



NCCORE[®] 2010

PROGRAM AND RESOURCE GUIDE
23rd Annual

National Conference on Race & Ethnicity in
American Higher Education[®]

June 1 through June 5, 2010 ♦ National Harbor, Maryland

Sponsored by

The Southwest Center for Human Relations Studies

Public and Community Services Division ♦ College of Continuing Education ♦ University Outreach

THE UNIVERSITY OF OKLAHOMA

EXECUTIVE COMMITTEE

The Southwest Center for Human Relations Studies

The Executive Committee of the Southwest Center for Human Relations Studies serves as the primary planning body for the Annual National Conference on Race & Ethnicity in American Higher Education (NCORE®). The Executive Committee encourages direct, broadly based input into the planning process from all conference participants through the conference evaluation process, discussion, and other written and verbal communication.



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ON THE COVER— Bakota Girl I, Color Woodcut (1974) by David C. Driskell. Professor Driskell studied at Skowhegan School of Painting and Sculpture in Maine and received his undergraduate degree in art at Howard University (1955) and a Masters in Fine Arts degree from Catholic University (1962). He joined the faculty of the Department of Art at the University of Maryland in 1977 and served as its Chair from 1978-1983. He has been a practicing artist since the 1950s and his works are in major museums throughout the world, including the National Gallery of Art, the High Museum of Art, and Yale University Art Gallery, to name a few. In 1976, Driskell was the curator of the groundbreaking exhibit "Two Centuries of Black American Art: 1750-1950" which laid the foundation for the field of African American Art History. Since 1977, Dr. Driskell has served as cultural advisor to Camille O. and William H. Cosby and as the curator of the Cosby Collection of Fine Arts. In 2000, in a White House Ceremony, Professor Driskell received the National Humanities Medal from President Bill Clinton. In 2007, he was elected as a National Academician by the National Academy. Courtesy by The David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora <http://www.newsdesk.umd.edu/culture/2007/Driskell/Driskell.cfm>

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NCORE[®] 2010

23rd 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[®] 2010 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[®] 2010 Contributors:

- ◆ (ADEA) American Dental Education Association
Explore Health Careers Program
- ◆ American Program Bureau
- ◆ Association of American Medical Colleges (AAMC)
- ◆ College Board
- ◆ Royce Carlton Agency
- ◆ SpeakOut
- ◆ University of Akron, Office of Inclusion & Equity/Chief Diversity Office

Thank you for your contributions and support.

MONDAY, MAY 31, 2010

1:00–8:00 p.m.

POTOMAC BALLROOM A and C FOYER
Convention Center, Level 2

REGISTRATION AND ON-SITE CHECK-IN

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

PRESIDENTIAL BOARD ROOM

Hotel, Level 2

NDNCORE MEETINGS

Five meetings are hosted by the Native Delegates of NCORE. The caucus group organized during the NCORE[®] 2007 conference. During the NCORE[®] 2010 the Native Delegates will meet to discuss a series of issues of interest to Native Americans in Higher Education.

6:00–7:00 p.m.

002 Organizational Meeting

For other meetings of the NDNCORE, see index 129, 213, 377, 474

6:00–8:00 p.m.

AZALEA 3
Hotel, Level 2

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)** 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.

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

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 Co-Chair, **2006-2010 NCORE[®] National Advisory Committee**—Norman, Oklahoma

TUESDAY, JUNE 1, 2010

8:00 a.m.–5:00 p.m.

POTOMAC BALLROOM A and C FOYER
Convention Center, Level 2

REGISTRATION AND ON-SITE CHECK-IN

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

8:30–11:30 a.m. and continuing 1:30–5:30 p.m.

PRE-CONFERENCE INSTITUTE SESSIONS

101–125 For Pre-Conference Institute listing, see Pre-Conference Institute at a Glance on pages 7-8 and for description with time/day of all institutes, see Index 101-125.

11:30 a.m.–1:15 p.m.

POTOMAC BALLROOM A and B
Convention Center, Level 2

126 PRE-CONFERENCE INSTITUTE LUNCHEON

POTOMAC BALLROOM 3
Convention Center, Level 2

APINCORE (Asian/Pacific Islander American) Caucus

During the NCORE® 2010, there are four meetings hosted by the APINCORE Caucus group.

6:00–7:00 p.m.

127 Welcome and Pre-Conference Meeting (Social to Follow)

For other meetings of the APINCORE Caucus group, see Index 209, 379, 472

6:00–7:00 p.m.

POTOMAC BALLROOM 4
Convention Center, Level 2

128 MULTIRACIAL/MULTIETHNIC CAUCUS

During the NCORE® 2010 the Multiracial/Multiethnic caucus will meet to discuss a series of issues of interest to the group.

For other meetings of the Multiracial/Multiethnic Caucus group, see Index 211, 376, 473

POTOMAC BALLROOM 1
Convention Center, Level 2

NDNCORE CAUCUS

Five meetings are hosted by the Native Delegates of NCORE. The caucus group formally organized during the NCORE® 2007 conference. During the NCORE® 2010 the Native Delegates will meet to discuss a series of issues of interest to Native Americans in Higher Education.

6:00–7:00 p.m.

129 Welcome and Conference Overview

For other meetings of the NDNCORE, see index 002, 213, 377, 474

6:00–7:30 p.m.

POTOMAC BALLROOM 6
Convention Center, Level 2

JDOTT BOARD MEETING



130 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 375

POTOMAC BALLROOM 2
Convention Center, Level 2

LATINO/A CAUCUS

Five meetings are hosted by the Latino/a Caucus Groups organized during the NCORE® conference. During NCORE® 2010 the Latino/a caucus will meet to discuss a series of issues affecting Latino/a faculty, administrators, staff, and students in higher education.

6:00–7:30 p.m.

131 Pre-Conference Orientation Meeting and Social

For other meetings of the Latino/a Caucus, see Index 210, 378, 475

6:00–8:00 p.m.

