in your movie?! Prepare yourself, for this is the report that Hollywood doesn't want you to see!

This session will provide a structured forum for discussing and analyzing the ways in which Hollywood marginalizes minority characters while glamorizing white characters. Presenters will show how to identify six primary character patterns exhibited by both minority and white characters (Yes! white characters!) and explore the reasons behind their creation and perpetuation. This session should particularly benefit those who are interested in understanding discriminatory patterns in mainstream media, educators and activists specifically interested in the power of mainstream imagery to include or exclude based upon race, and general movie fans at large. We guarantee that after this presentation, you will never see movies the same way again!

Frederick Gooding, Founder, CEO, The Minority Reporter—Rockville, Maryland fgooding@minorityreporter.com

Khalid Patterson, Director, Media Services, The Minority Reporter—Rockville, Maryland kpatterson@minorityreporter.com

9:30–11:30 a.m.

AQUA 305

Aqua Level, 3rd Floor

Levels of Experience: **Novice and Intermediate**

519. *Anatomy of a Revolution: Students, Faculty and Staff Transform Their Invisibility to Visibility*

◆◆ Case Studies/Model Programs ◆◆

When it comes to racial equality, institutions of higher education have usually fallen on the side of keepers of the status quo rather than leaders of change. If left to its own pace and practices, recognizable and substantive change only occurs over wide spans of time, if then.

This session will describe important components of the background, precipitating factors, description and aftermath of a student-executed movement that changed a traditionally conservative midwestern public university into an institution that is making great strides toward becoming a place that is welcoming to all. This session should particularly benefit participants who feel they are invisible or stuck in a hopelessly stagnant situation and want to accelerate the rate of change in diversity issues at their institution by using the unique contributions of under-represented students, faculty and staff.

Dominic Dorsey, Graduate Student, School of Education, Indiana University Purdue University Indianapolis—Indianapolis, Indiana dodorsey@iupui.edu

Jocelyn C. Ford, Graduate Student, Business Administration; Assistant Director, Admissions Center, Indiana University Purdue University Indianapolis—Indianapolis, Indiana jcford@iupui.edu

Jennifer C. Horace, Doctoral Student, Educational Leadership Program, Clemson University—Clemson, South Carolina horace2@exchange.clemson.edu

Claudette G. Lands, Ed.D., Assistant Dean, Student Affairs, and Director, Minority Recruitment and Retention and Site Coordinator for Project Transformative Education Achievement Model (TEAM), School of Education, Indiana University Purdue University Indianapolis—Indianapolis, Indiana clands@iupui.edu

Jeremy Morris, Program Manager, McNair Scholars Program, University of Southern California—Los Angeles, California jeremy_2000@msn.com

Nicole Y. Oglesby, Associate Director, Campus and Community Life, Indiana University Purdue University Indianapolis—Indianapolis, Indiana noglesby@iupui.edu

Juhanna Rogers, Faculty Student Liaison, Adaptive Educational Services, Indiana University Purdue University Indianapolis—Indianapolis, Indiana

junroger@iupui.edu

Regina Turner, Ph.D., Associate Professor, Communication Studies, Indiana University Purdue University Indianapolis—Indianapolis, Indiana
regturne@iupui.edu

Nathaniel Williams, Undergraduate Student, Education Major, Indiana University Purdue University Indianapolis—Indianapolis, Indiana

9:30–11:30 a.m.

COBALT 504

Cobalt Level, 5th Floor

Levels of Experience: **Intermediate**

520. Three Years in Review: Utilizing the Faculty Learning Community as a Pro-Active and Reactive Model for Improving Campus Inclusion and Engagement Through Dialogue and Action

◆◆ Case Studies/Model Programs ◆◆

The session is designed for first time attendees who are looking for a way to begin campus discussions on diversity and inclusion. They should find the information on Learning Communities useful for beginning dialogues between faculty and staff. Attendees with more experience who are looking for ways to move from discussion to direct action will find these methods useful and adaptable to their own communities. These methods include ongoing Learning Community dialogue, proactive measures such as new faculty workshops, reactive measures to offensive and divisive campus incidents and plans for faculty in-service films/discussion and special projects.

Presenters will examine an innovative approach to creating and implementing inclusive campus learning environments. They will explore how a community of faculty, staff, and graduate students, in a Faculty Learning Community (FLC), developed strategies that encouraged students and faculty to embrace the diverse experiences and backgrounds of others on campus. During the past three years the FLC planned, implemented and re-evaluated ideas which surfaced during FLC discussion. The session will show how the FLC model can address campus challenges and build allies. Presenters will also reveal how the FLC model can lead to more active and engaged faculties who can become a campus resource base. This session should particularly benefit those who are interested in creating a more inclusive and engaging campus and who would like to work with students, faculty and staff across campus.

Richard L. Bretz, Ph.D., Director, Diversity for Mathematics and Science, Department of Chemistry and Biochemistry, Miami University—Oxford, Ohio
bretzri@muohio.edu

Kathleen M. German, Ph.D., Professor, Communications Department, College of Arts and Science, Miami University—Oxford, Ohio
germankm@muohio.edu

Suzanne Klatt, Doctoral Candidate, Educational Leadership, Visiting Instructor, Family Studies and Social Work, Miami University—Oxford, Ohio
klatts@muohio.edu

Clifton McNish, Director, Diversity and Outreach, School of Fine Arts, Miami University—Oxford, Ohio
mcnishc@muohio.edu

Rosemary Rotuno-Johnson, Doctoral Candidate, Department of Educational Leadership, Miami University—Oxford, Ohio
rotunor@muohio.edu

Jerry L. Sarquis, Ph.D., Professor, Department of Chemistry and Biochemistry, Miami University—Oxford, Ohio
sarquijl@muohio.edu

Ronald B. Scott, Faculty (Teaching) Associate CELT (Center for the Enhancement of Learning and Teaching) and Associate Professor, Department of Communication, Miami University—Oxford, Ohio
scottrb@muohio.edu

Carolyn Sloten, Ph.D., Professor, Family Studies and Social Work, Miami University—Oxford, Ohio
slottect@muohio.edu

10:00–11:30 a.m.

SAPPHIRE 400

Sapphire Level, 4th Floor

A Conversation With Daniel G. Solórzano



521. Keeping Race in Place: Racial Microaggressions and Campus Racial Climate

Daniel G. Solórzano, Ph.D., Professor, Social Science and Comparative Education, Graduate School of Education, University of California—Los Angeles, California

solorzao@gseis.ucla.edu

Daniel Solórzano's teaching and research interests include: Critical race and gender theory in education, racial marginality and microaggressions in education, and race/ethnic, gender and class relations with a special emphasis on the educational access, persistence and graduation of students of color in the United States.

10:00–11:30 a.m.

SAPPHIRE 410

Sapphire Level, 4th Floor

A Conversation With Norbert Hill



522. American Indians: Unfinished Business

Norbert S. Hill Jr., Oneida, Vice President, College of Menominee Nation-Green Bay Campus-Green Bay, Wisconsin
nhill@menominee.edu

Norbert S. Hill Jr., served as the executive director of the American Indian Graduate Center (AIGC) in New Mexico, a nonprofit organization providing funding for American Indians and Alaska Natives to pursue graduate and professional degrees. Previous positions include; the executive director of the American Indian Science and Engineering Society, assistant dean of students at the University of Wisconsin, Green Bay and director of the American Indian Educational Opportunity Program at the University of Colorado, Boulder. He founded *Winds of Change* and *The American Indian Graduate*, magazine publications of AISES and AIGC respectively. Hill holds two honorary doctorates from Clarkson University (1996) and Cumberland College (1994). Current board appointments include Environmental Defense, the Smithsonian Museum of the American Indian and the University of Colorado Graduate School Advisory Board. In addition, Hill has conducted diversity lectures and training for multinational corporations and government agencies both domestically and internationally.