INFORMAL NETWORKING MEETINGS

132 While you participate in the excellent and the diverse programming of NCORE®, and witness the commitment of the NCORE® to be inclusive, we invite you to visit the caucus group meetings. NCORE has eight active caucuses: American Indian (NDNCORE), Asian/Pacific Islander American (APINCORE), Black/African American, Caucasian/White, Latino/a, LGBT, Multiracial, and Students. These groups will provide an important intra-group comfort zone and identification, and will organize discussion on the important issues and topics. Meeting rooms are available for informal meetings to facilitate networking and discussion. Rooms may be scheduled in the evening through conference headquarters personnel, and will be assigned on a first-come, first-served basis. An effort will be made to announce scheduled informal meetings at prior plenary sessions and a notice will be posted on the bulletin board located in the conference registration area.

6:00–8:00 p.m.

POTOMAC BALLROOM C
Convention Center, Level 2

COLLEGE BOARD/NCORE® 2010 STUDENTS AND STUDENT SCHOLARS' RECEPTION



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

NCORE® would like to acknowledge the contribution made by the office of Inclusion & Equity/Chief Diversity office at the University of Akron toward this reception.

The
University
of Akron

NCORE® 2010 Student Scholars, student participants, and the National Advisory Committee members are invited to join the Southwest Center for Human Relations Studies' Executive Committee members for this reception to honor our student scholars and to discuss a series of issues affecting students in higher education.

POTOMAC BALLROOM 5
Convention Center, Level 2

AFRICAN AMERICAN/BLACK CAUCUS

Four meetings are hosted by JDOTT for African American/Black Caucus group meetings.

7:30–9:00 p.m.

134 African American Network Gathering

For other African American/Black Caucus meetings, see Index 208, 380

8:00–9:15 p.m.

POTOMAC BALLROOM A and B
Convention Center, Level 2

SPECIAL EVENING EVENT

135 *New Faces of America*



A performance by **Will & Co.**

"The New Faces of America," a one woman show about what it is like for college students to live and thrive in a multicultural America. This is a perfect event for people to discuss current diversity and social issues in America. We present characters (taken from real interviews) of 7 incredibly different backgrounds. What's groundbreaking about this show is the contemporary nature. We are examining issues that are currently hap-

pening to people all across America, and we are doing it in a Multi-Media format. Between each monologue, we have developed a sequence of video clips, sound bytes, pictures and other forms of media to act as an adhesive and enhance the subject matter. It truly is a unique event! In addition to the performance, there will be interaction with the audience in a post show discussion, which gives us the ability to engage in the subject matter at hand. Faces tells the stories of: a female bi-racial college student, a southern gay minister, a young female veteran from the Iraq war, a Native American teenager, a young migrant worker, an Appalachian college student, and a deaf African-American. For more information, please visit www.willandcompany.com

9:30–11:00 p.m.

POTOMAC BALLROOM A and B
Convention Center, Level 2

SPECIAL EVENING EVENT

136 STEP AFRIKA!



C. Brian Williams, Founder and Executive Director, Step Afrika! @ The Atlas Performing Arts Center—Washington, DC

Step Afrika! is the only professional dance company in the world dedicated to the tradition of stepping. Founded in December 1994, the company is critically acclaimed for its efforts to promote an understanding of and appreciation for stepping and the

tradition's use as an educational tool for young people worldwide. Step Afrika! reaches tens of thousands of Americans each year and has performed on prestigious stages in North & South America, Europe, Africa, Asia and the Caribbean. Step Afrika! serves as a cultural ambassador for the United States, representing the nation at events around the world through invitations from American embassies. The company is a model for the use of stepping in educational settings, espousing the themes of teamwork, academic achievement and cross-cultural understanding. Step Afrika! frequently conducts residencies, master classes and in school performances for the John F. Kennedy Center for the Performing Arts, the Washington Performing Arts Society, the Smithsonian Institution and in schools around the world. For more information about the Company, Company Members, the Roots of Step Afrika!, What is Stepping, please visit the site at www.stepafrika.org



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

103 INSTITUTE ON Best Practices for the Recruitment and Retention for Students of Color

- PART I—Building Your Program on a Multicultural Training and Project Planning Model
- PART II—Development of a Multicultural Recruitment Plan Tuesday, June 1—8:30–11:30 a.m.
- PART III—Development of a Collaborative Multicultural Retention Plan Then Program
- PART IV—Building your Program; the Campus Recruitment and Retention Summit
- PART V—Closing and Review Tuesday, June 1—1:30–5:30 p.m.

104 INSTITUTE FOR Black Professionals on the Move—Strategies for Access and Success on the Higher Education Pipeline—John D. O’Bryant Think Tank for Black Professionals (JDOTT)

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

105 INSTITUTE ON Cracking the Codes of Internalized Racial Oppression and Internalized Racial Supremacy

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

106 INSTITUTE ON the Documentary Film, “Why US” Left Behind and Dying?—Discussing HIV/AIDS, Race and Culture

- PART I—Secrecy and Shame Tuesday, June 1—8:30–11:30 a.m.
- PART II—Science and the Distrust of Science Tuesday, June 1—1:30–5:30 p.m.
- PART III—Homophobia, the Church, and Community Wednesday, June 2—8:30–11:30 a.m.

107 INSTITUTE FOR Empowering Educators in the Use of Virtual Worlds: Educating a New Generation of Creative Class Intellectuals

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

108 INSTITUTE ON Enough is Enough: Stemming Violence Through Community and K12 Collaborations

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

109 Institute on Global Competencies: Models That Work for Successful Border Crossings at Home and Abroad

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

110 INSTITUTE ON Higher Education Through Our Eyes (American Indian)

- PART I—Tribal Crit on Campus Tuesday, June 1—8:30–11:30 a.m.
- PART II—Tribal Crit on Campus Tuesday, June 1—1:30–5:30 p.m.
- PART III—Developing the Tribal Citizen: Issues of Duality Among American Indian Students

111 INSTITUTE ON Identity and Issues for Multiracial Students and College Campuses

- PART I—Multiracial Identity: Yesterday and Today, and Implications for Our Work With Multiracial Students Tuesday, June 1—8:30–11:30 a.m.
- PART II—Unfolding and Exploring Our Distinct Racial or Multiracial Identity Tuesday, June 1—1:30–5:30 p.m.
- PART III—Linking Multiracial Concerns to the Agendas of Multicultural and Diversity Programs on College Campuses Wednesday, June 2—8:30–11:30 a.m.