10:00–11:30 a.m.

INDIGO 204 A, B
Indigo Level, 2nd Floor

SPECIAL FEATURE PRESENTATION

**523. Undocumented Students and Higher Education:
Continuing the DREAM!**

Increasing opportunities for undocumented students to pursue higher education and fully participate in society is one of the most complex and urgent issues we are facing. This session will provide participants with information and strategies they can use to advocate for undocumented students in their communities and institutions. Presenters will provide an update on the current status of *Dream Act* legislation at the national level and discuss the current status of state laws. Participants will learn effective strategies for grassroots advocacy, and learn how to develop an action plan to apply those strategies to address local challenges.

Irma Archuleta, Vice President, Student Affairs, Evergreen Valley College—San Jose, California

Josh Bernstein, Immigration Director, Service Employees International Union (SEIU)—Washington, D.C.



Alfred R. Herrera, MPA, Assistant Vice Provost, Academic Partnerships, and Director, Center for Community College Partnerships, University of California—Los Angeles, California aherrera@college.ucla.edu
www.college.ucla.edu/up/cccp

10:00–11:30 a.m.

90-MINUTE CONCURRENT SESSIONS

10:00–11:30 a.m.

AQUA 313
Aqua Level, 3rd Floor
Levels of Experience: **All**

524. Transitioning From the HBCU to Graduate Study at a Predominantly White Institution: Challenges, Pitfalls and Rewards

◆◆ Case Studies/Model Programs ◆◆

This session will describe the transitional process for students who completed undergraduate studies at a Historically Black Institution and are transitioning to graduate studies at a Predominantly White Institution. The session will address the impact of environment on the overall preparedness (academically, socially, emotionally, etc.) for graduate studies at an institution that racially and ethnically is often the exact opposite environment from where the undergraduate years were spent. The session will explore theoretical models for increasing the overall success of these students by addressing the potential challenges faced and positive outcomes yielded because of HBCU attendance. This session should particularly benefit those students who are considering or preparing for graduate school at a predominantly white institution. It will also benefit those faculty and staff who either are working with students in the planning process or those who will be in a position to positively impact graduate students once they arrive on the new campus.

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

Jonathan M. Cox, Assistant Director, Office of Multicultural Affairs, Wake Forest University—Winston-Salem, North Carolina coxjm@wfu.edu

10:00–11:30 a.m.

AQUA 303
Aqua Level, 3rd Floor
Levels of Experience: **Novice**



525. The Miseducation of The Black Greek™

◆◆ Curricular/Pedagogical Models ◆◆

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 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

10:00–11:30 a.m.

AQUA 311
Aqua Level, 3rd Floor
Levels of Experience: **Intermediate and Advanced**

526. Serious Consideration of Race Neutral Alternatives to Diversify Enrollment

◆◆ Policy Issues ◆◆

When the Supreme Court in its landmark decision, *Grutter v. Bollinger* (2003), found that diversity was a compelling interest in university admissions. It also held that to be narrowly tailored, institutions should first seriously consider using race-neutral alternatives to achieve diversity goals. Since then there has been a consensus in the higher education establishment (the College Board and the American Association for the Advancement of Science, for example) that institutions need to consider race-neutral alternatives and to fully document the process used in that consideration. Yet five years after *Grutter*, it is still mysterious as to what exactly campuses have done implementing the narrow tailoring parts of that decision.

In this interactive session presenters will share information about the steps campuses are taking to achieve diversity and what race-neutral alternatives have been tried. The presenter will then lead the participants through the steps to evaluate the process that may be necessary to fulfill contemporary legal standards. This session should particularly benefit academic officers and staff responsible for diversity policies.

George R. La Noue, Ph.D., Professor, Political Science and Public Policy, University of Maryland, Baltimore County—Baltimore, Maryland
glanou@umbc.edu

10:00–11:30 a.m.

COBALT 505

Cobalt Level, 5th Floor

Levels of Experience: **Intermediate****527. Why We Can't Wait: African American Male Initiatives at the University of Akron**

◆◆ Case Studies/Model Programs ◆◆

This session will take a look at a program developed by the University of Akron designed to address the tremendous challenges facing African American males. UA's model is replete with proactive strategies, to reverse negative trends and provides sustainable solutions. The presenters will show how UA implemented focus groups to provide information about African American male college experiences. UA's 2008 and 2009 Black Male Summits addressed suggestions in the 2008 Ford Foundation report, *Why We Can't Wait—A Case for Philanthropic Action: Opportunities for Improving Life Outcomes for African American Males*. They have initiated a series of conferences which feature interactive workshops, lectures and programs, with the goal of transforming the educational plight of black men. The session will highlight the African American male learning community and the development of a chapter of the Student African American Brotherhood (SAAB) and show how it instituted black male culture on campus. This session should particularly benefit participants who are involved in services related to the success, retention and graduation of African American Males.

Fedearia A. Nicholson, Director, Office of Multicultural Development, University of Akron—Akron, Ohio fn@uakron.edu

John E. Queener, Ph.D., Associate Professor, Counseling Education, University of Akron—Akron, Ohio jqueener@uakron.edu

Zachery R. Williams, Ph.D., Assistant Professor, History and Associate Director of Pan African Studies, University of Akron—Akron, Ohio zrw@uakron.edu

10:00–11:30 a.m.

AQUA 309

Aqua Level, 3rd Floor

Levels of Experience: **All****528. Blackface and Other “Racial Illiteracies”**

◆◆ Case Studies/Model Programs ◆◆

This session will use a case study of one incident of racial intolerance on a small liberal arts campus and explore the origins of such incidents. The presenters will consider a range of responses and interventions and explore multiple accountabilities. Participants will be invited to identify incidents of racial intolerance that have occurred on their own campuses and will be asked to view a national map that indicates where such incidents have taken place in the last several years. The session will conclude by returning to the opening case study and examining campus responses. Participants will be provided with several strategies for responding to incidents of racial intolerance on campus. They will also receive a reading list. This session should particularly benefit those who are interested in the causes of racial incidents on campus and those who are responsible for formulating interventions. It will also benefit those who wish to prepare their campus to respond to incidents of racial intolerance.

Colleen Bell, Ph.D., Professor, Conflict Studies, Social Justice Studies and Women's Studies Courses, Hamline University—St. Paul, Minnesota cbell@hamline.edu

Veena Deo, Ph.D., Professor, English Department, Hamline University—St. Paul, Minnesota vdeo@hamline.edu

Gordon Nakagawa, Retired, served as Director, Diversity Integration, Hamline University—St. Paul, Minnesota

Natalie Self, Undergraduate Student, English and Social Justice Studies Major, Hamline University—St. Paul, Minnesota nself01@hamline.edu

Carlos D. Sneed, Assistant Dean of Students, and Director, Multicultural and International Student Affairs, Hamline University—St. Paul, Minnesota csneed@hamline.edu

10:00–11:30 a.m.