112 INSTITUTE FOR Infusing Diversity in Curriculum and Pedagogical Practices: An Emergent Process

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

113 INSTITUTE ON Internationalization and Higher Education: Expectations, Contradictions, and Potential Opportunities

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

114 INSTITUTE ON Latino/a in Higher Education—“Thriving Not Just Surviving!”

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

115 INSTITUTE FOR Making Success-For-ALL Real!: Developmental Assessment and Generative Campuswide Communities of Practice

- PART I—Foundational Concepts: Collaborative, Responsive Assessment in the Service of Equity, Inclusive Excellence and Social Justice Tuesday, June 1—8:30–11:30 a.m.
- PART II—Connecting the Dots: Moving From Data-Grounded Insights to Responsive Success-For-ALL Action Tuesday, June 1—1:30–5:30 p.m.
- PART III—Visioning Your Work and Working Your Campus Vision for the Greater Good: Responsive Assessment Works If You Work It! Wednesday, June 2—8:30–11:30 a.m.

PRE-CONFERENCE INSTITUTES AT A GLANCE

116 INSTITUTE ON Making Diversity Work for Higher Education Through Institutional Change

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

117 INSTITUTE ON Multicultural Mentoring—A Stimulus Package for Retaining Students and Building a Successful Community

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

118 INSTITUTE FOR Reconnecting Male Students to Higher Education

- PART I—Beyond the Model Gender Majority Myth: Exploring the Trouble With Male Undergraduates
Tuesday, June 1—8:30–11:30 a.m.
- PART II—Explanatory Factors for Male Student Disengagement, Academic Underperformance, and Misbehavior on College Campuses
Tuesday, June 1—1:30–5:30 p.m.
- PART III—Helping Him: Accepting Professional Responsibility for Improving Male Students' Educational Outcomes
Tuesday, June 1—1:30–5:30 p.m.
- PART IV—Practical Strategies for Engaging, Retaining, and Reconnecting Male Students to College Campuses
Wednesday, June 2—8:30–11:30 a.m.

119 INSTITUTE ON Social Justice Toolbox: Essential Concepts and Tools for Social Justice Educators

- PART I—Exploring Social Identities and an Introduction to Power, Privilege, and Oppression
Tuesday, June 1—8:30–11:30 a.m.
- PART II—Levels and Types of Oppression, Racial/Social Identity Theories
Tuesday, June 1—1:30–5:30 p.m.
- PART III—Education and Action
Wednesday, June 2—8:30–11:30 a.m.

120 INSTITUTE ON Speaking for Ourselves: Writing as a Part of Rethinking Remediation

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

121 INSTITUTE ON Unpacking Christian Advantage and Minority Religious Disadvantage: Historical and Contemporary Instances of Free Expression and Conflict

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

122 INSTITUTE For Well-Meaning White People: What Will Move Us to Act?

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

123 INSTITUTE FOR Women of the Academy Creating Change: Drawing the Map; Finding the Spaces, and Moving to New Places

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

124 INSTITUTE For Healing the Heart From Internalized Racism—An Institute for Students

- PART I—Healing the Heart
Tuesday, June 1—8:30–11:30 a.m. and continuing 1:30–5:30 p.m.
- PART II—Internalized Oppression as Students of Color
Wednesday, June 2—8:30–11:30 a.m.

125 INSTITUTE ON Social Justice Training—For Students

- PART I—Joining Up
Tuesday, June 1—8:30–11:30 a.m.
- PART II—Who Am I and What Do I Bring
Tuesday, June 2—1:30–5:30 p.m.
- PART III—Taking It Back
Wednesday, June 2—8:30–11:30 a.m.

PRE-CONFERENCE INSTITUTES

Tuesday, June 1, 2010—8:30–11:30 a.m. and 1:30–5:30 p.m.

Wednesday, June 2, 2010—8:30–11:30 a.m.

A series of 25 Institutes is scheduled all day Tuesday, June 1 and the first half day of Wednesday, June 2. 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.

POTOMAC BALLROOM 3
Convention Center, Level 2

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) datasets (e.g., Survey of Doctorate Recipients, Recent College Graduates Survey, etc.); U.S. Department of Education datasets (e.g., NELS, B&B, High School & Beyond, etc.); and archival data hosted at the University of Michigan (e.g., Survey of Black Households, etc.). The 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 half of the institute will focus on analyzing national data. This session will address technical issues that tend to be “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 think collectively about various ways in which participants can apply these new skills to their research on race and ethnicity.

PART I—Tuesday, June 1—8:30–11:30 a.m.

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

Terrell L. Strayhorn, Ph.D., Associate Professor and Special Assistant to the Provost, Department of Educational Leadership and Policy Studies, University of Tennessee—Knoxville, Tennessee strayhorn@utk.edu

POTOMAC BALLROOM 2
Convention Center, Level 2

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

This intense daylong working institute is dedicated to learning what you need to know to successfully manage the system to obtain upward mobility and advance your career. The techniques and discipline you need to move to college presidency, from dean to vice presidency, or from entry-level to middle management will be the focus of this institute. The information shared will be relevant to those who want to manage their careers. This interactive planning sessions is dedicated to career advancement and professional development. Learn about techniques and nuances of the overall process of advancing your higher education career. Dr. Polonio has been involved in

over 300 presidential searches in colleges and universities throughout the country. This is an opportunity to obtain information and guidance that you will not get in other places:

- Learn about how to “work for yourself,”
- Invest in your own career advancement, and
- Make your own success

The institute will include career planning, preparing the application including the letter and resume, interview techniques, and doing your homework to ensure the best possible outcome.

PART I—Tuesday, June 1—8:30–11:30 a.m.

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

Narcisa A. Polonio, Ed.D., Vice President, Research, Education and Board Services, Association of Community Colleges Trustees (ACCT)—Washington, DC

NATIONAL HARBOR 6
Convention Center, Level 3

103 INSTITUTE ON Best Practices for the Recruitment and Retention for Students of Color

A five-part, daylong institute will explore trends, principles, and best practices which are needed “tools for success” for an effective recruitment and retention plan for students of color. The institute will discuss the challenges and opportunities of collaborating with the many different offices that are needed to assure success with recruitment and retention. Participants will go through each phase of developing an effective program. Although many initiatives vary from campus to campus and not fit every institution. There will be an opportunity for participants to interact and to explore how they can develop a program with components that would work on their campus. This program is participatory in nature, designed to allow the audience to explore ways to build a program as they prepare for our changing demographics of students.

Tuesday, June 1—8:30–11:30 a.m.

PART I—Building Your Program on a Multicultural Training and Project Planning Model

This introduction segment will provide a foundation on how to build any recruitment or retention plan on a diversity training model, then a project planning model that will foster engagement, cultural understanding, and collaboration with the many offices that are involved in improving recruitment, retention, and graduation numbers.

PART II—Development of a Multicultural Recruitment Plan

Recruitment sets the foundation for retention and graduation success, but recruitment efforts must be grounded in culturally-based education to assure that your recruitment plan meets the diverse population you want on your campus. That means the campus must be presented as culturally engaged during every aspect of your marketing plan. This component will explore how to build a recruitment plan based on your campus strengths and needs.

Tuesday, June 1—1:30–5:30 p.m.

PART III—Development of a Collaborative Multicultural Retention Plan Then Program

Collaboration is the key for any retention initiative. This is especially true for students of color. An institution must first develop a plan which will then guide you on how to build a program based on a strong diversity education foundation as well as key academic success factors which are vital. Working closely with other departments campus-wide to assure that a plan is holistic will be crucial to your success. This session will explore how a retention plan leads to an inclusive orientation and navigation of academic resources, and campus life that fosters and encourages student success.

PART IV—Building your Program; the Campus Recruitment and Retention Summit

This segment will give an opportunity to review other campus programs, and to share best practices, models, programs, and initiatives that work! It will also provide participants information on how to build a curriculum for a “recruitment and retention summit” which will guide next steps for your campus.

PART V—Closing and Review

The closing session will feature a review of the institute’s components and the “tools for success” model, grounding a plan that will foster synergy and proven results as we prepare ourselves—for the change—in our campus populations!

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

NATIONAL HARBOR 7

Convention Center, Level 3

104 INSTITUTE FOR Black Professionals on the Move—Strategies for Access and Success on the Higher Education Pipeline—John D. O’Bryant Think Tank for Black Professionals (JDOTT)

Are you just getting into higher education and want to map your professional chart? Are you in higher education, but stuck in the middle? Are you on the move from graduate student to faculty, or associate professor to administrative leader? Do you want to move from student affairs officer to administrator?

This day and half-long JDOTT’s institute is specifically designed to share the critical steps that you must engage when moving up the higher education ladder. This three-part, highly interactive institute is designed to assist new and mid-level professionals, administrators, faculty, and graduate students of color with carving out strategies and accessing the pipeline for advancement at colleges and universities. Each session will provide an opportunity for small and/or large group discussions to probe questions, problem-solve, and create a professional map.

PART I—Tuesday, June 1—8:30–11:30 a.m.

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

PART III—Wednesday, June 2—8:30–11:30 a.m.

Nzingha Dugas, President, JDOTT; Director, Academic Coordinator, AASD Offices, Multicultural Student Development Unit, Division of Equity and Inclusion, University of California—Berkeley, California (**Coordinator**)
nzingha@berkeley.edu

<http://multicultural.berkeley.edu/aasd/index.html>

Other presenters will be invited

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



NATIONAL HARBOR 5

Convention Center, Level 3

105 INSTITUTE ON Cracking the Codes of Internalized Racial Oppression and Internalized Racial Supremacy

This day and half-long 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 experiences and knowledge of internalized supremacy and internalized oppression. As a self-study learning community we will use multiple approaches, including:

1. individual self-reflection
2. one on one conversation
3. small group conversation
4. group writing and expressive arts activities
5. 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, June 1—8:30–11:30 a.m.

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

PART III—Wednesday, June 2—8:30–11:30 a.m.

Michael Benitez Jr., Trainer, Diversity and Social Justice Educator; Graduate Research Assistant, Office of the Vice President for Student Affairs, Iowa State University—Ames, Iowa rebelintellect4@yahoo.com

Victor Lee Lewis, Director, DiversityCoach.org—Berkeley, California
victor@diversitycoach.org

Peggy McIntosh, Ph.D., Founder and Co-Director, National SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity); and Associate Director, Wellesley Centers for Women—Wellesley, Massachusetts
<http://www.wcwonline.org/keypeople/mcintosh.html>

Tim Wise, Leading Anti-Racism Educator, Activist, and Author—Nashville, Tennessee <http://speakersandartists.org/article.php?list=type&type=12>

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

POTOMAC BALLROOM 6
Convention Center, Level 2

106 INSTITUTE ON the Documentary Film, “Why US” Left Behind and Dying?—Discussing HIV/AIDS, Race and Culture



This day and half-long institute is designed to explore the reasons why HIV rates are disproportionately high in black America and Africa. HIV/AIDS is rarely discussed in African American, Latino, low-income, and other communities poorly served by our health care systems. Distrust of science and the healthcare system, poverty, forced migration, gender inequality, trouble squaring racial and sexual identities, racism and homophobia, the role of the church and community, a history of secrecy and shame, all combine to create an environment in which HIV/AIDS flourishes. Participants will engage in a variety of exercises and dialogues designed to explore these issues and will discuss how to use them back on their own campuses. The documentary, “Why Us” Left Behind and Dying, is part of a research project involving a small group of inner-city African-American high school students, ages 14-17. They agreed to examine the reasons why HIV/AIDS is ravaging their own communities through interviews they conducted with scientists, health workers, community activists, and people with HIV/AIDS—heterosexual and homosexual. The documentary will be split into three sections and will be shown and discussed in the parts of the institute.