COBALT 520

Cobalt Level, 5th Floor

Levels of Experience: **Intermediate and Advanced****529. Moving From the Margins to the Center: How to Develop a Comprehensive Diversity Strategy From the Ground Up**

◆◆ Long- and Short-Range Planning ◆◆

This session will present a roadmap developed by Berklee College of Music as it moved from sporadic diversity programming to a systematic approach to integrating cultural diversity into the college's strategic priorities. Presenters will explore key junctures in the diversity/inclusion process, some of the challenges encountered and lessons learned. This session will focus on effective ways to work with administrators, faculty, staff and students to build accountability and engagement day-to-day on the department and institutional level. This session should particularly benefit participants who are leading diversity/inclusion efforts, developing training programs and/or interested in enhancing the positive outcomes of diversity work on campus.

Erica Bronstein, J.D., Managing Partner, Ibis Consulting Group, Inc.—Waltham, Massachusetts bronstein@ibisconsultinggroup.com

Myra Hindus, Vice President for Cultural Diversity, Berklee College of Music—Boston, Massachusetts mhindus@berklee.edu

Kevin Johnson, Multicultural Educator, Program Manager, Berklee College of Music—Boston, Massachusetts kjohnson2@berklee.edu

10:00–11:30 a.m.

COBALT 503

Cobalt Level, 5th Floor

Levels of Experience: **Novice and Intermediate****530. Teaching Tolerance Through Poetry in a Holocaust Context**

◆◆ Curricular/Pedagogical Models ◆◆

This session emphasizes audience interaction. Participants will be introduced to the pedagogical power of poetry to teach tolerance. The presenter and audience will study non-traditional, critically acclaimed Holocaust poetry, combined with primary source documents, which present images of horrific dehumanization. This approach can be an effective tool for teaching critical thinking in a variety of disciplines. The discussion will focus on the need to develop compassion for diversity in all levels of society. This session should particularly benefit staff development coordinators, educators in such diverse disciplines as ethics, psychology, history and literature who wish to combat racial prejudice and stereotyping and to motivate students to avoid being bystanders and develop the lifelong goal of being involved.

Richard Kalfus, Ph.D., Past Humanities Chair, Professor of Holocaust Studies, German and French, St. Louis Community College/St. Louis University—Kirkwood, Missouri rkalfus@charter.net

11:45 a.m.–1:15 p.m.

SAPPHIRE BALLROOM
Sapphire Level, 4th Floor

CLOSING LUNCHEON AND PERFORMANCE



531. Pakaraguian Kulintang Ensemble

The Pakaraguian Kulintang Ensemble of the Samahan Filipino American Performing Arts and Education Center performs gong-chime music and dances from the southern

Philippines. Formed in 2003 by UCLA alumni, Peter Paul De Guzman, Bernard Ellorin, Mary T. Lacanlale, Eleanor Lipat-Chesler and Nickki Martin-Lustre, Pakaraguian has been performing at various festivals, lectures, venues and universities around southern California. The group's main purpose is to accurately represent and educate its audiences about the Autonomous Region of Muslim Mindanao (ARMM) cultures of the Maguindanaon, Maranao, Tausug, Sama and Yakan ethno-linguistic groups. It is important to note that music and dances from this region are NOT "Muslim music or dances." These indigenous Philippine cultural arts forms originating from the Muslim Filipinos in Mindanao and Sulu are a part of the Philippines' Southeast Asian heritage.

1:30–3:00 p.m.

90-MINUTE CONCURRENT SESSIONS

1:30–3:00 p.m.

AQUA 303

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

532. Journey to Success in Higher Education: Examining Cultural and Social Structural Factors of American Indian College Students

◆◆ Research/Assessment/Evaluation ◆◆

This session will examine the factors associated with the academic success American Indian students in higher education and will describe factors that potentially influence American Indian student college success such as financial needs and cultural barriers. It is important to note that not all tribes face the same financial and cultural issues. Presenters will discuss the preconception that American Indian students should assimilate into mainstream college culture and point out how this preconception can impede their academic success. Based on the success in tribal colleges and universities, it is clear that American Indian students must embrace their cultural identity to succeed in college. National Survey of Student Engagement (NSSE) data will be presented to illustrate rates of American Indian student engagement for the current institution as well as in-house institutional measures administered to all freshman students. The session will present research findings which show that American Indian students have different learning styles than other students. This session should particularly benefit participants in colleges/universities who want to develop strategies to increase the success rates of American Indian students.

Charles Harrington, Ph.D., Provost, and Vice Chancellor, Academic Affairs, University of North Carolina—Pembroke, North Carolina provost@uncp.edu
Billie Hunt, Director of Assessment, School of Education, University of North Carolina—Pembroke, North Carolina billie.hunt@uncp.edu

1:30–3:00 p.m.

AQUA 313

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

533. Prejudice, Discrimination and Stereotyping in the Multicultural Classroom

◆◆ Theoretical Model ◆◆

This session will examine the intersection of prejudice, discrimination and stereotyping in today's multicultural classrooms. Presenters will provide definitions of prejudice, discrimination and stereotypes and will provide theories about the origins of these constructs. The session will discuss how these behaviors lead to racism, genderism and sexual orientation discrimination. Today's multicultural classroom offers many challenges to educators who need to have an understanding of what race, ethnicity and culture are and what they are not. Educators also need to understand how the intersection of these constructs affect students and what type of possible impact these phenomena create within today's classrooms. This session should particularly benefit participants interested in learning more about prejudice, discrimination and stereotyping and who are also interested in learning strategies to reduce these phenomena in the classroom.

Cammie H. Oxendine, Dean, School of Business, Management, Marketing and International Business, University of North Carolina—Pembroke, North Carolina cammie.hunt@uncp.edu

David B. Oxendine, Ph.D., Assistant Professor, Department of Education, University of North Carolina—Pembroke, North Carolina
david.oxendine@uncp.edu

1:30–3:00 p.m.

AQUA 305

Aqua Level, 3rd Floor

Levels of Experience: **Novice**

534. From Tube to Training: Using Television to Talk About Diversity

◆◆ Interactive Training ◆◆

This session will provide an opportunity for interaction and discussion among students. At this session, participants will examine their own level of comfort with diversity issues and explore those comfort levels with their peers. Through these discussions, they will assess their differences and similarities, while opening their eyes to how and why people are offended or hurt by the words and actions of others. Participants will explore their own beliefs and the presenter will provide them with a training tool to start conversations on their college campus. This session will not analyze the media program but will just use it as a tool for students to discuss issues of diversity. This session should particularly benefit students who are interested in diversity training, using popular media to teach diversity, and discussing how jokes and everyday interactions affect campus climates.

Niki Femmer, Assistant Director, Multicultural Center and International Student Affairs, Webster University—St. Louis, Missouri femmenic@webster.edu

1:30–3:00 p.m.

AQUA 307

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

535. Putting More Rubber on the Critical Race Theory Road

◆◆ Theoretical Model ◆◆

In this session the presenter will explore ways of moving critical race theory (CRT) out of the academic setting in order to put more rubber on the critical race theory road. Critical race theorists have been saying racism is a systemic problem requiring a large-scale, multi-generational response. This session will consider how to integrate CRT with grassroots racial justice organizing. This session should particularly benefit writers who want to reach new audiences, faculty who want to upgrade their course content, students looking for a career in racial justice, administrators interested in academic-community partnerships, community activists who want to use academic tools and anyone interested in exploring (and perhaps changing!) trends in critical race theory literature.

Paul H. Hawkins, Doctoral Candidate, Interdisciplinary Studies, Union Institute and University—Cincinnati, Ohio; Doctoral Candidate in International Politics, University of South Africa—Pretoria, South Africa; and Board Chairperson, International Foundation for Justice Research, Inc.—Pittsburgh, Pennsylvania seekingjustice@verizon.net

1:30–3:00 p.m.