Tuesday, June 1—8:30–11:30 a.m.

PART I—Secrecy and Shame

Tuesday, June 1—1:30–5:30 p.m.

PART II—Science and the Distrust of Science

Wednesday, June 2—8:30–11:30 a.m.

PART III—Homophobia, the Church, and Community

Kathryn Kailikole, Ed.D., Director, Louis Stokes Institute for Opportunity in STEM Education, Council for Opportunity in Education—Washington, DC kathryn.kailikole@coenet.us

Claudia L. Pryor, Director of the Film, and President of Diversity Films, Inc. (a 501c3 non-profit organization committed to making films about people of color and the issues that affect them)—Stamford, Connecticut pryorc@aol.com

ANNAPOLIS 1
Hotel Level 2

107 INSTITUTE FOR Empowering Educators in the Use of Virtual Worlds: Educating a New Generation of Creative Class Intellectuals

Second Life is (2L) a highly interactive virtual environment that has enhanced and expanded learning opportunities for the young and old across the globe. Hundreds of leading universities and school systems use 2L as a part of their educational programs. Among them are: Harvard, Princeton, Stanford, Rice, Fielding Graduate, the Open, North Lake College, Texas State, Ball State, Southern Methodist, North Texas State, University of Texas-Dallas, University of Auckland-New Zealand, Imperial College of London, and the Loyalist College in Canada. Other Fortune 500 institutions such as IBM, and numerous hospitals as Massachusetts General Hospital, University of Pennsylvania Hospitals, and Dartmouth Hitchcock Medical Center are leading the pack in training simulations for doctors, medical staff, and business executives using only headsets and their computers. These simulations allow residents to interact in realistic communities attending lectures, receiving training, or attending an activity that can introduce them to complex scenarios, requiring students to make quick decisions based on information that has been received.

2L is emerging as an important resource for learners on all levels because it embraces one’s creativity. For example, 2L allows each resident to recreate themselves through the development of an Avatar (virtual self). Similarly participants create their own environments, while interacting with others. Many teachers hail 2L to be an effective motivator for special needs and ESL students, and traditionally underrepresented persons because it also allows residents to take risks that they would not and could not safely do in real life. Furthermore, 2L enables educators to teach complex subjects in three dimensions. For example, as a 2L resident you can travel through a human heart or explore a replica of the Sistine Chapel. One of the most fun aspects of being a resident in 2L is the ability to fly or be teleported to another location. 2L is a valuable tool for sharing learning among educators and networking anytime and anywhere. Since Linden Labs created 2L in 2003, more than 5 million accounts have been created and there are more than one million participants in these virtual communities.

This day and half-long institute is **limited to 20 participants**—on a first come, first served basis—will provide professional development for educators who are interested in exposing their students, faculty, or staff to a highly interactive and creative environment. Participants will come on the first day with their wireless laptop that they have already downloaded 2L on to from www.secondlife.com for free.

On day one, students will receive a rich introduction to 2L and engage in training that will enable participants to be immersed in this virtual world by first creating their identities and second interacting with others. Participants will learn basic navigational and construction skills, and learn how 2L can be most effectively used in the educational setting, taking into account the values and manners expected of these social interactions. At the conclusion of day one, workshop participants will be asked to complete a reading assignment on 2L theory and practice that we will discuss the next day.

On day two, the participants will learn about the theory, practice, and pedagogy of 2L as they come to understand how the teaching practices help their students to learn. Participants will close the session by developing their own topic and creating their own module in 2L based on the hands-on training they have received earlier in the day. A case study of the Fielding Graduate University in 2L will serve as a teaching and learning model as participants reflect on how they will continue to use 2L on their own campuses.

Learning Objectives: At the end of the workshop, participants will be able to

- Experience immersion in 2L
- Use basic navigational skills
- Use basic construction skills
- Understand the assumptions and values embedded in 2L
- Become familiar with the principles of design, development, and delivery of 2L education
- Become familiar with current literature on Second Life in Education
- Design an educational module in 2L

PART I—Tuesday, June 1—8:30–11:30 a.m.

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

PART III—Wednesday, June 2—8:30–11:30 a.m.

Yolanda Gayol, Ed.D., Mentoring Faculty, Educational Leadership & Change, Fielding Graduate University—Washington, DC ygayol@fielding.edu

Sheila T. Gregory, Ph.D., Managing Partner, Dissertation Coaching Services; Mentoring Faculty, Educational Leadership & Change, Fielding Graduate University—Alpharetta, Georgia drsgregory@aol.com

POTOMAC BALLROOM 1
Convention Center, Level 2

108 INSTITUTE ON Enough is Enough: Stemming Violence Through Community and K12 Collaborations

Join us for this day-long institute to learn about model programs, what's being done across the county to address campus violence, and how you and your campus can get involved. Of the many lessons learned from acts of campus violence, one primary lesson is if we wait until students come to campus, it's in many ways too late. The goal of the Enough is Enough campaign (www.EnoughisEnoughcampaign.org) is to provide model strategies for broad-based interventions addressing youth violence on the nation's campuses—secondary and postsecondary alike—through innovative partnerships between secondary and postsecondary students, parents, and administrators, as well as community partners.

PART I—Tuesday, June 1—8:30–11:30 a.m.

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

Gwendolyn Dugny, Ph.D., Executive Director, NASPA - Student Affairs Administrators in Higher Education—Washington, DC
<http://www.naspa.org/about/ed.cfm>

Steven P. Jacobson, Ed.D., Assistant Vice President for Student Life, University of Pacific—Stockton, California sjacobson@PACIFIC.EDU

Brandi Hephner LaBanc, Associate Vice President for Student Affairs, Northern Illinois University—DeKalb, Illinois bhl@niu.edu

Kaaryn Sanon, Senior Director, Marketing and Communications, NASPA - Student Affairs Administrators in Higher Education—Washington, DC
ksanon@naspa.org

Paula Whetsel-Ribeau, Ph.D., The First Lady of the Howard University—Washington, DC paula.whetsel-ribeau@howard.edu



NASPA – Student Affairs Administrators in Higher Education is the leading voice for student affairs administration, policy, and practice, and affirms the commitment of the student affairs profession to educating the whole student and integrating student life and learning. <http://www.naspa.org/about/default.cfm>

AZALEA 2
Hotel Level 2

109 INSTITUTE ON Global Competencies: Models That Work for Successful Border Crossings at Home and Abroad

This day and half-long institute is designed to help participants explore the issues that arise when the faculty and students pursue learning across international boundaries, and to practice using models for working successfully across these borders. When preparing to study or teach in another country, it is important that faculties and students consider how their interactions are affected by different aspects of their identities, including their ethnicities, nationalities, and language proficiencies. Beliefs about and reactions to such issues of identity are taught in one's home culture. When the faculty and students crossing borders into other educational settings, they must have ways to conceptualize how they are seen and how they see others. They need models and tools to help them develop global competencies in shifting their frames of reference and adjusting to different teaching and learning environments. This institute will explore and practice using a number of different models for doing these kinds of "translations." Participants will have the opportunity to participate in exercises and experiences designed to build cognitive understanding and competencies in teaching and learning across

international boundaries. Some questions to be explored in this Institute include:

- How do lessons learned in one's home country about perceived race and ethnicity, skin color, immigrant status, class status, gender identity, religion, language accents and dialects, and other factors facilitate and/or impede the ability to work across cultural and national boundaries?
- How could we approach learning about the positioning of these issues in another country?
- How do our own programming and experiences involving these issues shape 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?
- What skills need to be developed to enable us to increase our own awareness and effectiveness and our students and faculty to study and to teach across borders?

PART I—Tuesday, June 1—8:30–11:30 a.m.

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

PART III—Wednesday, June 2—8:30–11:30 a.m.

Dolores Finger Wright, DSW, Associate Professor, Department of Social Work, Delaware State University—Dover, Delaware dfwds@yahoo.com

Anton Lewis, Researcher, Doctoral 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

John W. Long, Ph.D., Professor *Emeritus*, Urban Studies, University of Illinois—Chicago, Illinois jowlo7@aol.com

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

Kamakshi P. Murti, Ph.D., Professor, German Department, Middlebury College—Middlebury, Vermont kmurti@middlebury.edu

POTOMAC BALLROOM 4
Convention Center, Level 2

110 INSTITUTE ON Higher Education Through Our Eyes (American Indian)

Education has historically been a tool used to advance colonization to the detriment of Indigenous peoples. While the stated purpose of higher education in the 21st century has shifted, the reality is that colleges and universities still fail to address the concerns of tribal nations and to meet the needs of American Indian students.

This day and half-long institute will focus on the development of appropriate policies and practices that reflect and respect the sovereign status of tribal governments and the key theoretical frameworks that further the agenda. The key to this discussion is the formulation of a platform to discuss the issues faced by universities, outreach personnel, and American Indian faculty in adequately serving American Indian students and tribal nations. For this institute Dr. Bryan Brayboy (Lumbee), developer of the Tribal Critical Race Theory, will establish with the participants the theoretical perspective that will be utilized to conduct this discussion.

Note: At the end of each component, Institute facilitators will assist participants in developing a plan for their institution, acknowledging and identifying institutional barriers and strengths that will assist in implementing a more viable higher education experience for American Indian students.

Tuesday, June 1—8:30–11:30 a.m.

PART I—Tribal Crit on Campus

Dr. Bryan Brayboy (Lumbee), developed Tribal Critical Race Theory, or "Tribal Crit," as a variant of Critical Race Theory (CRT). CRT reflects on Native experiences with colonization, the legal status of tribal nations within the American legal framework, and the legal status of tribal members as dual citizens. Whereas CRT holds that racism is endemic to society, Tribal Crit holds that colonization is endemic to society and that tribal nations instead seek sovereignty and self-determination as alternatives. As a theoretical frame, it allows for critical exploration of issues of key importance to tribal communities because it emerged from and describes those realities. One of

those realities is that university policies and the administrators who are responsible for them tend to view Native students as members of just another racial, ethnic, or linguistic minority on their campuses. Their resistance to “special rights” for one group of students is often framed in these terms. As a result, the sort of policies, practices, and programs needed to best serve Native students are often viewed as unfair, improper, or even illegal. This session, led by Dr. Brayboy, draws upon Tribal Crit to challenge the dominant administrative mindset and to explore current issues in higher education.

Tuesday, June 1—1:30–5:30 p.m.

PART II—Tribal Crit on Campus

In this second session, institute panelist will examine the development of MOU’s between campuses/university systems and tribal governments; the development of Native cultural centers on campuses; and the implementation of culturally responsive recruitment and retention practices. The session draws upon participants own experiences with and personal stories of these issues to deepen theoretical understanding and to develop ideas and plans for positive social change in our campuses in ways that institutionalize responsiveness to the needs of Native students and their communities.

Wednesday, June 2—8:30–11:30 a.m.

PART III—Developing the Tribal Citizen: Issues of Duality Among American Indian Students

In this session, the institute will examine the role of higher education and its responsibility to serve American Indian students developing sound tribal citizens. A panel of American Indian students will present issues that affect American Indian student retention and best practices on various higher education institutions that demonstrate viability and challenge.