AQUA 309

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

536. Recovering the Social Movement in Diversity Work

◆◆ Theoretical Model ◆◆

How can we diversity professionals reconcile the fact of our own mainstream status in the academy with the persistence of social injustice and inequity? What is the relationship between these two facts?

In an effort to re-center questions of justice, this session will acknowledge the social movement origins of diversity work in higher education and will trace some contemporary implications for promoting diversity in highly institutionalized and professionalized settings. The presenter will provide a brief overview of the institutionalization of social movements emphasizing de-radicalization, goal displacement, co-optation and the hegemony of the business model. Participants will be engaged in a dialogue designed to help one another to grasp the scope and consequences of institutionalization and to identify strategies for recovering a social movement sensibility in light of current challenges. This session should particularly benefit social-justice oriented diversity practitioners, students and other campus activists, and administrators seeking a deeper understanding of impediments to creating truly inclusive campuses. The initial presentation segment will summarize advanced theoretical work such that those with more limited experience will still be able to participate in the discussion and strategy segments.

Glyn Hughes, Ph.D., Director of Common Ground, University of Richmond—Richmond, Virginia ghughes@richmond.edu

1:30–3:00 p.m.

AQUA 300

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

537. CHANGE: Campuses Helping Address Neighborhood and Grassroots Efforts

◆◆ Case Studies/Model Programs ◆◆

This session will demonstrate how a long term partnership with the local urban community is a long term investment and not a short term bailout for short-term gain. The partnership between IUPUI and the Westside Indianapolis community has resulted in a successful partnership that has assisted the community to make strides toward true revitalization. Presenters will provide information on the background of the partnership; demonstrate how IUPUI has implemented civic engagement characterized by collaboration within and across disciplines and with the community. The session should particularly benefit participants who are interested in how to use university faculty, staff and students to benefit the community they serve.

Richard Bray, Former, Near West GINI Community Coordinator, Current, Assistant Director, Office of Multicultural Outreach, Indiana University Purdue University Indianapolis—Indianapolis, Indiana richbray@iupui.edu

Darrell D. Nickolson, Architectural Technology and Interior Design Faculty, School of Engineering and Technology, Indiana University Purdue University Indianapolis—Indianapolis, Indiana dnickols@iupui.edu

Starla D. H. Officer, Coordinator, Office of Neighborhood Partnerships, IUPUI Center for Service and Learning, Indiana University Purdue University Indianapolis—Indianapolis, Indiana sofficer@iupui.edu

1:30–3:00 p.m.

AQUA 311

Aqua Level, 3rd Floor

Levels of Experience: **Novice and Intermediate**

538. An Insider's View: Demystifying Multicultural Centers on College Campuses

◆◆ Case Studies/Model Programs ◆◆

This session will provide participants with an opportunity to examine the work and mission of college multicultural centers, using as examples the five private liberal arts institutions that comprise the Associated Colleges of the Twin Cities (Minnesota). This session will give colleagues a better understanding of the work, challenges, and opportunities that exist in college multicultural centers and the ways in which higher educational professionals can become effective allies to the multicultural centers on their campuses. This session should particularly benefit participants who are interested in the success of students of color and international students as well as those interested in entering the field and/or interested in collaborating and building partnerships with multicultural centers.

Emiliano Chagil, Director, Latino/Hispanic Student Services, Augsburg College—Minneapolis, Minnesota chagil@augsborg.edu

Denise Dieffenbach, Director, Multicultural Student Services, University of St. Thomas—St. Paul, Minnesota dmdieffenbac@stthomas.edu

Donna M. Hauer, Director, Multicultural and International Programs and Services, College of St. Catherine—St. Paul, Minnesota dmhauer@stkate.edu

Karla Benson Rutten, Director, Lealtad-Suzuki Center, Macalester College—St. Paul, Minnesota benson@macalester.edu

Carlos D. Sneed, Assistant Dean/ Director, Multicultural & International Student Affairs, Hamline University—St. Paul, Minnesota csneed@hamline.edu

Bao L. Thao, Associate Director, Multicultural Student Programs, Multicultural & International Student Affairs, Hamline University—St. Paul, Minnesota bthao03@hamline.edu

1:30–3:00 p.m.

AQUA 310

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

539. Surviving the Game: Strategies to Navigate the College Sports Plantation System

◆◆ Interactive Training ◆◆

This session will analyze and critique the emphasis colleges put on black male athletes to the detriment of their academic pursuits. Young black males are often led astray by a system that purports to be a savior for young men. However, after college black male athletes often find themselves either no better or in a worse predicament after college than before. 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. Presenters will identify the problem, its symptoms and its origins. This session will also lay out a systematic approach that will address the issue at its core. We will show how athletes should, and can benefit from a system that greatly benefits from the athletes, regardless of whether they succeed professionally. This session should particularly benefit student athletes, those who want to assist them, those who coach and/or work with them and those who recognize some collegiate athletic programs as a professional farm system.

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

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

PART II

1:30–3:30 p.m.

AQUA 314

Aqua Level, 3rd Floor

MAJOR WORKSHOP**540. Emerging Practices: Empowering Educators in the Use of Virtual Worlds**

(For session description, see Index 506)

1:30–3:30 p.m.

INDIGO 206

Indigo Level, 2nd Floor

FILM PREVIEW AND DISCUSSION**541. Trudell**Sundance Film Festival 2005, U.S. Documentary Competition
Artist Film Festival 2005, Awarded Jury Prize for Human Rights

Seattle International Film Festival 2005, Awarded Special Jury Prize for Best Documentary

TRUDELL follows the life work of Native American poet/activist John Trudell. Filmmaker Heather Rae spent more than a decade chronicling his travels, spoken word and politics in a poetic and naturally stylized manner. The film combines archival, concert and interview footage. The film preview will be followed by a question and answer session with the film's "subject" John Trudell (Santee Sioux), an acclaimed poet, national recording artist, actor and activist whose international following reflects the universal language of his words, work and message. Trudell is based in L.A.



NCORE® would like to acknowledge the sponsorship of Speak Out for providing this film, as well as participation and presentation

by John Trudell. www.speakoutnow.org

1:30–3:30 p.m.

SAPPHIRE 410

Sapphire Level, 4th Floor

PERFORMANCE: HMONG ARTS ON SPOKEN WORD**542. Hmong Rapper Tou Saiko Lee**

Tou Saiko Lee, a rapper from Minnesota, keeps his Hmong heritage alive through a mix of hip-hop and ancient traditions. This dynamic show will engage the audience into the culture of hip hop and Hmong culture through movement activities, spoken word poetry with cultural references and energetic hip hop music with a message. Tou SaiKo covers his

own journey as a refugee child growing up in America and overcoming gang violence to become a positive influence as an artist activist in his community through spoken word and hip hop. There will be performances of spoken word and hip hop that cover issues such as Asian American Cultural identity, human rights, social justice and how Hmong people fit into society here in America. tousaikolee@gmail.com

1:30–3:30 p.m.

SAPPHIRE 400

Sapphire Level, 4th Floor

PERFORMANCE—BRAVE NEW VOICES**543. Brave New Voices: A Spoken Word Review From the Next Generation**

In this special feature, NCORE® participants will be able to take part in a Brave New Voices ON TOUR sample workshop. Attendees will be encouraged to be honest and brave in their writing as they deconstruct, race, class, sex and gender in this introduction to the Spoken Word designed for college students. Come to witness

the Brave New Voices in the Spoken Word movement and see how they'll impact your campus.