Bryan McKinley Jones Brayboy, Ph.D., an enrolled member of the Lumbee Tribe of North Carolina; Borderlands Associate Professor of Educational Leadership and Policy Studies, Arizona State University; and Visiting President’s Professor of Education, University of Alaska—Fairbanks, Alaska

J P Leary, Cherokee and Delaware descent; the American Indian Studies Consultant, Wisconsin Department of Public Instruction; co-founder of the American Indian Studies Summer Institute; a Member, Wisconsin Indian Education Association, and a founding member of the WIEA “Indian” Mascot/Logo Task Force; Doctoral Student, Educational Policy Studies, University of Wisconsin—Madison, Wisconsin http://www.collaboratingpartners.com/docs/TribalG_Nov2009_2.pdf

Adrienne Thunder, an enrolled member of the Ho-Chunk Nation of Wisconsin; Undergraduate Academic Adviser, University of Wisconsin—Madison; Member of the Alpha Pi Omega Sorority ; Board Member, Wisconsin Indian Education Association; Chair, Native American Network of the American College Personnel Association and the Native American Tribal College Interest Group of the National Academic Advising Association. athunder@wisc.edu

Ricardo Torres, an enrolled member of the Winnemem Wintu Tribe; Faculty Advisor, American Indian Club ENIT (Ensuring Native Indian Traditions); Board Member, Capitol Area Indian Resources; Chair of the Board of Directors, Sacramento Native American Health Center; Chair, NDNCORE (Native American NCORE Caucus); Professor, Ethnic Studies and Freshmen Seminar Course; Faculty Counselor, California State University—Sacramento, California <http://www.csus.edu/destination2010/2010RicardoTorres.stm>

AZALEA 3
Hotel Level 2

111 INSTITUTE ON Identity and Issues for Multiracial Students and College Campuses

A three-part, highly interactive institute designed to provide participants a greater understanding of racial identity development for multiracial people and the issues surrounding them as they interface with different racial groups in their respective sociocultural environments. Using an assortment of educational approaches, the institute (1) presents historical and current models of racial identity development in multiracial people; (2) provides in-depth reflection on personal perspectives and assumptions about multiracial identity; (3) discusses the implications of defining one’s self as multiracial, both in campus and contemporary social settings; and (4) outlines some ways to promote inter-group dialogue and coalition building between different racial groups and multiracial people on campuses and in community settings. The institute includes dialogue among participants who bring a wide range of perspectives about what it means to be multiracial on campus. In addition, the institute provides opportunities for participants to assess programs at their colleges and universities and develop action plans to further address

the multiracial issues on their campuses. Presentations, experiential activities, and small- and large-group discussions allow participants to actively engage throughout the institute. Overall Objectives: (1) to provide an overview of theoretical approaches to identity development of multiracial people, (2) to provide a minimum of three creative and experiential tools for exploring and understanding multiracial identity, (3) to provide roundtable discussions to address contemporary issues faced by Multiracial people on college campuses, and (4) to provide roundtable discussions to assist participants in evaluating and growing their own institution’s multiracial programs.

Tuesday, June 1—8:30–11:30 a.m.

PART I—Multiracial Identity: Yesterday and Today, and Implications for Our Work With Multiracial Students

Awareness and understanding of Multiracial identity has evolved significantly over the past 20 years. Moving from early models based on stages of identity development to theories that highlighted multiple factors influencing identity, the most recent Multiracial models increasingly reflect the paradigm of “Intersectionality.” This framework positions Multiracial identity as a process occurring in conjunction with other identity processes (such as class, sexual orientation, and gender) within an individual.

This interactive session presents a historical overview of theory, as well as updated models of Multiracial identity development. Through in-depth discussion of this material, participants analyze the usefulness and applicability of these models to situations on their own campuses. Using a detailed assessment tool, participants evaluate the climate and progress of their own campus on addressing the academic and programmatic needs of Multiracial students, staff, and faculty. Throughout the session, the application of theory to specific, concrete situations encountered on campus, as well as resources that can be used in various settings will be highlighted.

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

Tuesday, June 1—1:30–5:30 p.m.

PART II—Unfolding and Exploring Our Distinct Racial or Multiracial Identity

Creative Arts Therapy methodologies heighten awareness of how to bring together the multiple parts of our being. In addition, these approaches can be used in our personal lives as well as professional work settings to elucidate issues around multiracial identity and move toward resolution of the same. An experiential format facilitates ways to symbolically represent the many aspects of one’s self through the arts.

In this session, sound, image, and movement further the exploration of multiracial identity—increasing our depth of understanding while at the same time creating emotional safety. Informing ourselves through various symbolic avenues—visual, kinetic/kinesthetic, narrative, and musical—participants integrate theory with lived experience. We demonstrate how various art modalities enhance personal self-reflection and clarify multi-dimensional aspects of identity. This session draws on current theories relating to emotions and music, the meanings ascribed to body movement, and the reinforcing of class, race, and cultural segmentation by the arts (Distinction: *A Social Critique of the Judgment of Taste*. Pierre Bourdieu, 1984). This extremely experiential seminar provides handouts with examples and suggestions for creating and continuing such approaches in participants’ home settings.

Meg Chang, Ed.D., ADTR, Faculty, The New School—New York, New York
mhchang3@gmail.com

Wednesday, June 2—8:30–11:30 a.m.

PART III—Linking Multiracial Concerns to the Agendas of Multicultural and Diversity Programs on College Campuses

This session involves two interactive roundtable discussions: **Discussion A** is an interactive discussion for people who identify as Multiracial. It is designed to give NCORE participants a greater understanding of racial identity development for Multiracial people through a discussion of their lived experiences.

Discussion B is an interactive discussion for program administrators, faculty, and students to give one another direct feedback for Multiracial program development at their respective institutions. Participants can identify issues and strategies from their own institutions that either encourage or inhibit applying information from the NCORE Institute to multicultural and diversity programs. Time will be set aside at the end of the discussions for the members of both roundtables to share ideas for confronting large issues raised over the course of the institute. Participants are encouraged to share resources related to Multiracial students, identity, and organizational development.

Dennis Leoutsakas, Ph.D., Associate Professor, Communication and Theatre Arts, Charles R. and Martha N. Fulton School of Liberal Arts, Salisbury University—Salisbury, Maryland (**Moderator**) dxleoutsakas@salisbury.edu

AZALEA 1
Hotel Level 2

112 INSTITUTE FOR Infusing Diversity in Curriculum and Pedagogical Practices: An Emergent Process

This day and half-long institute will explore multiple approaches to infusing diversity in your curricular and pedagogical practices. Informed by critical race theory, the institute considers personal and institutional narratives on teaching for diversity, equity, and inclusion. The institute will highlight strategic pedagogical strategies and best practices in infusing race/ethnicity into the curriculum while also considering the intersectionality of race, ethnicity, gender, class, sexual orientation, and disability. A prominent theme of the institute is the development of the “authentic self” through an emergent process; this emergent process considers the spiraling metaphor of “head, heart, and hands.” Participants are welcome to bring a sample syllabus to modify during the institute (optional). The institute includes curricular and pedagogical resources for continuing this work beyond NCORE.