Sponsored by the Speak Out <http://www.speakoutnow.org>

1:30–3:30 p.m.

2-HOUR CONCURRENT SESSIONS

1:30–3:30 p.m.

SAPPHIRE D

Sapphire Level, 4th Floor

544. IN THE NAME OF FREEDOM: Facing the Nexus of Unconscious Racial Bias and External Structures of Oppression—A Symbolic Approach to Learning and Transformation

We are in the post-Obama period, which for many, suggests that we are "past" issues of race. Certainly there is a need to redefine the structural parameters of racial oppression and our place in it. The purpose of this session is to liberate ourselves from the "blind spots" we each have in order to explore the meaning and possibility of attaining freedom within the context of racial oppression.

We will focus holistically at three levels:

- internalized/personal,
- interpersonal, communal and cultural, and
- institutional/systemic.

Through transformative learning practices and the utilization of symbolic archetypes, we will take the time to build community, heal and think critically together. Through journaling, drawing, guided imagery, reflective silence, dialogue and clips from Dr. Butler's films: *The Way Home*, *Light in the Shadows*, *Mirrors of Privilege Making Whiteness Visible* and her current project *Cracking the Codes*, we will better "see," assess and understand our own assumptions and beliefs. As educators, change agents and leaders we will use the power and truth found within our own stories to better assess and understand them while increasing our ability to see the interconnectedness of our multiple ways of being. In this way, together, we will practice applying what we are learning towards strategies for institutional and systemic reform that nourish our roots by defining, broadening and deepening our push towards inner and outer freedom.



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*—San Francisco, California

1:30–3:30 p.m.

SAPPHIRE P

Sapphire Level, 4th Floor

Levels of Experience: **Intermediate**

545. Race, Oppression and Environmental Justice

◆◆ Theoretical Model ◆◆

The session will address the issue of racism and presents how educators and students can trace the various forms of oppression to their roots. In order to adopt an approach embedded in social action and which supports human rights on the largest scale, it is necessary to understand the link between social and ecological injustice. In essence the oppression of people of color is inseparable from the oppression of the natural world.

This session will explore these intersections through historic and current perspectives and will look at instances of racial and ecological injustice in urban and rural communities. Presenters will include theory, interactive activities and dialogue. This session should particularly benefit teachers and students interested in developing a deeper understanding of how racism works on a global scale.

Suzanne Benally, Associate Vice President, 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

1:30–3:30 p.m.

SAPPHIRE L

Sapphire Level, 4th Floor

Levels of Experience: **Novice and Intermediate**

546. Yes We Can! A Grassroots Approach to Changing the Culture and Climate in the Classroom and Beyond

◆◆ Case Studies/Model Programs ◆◆

This session will provide methods to develop and implement faculty development workshops which will assist in integrating issues of diversity, multiculturalism and social justice in the curriculum. The presenters will provide sample templates to participants and they will introduce theoretical frameworks and will provide examples of curriculum transformation. Presenters are an interdisciplinary team of faculty and administrators who will lead a discussion about new courses, transformed courses and outcomes at Salem State College. The attendees will have an opportunity for interactive work to replicate components of the faculty academy as well as have a chance to discuss the development and implementation of the academy. This session should particularly benefit the faculty and administrators who are committed to affecting change at institutions with limited financial resources.

Robin C. Benton, Assistant Professor, Sport and Movement Science and Coordinator of Aquatic Management Studies, Salem State College—Salem, Massachusetts rbenton@salemstate.edu

Lee A. Brossoit, Ed.D., Assistant Dean of Students, and Coordinator of M.Ed. in Higher Education, Salem State College—Salem, Massachusetts lbrossoit@salemstate.edu

Sophia R. Evett, Ph.D., Associate Professor, Psychology, Salem State College—Salem, Massachusetts sevett@salemstate.edu

Anne-Marie Hakstian, J.D., Associate Professor Management, Salem State College—Salem, Massachusetts ahakstian@salemstate.edu

Shawn A. Newton, Assistant Director, Multicultural Affairs, Salem State College—Salem, Massachusetts snewton@salemstate.edu

1:30–3:30 p.m.

SAPPHIRE 412

Sapphire Level, 4th Floor

Levels of Experience: **Advanced**

547. Diversity Initiatives That “WORK”: A Comprehensive Plan for University Diversity

◆◆ Long- and Short-Range Planning ◆◆

This session will provide the “nuts and bolts” on how to develop, implement and evaluate a comprehensive plan for university diversity. The presenter will provide information on establishing a university diversity office and how to gather support from upper level administration. The session will present how to include diversity initiatives in the university’s strategic plan, establish funding for diversity initiatives and implement new diversity programs. Participants will have an opportunity to discuss the role and scope of a university diversity committee and how the partnership between the university diversity office and the university diversity committee drive the diversity initiatives for the campus. This session should particularly benefit those who are upper level administrators and faculty that are responsible for diversity issues at their institutions.

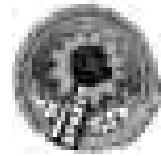
Sandra D. Moore, Doctoral Candidate, Educational Policy Studies and Evaluation; Special Assistant to the Provost for University Diversity, Eastern Kentucky University—Richmond, Kentucky sandra.moore@eku.edu

1:30–3:30 p.m.

SAPPHIRE 411

Sapphire Level, 4th Floor

Levels of Experience: **All**



548. Innovative Approaches for Student Organized Access and Retention Programs in the University of California (When Students Build It They Will Come)

◆◆ Case Studies/Model Programs ◆◆

This session will examine programs at the University of California from several different perspectives. These programs were organized by students to improve the access and retention of minority students in higher education. Presenters will cover the history of the UC programs, focusing on the impetus for them and will share experiences from each UC campus. The session will also examine the training of UC student organizers. Presenters will describe program structure and the centers under which they are housed especially the Student Promoted Access Center for Education and Service (SPACES) at the University of California—San Diego. This session should particularly benefit any students, administrators or organizers that hope to understand, develop, or improve student-organized programs to enhance access and retention. On the website for the Student Promoted Access Center for Education and Service, various documents like the mission statement and charters will be available <http://spaces.ucsd.edu>

Crystal Alvarez, Co-Director, Student Promoted Access Center for Education & Services (SPACES), University of California-San Diego—La Jolla, California calvarez@ucsd.edu

Sungwon Admondus Chung, Director, Statewide Affairs at the Student Promoted Access Center for Education and Services (SPACES), Undergraduate Department of Sociology, University of California—San Diego—La Jolla, California admondus@gmail.com

Christopher Datiles, Co-Director, Student Promoted Access Center for Education and Services (SPACES), University of California-San Diego—La Jolla, California cdatiles@ucsd.edu

Noah Lystrup, Co-Director, Student Promoted Access Center for Education and Services (SPACES), University of California-San Diego—La Jolla, California nlystrup@ucsd.edu

Frida D. Pineda, Advisor, Student Promoted Access Center for Education and Services (SPACES), University of California—San Diego—La Jolla, California fpineda@ucsd.edu

Joseph Ruanto-Ramirez, Office Manager, Administrative Assistant, Cross Cultural Center, University of California—San Diego—La Jolla, California

1:30–3:30 p.m.

AQUA 312

Aqua Level, 3rd Floor

Levels of Experience: **Intermediate**

549. Where are the Instructions to this Package?

◆◆ Research/Assessment/Evaluation ◆◆

The material in this session is based on a research project that identified some unwritten rules of higher education. Presenters will discuss the effects of these rules on African American faculty and will present suggestions for how to deal with them. They will present data from more than 100 test subjects which will illustrate the experiences of African Americans with unwritten rules about the tenure process, about getting published versus engaging in service and about research agendas. The presentation will help participants better understand the experiences and needs of African American faculty and will share methods to prepare them for the professorate and the politics that are governed by the unwritten rules in the academy. This session should particularly benefit participants who are interested in identifying rules of the academy and who are interested in increasing African American faculty satisfaction, success and retention.

Yvette Latunde, Ed.D., Assistant Professor of Special Education, Azusa Pacific University—Azusa, California ylatunde@apu.edu

Angela Louque, Ed.D., Associate Dean, Academic Affairs, Azusa Pacific University—Azusa, California alouque@apu.edu

1:30–3:30 p.m.

INDIGO 204 A, B

Indigo Level, 2nd Floor

SPECIAL FEATURE PRESENTATION



550. The Case of the San Francisco 8 (Discussion continues)

In 1973 when 13 alleged “Black militants” were arrested in New Orleans, some of them were tortured for several days by law enforcement authorities in striking similar-

ity to the horrors visited upon detainees in Guantanamo and Abu Ghraib. Shortly after the founding of the Black Panther Party, FBI Director J. Edgar Hoover described it as “the greatest threat to the internal security of the country.” By July 1969, the Black Panther Party had become the primary focus of COINTELPRO (Counter Intelligence Program) and was the target of 233 of the 295 authorized “Black Nationalist” actions including the assassination of some of its leaders like Fred Hampton and Mark Clark in Chicago and armed police attacks on Panther offices in many cities. Now eight former Black Panthers and party associates are being charged with a 37-year-old case based on torture-induced statements and fabricated evidence that was originally thrown out in 1975.

There will be a showing of a film, *Legacy of Torture: the War Against the Black Liberation Movement*, which will be followed by presentations and discussion by **Hank Jones** and **Ray Boudreaux** - two of the San Francisco 8 and **Dr. Curtis J. Austin** of the Center for Black Studies, University of Southern Mississippi.

4:00–4:45 p.m.

SAPPHIRE BALLROOM

Sapphire Level, 4th Floor

CONFERENCE CLOSING ADDRESS (PLENARY SESSION)

551. Keynote Address:

Racial Inequality and Higher Education: Moving Beyond Race in Post Civil Rights America



Pedro Noguera, Ph.D., Professor, Steinhardt School of Culture, Education and Human Development; and Executive Director, Metropolitan Center for Urban Education, New York University; Co-Director, Institute for the Study of Globalization and Education in Metropolitan Settings (IGEMS)—New York, New York pedro.noguera@nyu.edu

Pedro Noguera is one of the country’s most important voices on education reform and diversity, an award-winning educator, author and activist. An expert on school reform, diversity and the achievement gap. Dr. Noguera is the author of several groundbreaking texts, is a regular guest on CNN, and a dynamic speaker who translates social theory into concise, hip language with emotional impact and intellectual rigor. As a leading urban sociologist, Noguera examines how schools are influenced by social and economic conditions in the urban environment. What are the challenges they face in providing safe, academically rewarding environments? What is the state of race relations, racial inequality? What is the role of diversity? What is the impact of violence, parents and school vouchers? What factors promote student achievement? Which detract from it? What is the impact of immigration and migration? A realistic, hopeful speaker, Noguera presents the hurdles we face in providing equal education to all—and then unveils the solutions that are already working to overcome them.

5:00–6:00 p.m.

SAPPHIRE BALLROOM FOYER

Sapphire Level, 4th Floor

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NCORE® 2009 EXHIBITOR LISTING

Exhibit Hours:

Wednesday, May 27, 10:00 a.m.- 6:00 p.m.

Thursday, May 28 & Friday, May 29, 7:30 a.m.-6:00 p.m.

Saturday, May 30, 10:00 a.m.-1:30 p.m.

ACT, Inc.

Affirmative Action Register

AK Press Publishing & Distribution

American Association for the Advancement of Science

American Program Bureau

Association of American Veterinary Medical Colleges

Bilal's Stand; Enabling Diversity Conversations

California Indian Market & Jewelry

CAMPUSPEAK, Inc.

Citizen Schools

Daff's Specialties

EFEX Program at The University of Michigan

Higher Education Research Institute

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JDOTT

Kepler Speakers

NASPA - Student Affairs Administrators in Higher Education

National Research Council/National Academies

SpeakOut

Stylus Publishing

Teaching for Change

The Native Dream Lodge

University of San Diego

University of Wisconsin-Madison

West Love Color and Culture

Westfield State College

White Privilege Conference

X-Quisit

2009 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.

- 224. Are We On The Same Page? Expectations of Black Faculty and Black Students on Predominantly White Campuses
- 226. Beyond White Privilege
- 237. Building Cross-Cultural Competencies: Ten Cross-Cultural Maxims for Counseling and Education
- 240. Beyond Tokenism; Student Engagement and the Successful Black Male
- 315. AMERICA: Land of the Free? The Conception of Racism: Its Intention and Impact
- 322. The 10 Myths of Social Justice
- 331. An Analysis of Blackness and Deafness in *Unspeakable: The Story of Junius Wilson*
- 333. Latino/a Student Unions and the Performance/Production of Ideology
- 334. The Thong and The Hejab: Race Still Matters!
- 345. Asian Deaf Identity Development: The Hidden Members of the "Model Minority" and the Struggle for Acceptance—Challenges in the Development of Cultural Awareness
- 374. Latino College Students: Barriers and Challenges to Succeeding in College at Predominantly White Institutions
- 413. Beyond Race, Gender, and Class: Understanding the Roots of Privilege
- 431. For Colored Girls Who Have Considered Spoken Word When a Ph.D. Isn't Enough: Using Autoethnographic Performance and Afrocentricity to Examine the Intersections of Race and Gender
- 439. Mentoring Program at Gallaudet University: A Tool for Retention and Minority Success
- 440. Beyond the Carrot and the Stick: A Model for Creating Inclusiveness and Positive Organizational Change
- 442. What, Me Racist?
- 444. Rednecks, Hillbillies and White Trash: The Invisible White Minority
- 463. Cool Pose: African American Male Coping Strategy
- 518. "You Mean, There's Race in My Movie?": A Critical Analysis of Race in Mainstream Movies
- 533. Prejudice, Discrimination and Stereotyping in the Multicultural Classroom
- 535. Putting More Rubber on the Critical Race Theory Road
- 536. Recovering the Social Movement in Diversity Work
- 545. Race, Oppression, and Environmental Justice

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.

- 316. The Student Success Research Consortium: Using a Memorandum of Understanding to Engage Ethical Space in a Collaboration Between an Indigenous Community and a University
- 364. RITECT: A Workplace Violence Prevention Plan

- 436. The Latino Vote for Obama: Can This Emerging Political Force Reshape New Immigration Laws for Undocumented Immigrants and Their Children?
- 526. Serious Consideration of Race Neutral Alternatives to Diversify Enrollment

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.

- 227. The Rubber has Hit the Road: The Complexity of Working on Issues of Diversity, Multiculturalism and Social Justice on College Campuses During Economic Crisis
- 319. Faculty Retention Toolkit
- 342. National Center for Institutional Diversity: Strategic Priorities and Activities
- 368. In This Room, In This House: Enhancing the Quality of Life for Culturally Diverse Graduate Students on Predominantly White Campuses
- 371. A University Model of Inclusion and Equity
- 377. Bringing it All Together? Negotiating the Extended Landscape of Institutional Diversity—Gender, Sexuality, Internationalization and Class
- 417. Beyond Words and Into Action: Encouraging Difficult and Courageous Conversations in a Predominantly White Institution
- 419. Update on Developing a University/Community Dialogue to Form a Partnership With California American Indian Communities
- 422. Best Practices in the Recruitment and Retention of Diverse Faculty and Administrative Staff at a Predominantly White Mid-Western University
- 432. Three Cycles of Diversity Strategic Planning at Penn State (1998-2015): Lessons Learned and New Directions
- 443. The Culture of Debt: Addressing the Need for Financial Literacy
- 472. Transforming Your University Around Diversity: How to Create and Implement an Inclusive Excellence/Campus Diversity Plan
- 510. Critical Considerations for Building a Successful Diversity Practice: An Interactive Framework Using Case Studies From a Predominantly White University and Private College
- 529. Moving From the Margins to the Center: How to Develop a Comprehensive Diversity Strategy From the Ground Up
- 547. Diversity Initiatives That "WORK": A Comprehensive Plan for University Diversity

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.

- 216. The Nevada Latino Youth Leadership Conference: Building Community Partnerships for Latina/o Student Leadership and First Year Success
- 218. Sitting at Our Table: A Case Study About Creating an Inclusive Campus Climate at Oregon State University
- 228. Recruiting and Retaining a More Diverse Student Body: Best Practices for Graduate Programs
- 229. Engaging the Disinterested Student: Retention Strategies for Underrepresented Students in Teacher Preparation Programs

- 230.** At the Intersection of Diversity and Globalism: A Case Study in Regionalizing Multicultural Initiatives Among Community Colleges in Southeastern Michigan
- 232.** Reforming Health Care: How Pharmacists Can Reduce Disparities by Improving Access and Equity for Under-served Communities
- 233.** The California State University Chancellor's Office African American Initiative
- 236.** A Sense of Place: Western Illinois University Multicultural Center
- 323.** How Much Will You Tolerate? A Student Based Social Change Approach to Addressing Acts of Intolerance on Campus
- 325.** A Journey Toward Equality: A Community College Recounts the Story of its Commitment to Change the "Face" of its Workforce
- 326.** Pathways to College: Creating and Retaining a Culturally Diverse Student Body
- 332.** The Experiences of Chief Student Affairs Officers in Addressing Incidents of Racial Insensitivity on College and University Campuses
- 336.** The Phenomenal PhD Sisterhood: Building Community in a Distributed Learning University
- 341.** Stay Power!: The Transformative Role of Affinity Groups in the Recruitment and Retention of Culturally Diverse Faculty and Staff
- 346.** The Transitional Year Programme: Providing Access in Uncertain Times
- 347.** Student of Color Alliance: Building Community on a Predominantly White Campus
- 365.** The Tipping Point Effect: The Road to Recruiting and Retaining Students of Color at Villanova
- 366.** PMS: Peer Mentoring for Success
- 367.** Have the Faculty Live on Campus: Retaining Minority Faculty Through Faculty In Residence (FIR) Program
- 376.** Reaching Diverse Learners and Imbedding Diversity Through Universal Design
- 415.** Implementing the Principles of Community—A Web-based Online Course Focused on Creating Inclusive Environments
- 418.** Civil Rights Pilgrimage: An Evaluation Study of the Impact of Immersion Experience on the Development of Multicultural Competence at UW-Eau Claire
- 421.** Interculturally Speaking: A Leadership Series
- 423.** Joint Programming Efforts Which Promote Retention and Supportive Academic Environments for Underrepresented Students
- 459.** Engaging Differences on the Community College Campus
- 460.** It's All About "U" and Your Mentoring Program—Strategies to Help Supervisors Create and Manage Their Mentoring Programs More Effectively
- 462.** Grow Your Own: How to Recruit Faculty of Color and Retain New Faculty
- 464.** The Community Research Program at Boston College: A Case Study of a Multi-disciplinary Program for Undergraduate Research in the Latino and Asian American Communities
- 466.** The Student Commission for Unity at Georgetown University: An Innovative Student Led Research Project to Enact Diversity Initiatives in Higher Education
- 468.** Hip Hop, Humanism and Higher Education: The Utilization of Hip Hop Activism Within Multi-cultural, Social and Academic areas
- 469.** An Honest Journey in Connecting Mind, Body, and Soul to Inclusive Excellence in a Predominantly White Student Life Division
- 519.** Anatomy of a Revolution: Students, Faculty and Staff Transform Their Invisibility to Visibility
- 520.** Three Years in Review: Utilizing the Faculty Learning Community as a Pro-Active and Reactive Model for Improving Campus Inclusion and Engagement through Dialogue and Action
- 524.** Transitioning From the HBCU to Graduate Study at a Predominantly White Institution: Challenges, Pitfalls and Rewards
- 527.** Why We Can't Wait: African American Male Initiatives at the University of Akron
- 528.** Blackface and Other "Racial Illiteracies"
- 537.** CHANGE: Campuses Helping Address Neighborhood and Grassroots Efforts
- 538.** An Insider's View: Demystifying Multicultural Centers on College Campuses
- 546.** Yes We Can! A Grassroots Approach to Changing the Culture and Climate in the Classroom and Beyond
- 548.** Innovative Approaches for Student Organized Access and Retention Programs in the University of California (When Students Build It They Will Come)

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.

- 219.** One More River to Cross: The Intersection of Race and Sexual Orientation in Today's Society
- 314.** Let's Do This: Best Practices for the Recruitment and Retention of Students of Color
- 340.** Laying the Groundwork for Cultural Transformation: Advancing Racial Awareness at Historically White Institutions
- 356.** Creating the "UNSTOPPABLE" Leader That Is You!
- 358.** A CAMPUS OF DIFFERENCE™ an Anti-Bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute
- 369.** WHO AM I? . . . AND WHY ME?: The Fatigue Factor and Identity Struggle in the Fight for Social Justice: PRAXIS THROUGH PERFORMANCE
- 416.** ENCOMPASS Compassion Plays Presents: "Horizon Line"
- 429.** Is Everybody Stupid(?): Apathy, Disengagement and Ignorance Through the Hip Hop Lens
- 433.** Strategically Positioning Multicultural Affairs
- 451.** Cosmic Race, Rainbow People and Other Myths: An Exploration of Race and Racial Identity in the Latino/a Community
- 452.** Other Awareness Project
- 467.** We Oppose Racism and White Privilege: Now, How Do We Engage and Influence "Colorblind" and "Post-Racial" Colleagues?
- 508.** Teaching for Change: Overcoming Stereotypical Representations of American Indians
- 534.** From Tube to Training: Using Television to Talk About Diversity
- 539.** Surviving the Game: Strategies to Navigate the College Sports Plantation System

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.

- 239.** Appreciating, Accepting and Celebrating Differences Through Tolerance Training: A Reexamination
- 330.** How to Establish a Mentoring Program for Multicultural Students

509. Developing a Multicultural Personality: Training for Personal and Systemic Transformation to Combat Health and Behavioral Health Disparities and the “Isms”—Classism, Racism, Sexism, Genderism and Heterosexism

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.

217. Transformative Learning for Social Justice: Dialogical Learning in a Hybrid Seminar
220. Teaching Teachers to Infuse Racial Diversity in the Classroom: One Approach Toward Closing the Achievement Gap
225. Perception Through Images: A Photoethnography of Women Students of Color at a Predominantly White Institution
235. Learning Communities as a Site for Cross-racial Dialogue: The Harlem Renaissance Experiment
238. Making Diversity Count: Build Respect and Combat Bias
317. Infusing Diversity, Interculturalism, and Inclusive Excellence Within and Across Academic Colleges
318. Teaching White Privilege: A Multidisciplinary Approach
321. How to Teach Cultural Diversity to Future Health Care Professionals
338. LEAP (Learning Experience for Academic Progress): Maximizing Underprepared First-year Student Success Through Collaborative Partnerships Between Student Development and Academic Affairs at Point Loma Nazarene University
354. Examining Diversity Through Film: An Innovative Approach to Implementing the University's Commitment To Diversity and Social Justice
355. Debunking the Myths About People of Color and the Environment: Higher Education's Role in Making the Green Movement Multicultural
357. Creating the Safe Multi-Cultural Classroom: How to Foster Deep Sharing and Relationship Building
372. Developing and Teaching a Multidisciplinary Course About Hate: Student Reactions and Faculty Lessons
416. ENCOMPASS Compassion Plays Present: “Horizon Line”
437. Emotional Processing in the Classroom: Successful Teaching Strategies for Multicultural Courses at Predominantly White Institutions
441. Multicultural Curriculum Development in Online Courses: Practices From Washington State Community Colleges
445. One Thing I Have Learned. . . is the Importance of Seeing Both Sides of the Story: Women and Racial Identity Development Within a Leadership and Social Justice Framework
453. Diversity and Social Justice for All: Professional Development for Higher Education Students and Professionals
461. Having a Conversation About Race and Sport in a Post-Obama Election World (or Critically Reading the Concept of a “Colorblindness” Through Sport)
470. Engaging Students With Diverse Identities: A Faculty Institute
471. Teaching Diversity at a Liberal Arts College: Resistance and Opportunity
517. Online Faculty Development: Supporting Second Language and At-Risk Student Success
525. The Miseducation of The Black Greek™
530. Teaching Tolerance Through Poetry in a Holocaust Context

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.

234. The Longest Hatred and the College Campus: Anti-Semitism and Anti-Israelism in American Higher Education
320. A Physical and Emotional Perspective of Minority Women Doctoral Students
324. The Impact of the College Environment on African American Students' Preparation for Access to a Medical School Education
329. Diversity and Assessment: A Partnership for Sustainable Change
335. Sexploited: Media Exploitation of Sexism
337. Assessing Diversity and Equity: Useful Strategies and Tools for Fostering Substantive Change
339. Money Does Matter! When it Comes to Retention and Access to Higher Education, What Does the Research say About Creating More Sensitivity in Financial Aid Offices Towards the Needs of Low-income Urban Students in Community Colleges and Reducing Financial Barriers to Student Retention and Access?
343. More Than Cool: Beyond Monolithic Understandings of Black Male Masculinity in Collegiate Settings
344. Insight Into the Challenges Latino Students Face While Training in Theatre
370. Examination of the Williams-Proctor Cultural Competence Scale for Youth Development Professionals and Paraprofessionals
373. Beneath Our Sacred Minds, Hands, and Hearts: Stories of Persistence and Success Among American Indian Graduate and Professional Students
375. Processes and Struggles With Racial Microaggressions: Experiences From the White American Perspective
420. Inspired to be the First: What Motivates African American and Mexican American First-Generation Students to Pursue a College Education?
424. Assessing Diverse Learning Environments: Integrating Assessments of Campus Climate, Practices and Outcomes
430. Black American Sign Language (ASL): The Socio-historical Foundations
434. Paradigm Shifts: Developing Fresh Ideas, New Language and Community-wide Approaches to Solving America's Race Problem
438. Collaborative Research for Enhanced Literacy
532. Journey to Success in Higher Education: Examining Cultural and Social Structural Factors of American Indian College Students
549. Where are the Instructions to this Package?

2009 COLLEGE BOARD/NCORE® STUDENT SCHOLARSHIP RECIPIENT

Currently in its 16th 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** for past Five years. The contributions will allow NCORE® to offer the opportunity for greater number of student scholars to attend this unique national conference. NCORE® 2009 Student Scholars and their institutions are listed below:

Krystalskye Kanani Alexander

Undergraduate Student
Sociology Major and Psychology Minor
Portland State University
Portland, Oregon

Vamika Beale

Doctoral Student
Organizational Psychology
Walden University
Walden University -
an accredited online institution

Kristin "KB" Bowman

Graduate Student
Women's Studies
San Diego State University
San Diego, California

Jessica Burden

Undergraduate Student
Kinesiology Major and African American Studies
Minor
University of Las Vegas
Las Vegas, Nevada

Janna R. Caspersen

Undergraduate Student
Pre-Law Major,
Geography, Political Science Minor
University of Wisconsin
Eau Claire, Wisconsin

Draco Chu

Undergraduate Student
Global Studies Major
University of California
Los Angeles, California

Barry Anthony Cleckley Jr.

Undergraduate Student
Psychology and African American Studies Major
Muhlenberg College
Allentown, Pennsylvania

Rossella M. De Leon

Undergraduate Student
Human Resources Management Major,
Black Studies Minor
Portland State University
Portland, Oregon

Jillian L. Hiscock

Graduate Student
Education, Educational Leadership
University of Minnesota
Duluth, Minnesota

Karen M. Hodo

Undergraduate Student
Graphic Design Major
Iowa State University
Ames, Iowa

Kamila Jacob

Undergraduate Student
Sociology and Spanish Major
Muhlenberg College
Allentown, Pennsylvania

Whitney Nicole Lovato

Undergraduate Student
Business Administration Major
Regis University
Denver, Colorado

Elizabeth Joan Luger

Undergraduate Student
Indian Studies/Psychology Major
University of North Dakota
Grand Forks, North Dakota

Joshua Matulewicz

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Accounting Major
Human Resource Management Minor
Central Michigan University
Mount Pleasant, Michigan

Jefferson D. Mitchell

Undergraduate Student
Mechanical Engineering
Iowa State University
Ames, Iowa

Anthony Och

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Organizational Communications Major,
Music Minor
University of Wisconsin
Eau Clair, Wisconsin

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Environmental Studies Minor
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Madison, Wisconsin

Melinda Ramirez

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Art and Business Administration Major
Muhlenberg College
Allentown, Pennsylvania

Rosalie P. Ramirez

Graduate Student
Specializing in School Counseling
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San Diego, California

Crystal A. Rogers

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Undecided Major
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Portland, Oregon

Rosemary Rotuno-Johnson

Doctoral Candidate
Educational Leadership
Miami University
Oxford, Ohio

Arianna Taboada

Undergraduate Student
World Arts and Cultures Major
Public Health and Chicana/o Studies Minor
University of California
Los Angeles, California

Michael Tinglin

Doctoral Student
Pharmacy, Ernest Mario School of Pharmacy
Rutgers, The State University of New Jersey
Piscataway, New Jersey

Natalie Williams

Graduate Student
Rehabilitation Counseling
Langston University
Oklahoma City, Oklahoma

NCORE® 2009 UNIVERSITY OF OKLAHOMA STUDENT INTERN:

Anna Wong Lowe, Doctoral Candidate, Communication, Graduate Research Assistant, Research Institute for STEM Education (RISE), The University of Oklahoma—Norman, Oklahoma