PART I—Tuesday, June 1—8:30–11:30 a.m.

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

PART III—Wednesday, June 2—8:30–11:30 a.m.

Fay Yokomizo Akindes, Ph.D., Associate Professor, Communication; Director, Center for Ethnic Studies, University of Wisconsin—Parkside, Wisconsin
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Eugene Fujimoto, Doctoral Candidate, Education; Assistant to the Chancellor on Equity & Diversity, University of Wisconsin—Parkside, Wisconsin
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Shi Hae Kim, Ph.D., Assistant Professor, Teacher Education, University of Wisconsin—Kenosha, Wisconsin

Maria del Carmen Martinez, Ph.D., Assistant Professor, English, University of Wisconsin—Parkside, Wisconsin
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Roseann Mason, Consultant, Diversity Circles; Lecturer, Ethnic Studies and Sociology, University of Wisconsin—Parkside, Wisconsin
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Dean Yohnk, Ph.D., Chair and Artistic Director, Theatre Arts Department, University of Wisconsin—Parkside, Wisconsin
yohnk@uwp.edu

MAGNOLIA 1
Hotel Level 2

113 INSTITUTE ON Internationalization and Higher Education: Expectations, Contradictions, and Potential Opportunities

This day and half-long interactive institute on internationalization will identify priority on college and university campuses.

Internationalization is becoming a commonly identified priority on college and university campuses, often with the stated objective of creating “global citizens.” It often seems that while we are trying to develop a global citizen, at the same time we are ignoring educational issues as well as others related to the perceived race, ethnicity and other identities of students, faculty, and staff. Students are encouraged to “study abroad” and “international” students are encouraged to come to the United States, as well as to other countries, with the strategic goal of developing the knowledge and skills that will equip them to “live and work anywhere in the world in the 21st century.” The faculties seek and are encouraged to expand their portfolios by adding international research and teaching. Yet conversations pertaining

to how race, ethnicity, and other identities operate both in local and in international contexts, and how these affect students’ interactions, learnings and educational outcomes, are seldom invited and often actively discouraged. To build on the experiences and world views of those in the classroom, we need space for deep conversations that include all of our students, both domestic and international. To leave no space for these dialogues is to miss opportunities of global proportion. Some of the questions to be explored in this institute will include:

1. Can a student or faculty member gain knowledge and understanding sufficient to grasp the economic, social and political issues of global and international cultures if he/she cannot conceptualize these in relation to those “local” citizens on their campuses and communities?
2. How do we market “study abroad” opportunities? Who are the intended audiences? What are we selling? What do we expect people to buy?
3. What are international students’ conceptualizations of the United States (or any other host country) and how do these conceptualizations inform their expectations, social interactions, and learning processes? What happens to these conceptualizations once the student arrives? How does this affect what they learn about themselves and others in their new environment?
4. What effects, if any, does the presence of international students on campuses and in classrooms, as currently structured, have on the ability of everyone involved to operate effectively in a global context?
5. Why is there often a profound structural divide between the policies, programs and practices that serve and support international students, and those that are designed to support students who are perceived as both coming from the “home country” and as different from the “norm” in terms of perceived race, ethnicity, and other identities? What issues, including institutionalized privilege, help shape this structural divide? What are the costs of maintaining it?
6. How initiatives related to either domestic diversity or internationalization can be synergistic and integrated, rather than isolated and competitive?
7. How do students, faculty, and staff perceive race, ethnicity, skin color, national origin, and social class, and how do they negotiate the differences by observing and participating in the construction and maintenance of this structural divide?
8. In today’s mobile, global educational context, in what ways has the term “international student” become problematic in and of itself?

The goals of this institute are:

- Explore identity issues, such as ethnicity, gender, race, socioeconomic status, national origin, and skin color, and how they are developed and reinforced in one’s home country.
- Examine the ways in which marketing and programming for study abroad programs may limit both the reach and the success of such programs.
- Identify how dominant culture issues inform both the structure of programs supporting internationalization and those that are supposed to serve the identified “under-served” home populations on campus.
- Share and explore ideas and models for building collaborative initiatives involving both domestic and international issues.
- Participate in exercises designed to highlight these issues and deepen the discussion, as well as provide tools and exercises to continue such discussion on participants’ home campuses.

Part I—Tuesday, June 1—8:30-11:30 a.m.

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

Part III—Wednesday, June 2—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 of the York Centre on Education and Community, York University—Toronto, Canada
cjames@edu.yorku.ca

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

POTOMAC BALLROOM 5
Convention Center, Level 2

**114 INSTITUTE ON Latino/a in Higher Education—
"Thriving Not Just Surviving!"**

This daylong institute will examine leadership and organizational change issues and challenges to making our institution more responsive to the educational needs of Latino/a and other underrepresented students. The focus for this institute will be on student retention and success—Thriving Not Just Surviving! The institute will provide opportunities for small group discussions, will share best practices, and will provide information on leadership and career development, and interaction with top leaders.

PART I—Tuesday, June 1—8:30–11:30 a.m.

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

Guadalupe Rodriguez Corona, Ed.D., Systemwide Director, Latino/a Initiative, Alliant International University—San Diego, California gcorona@alliant.edu

Thomas R. Martinez, Ph.D., Chair, Department of Public Policy and Administration, California State University—Bakersfield, California
Thomas_Martinez@firstclass1.csusbak.edu



This institute is coordinated by **Hispanic Association of Colleges and Universities (HACU)**.

HACU was established in 1986 with a founding membership of eighteen institutions. Because of HACU's exemplary leadership on behalf of the nation's youngest and fastest-growing population, the Association rapidly grew in numbers and national impact. Today, HACU represents nearly 450 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, Spain, and Portugal. Although our member institutions in the U.S. represent less than 10% of all higher education institutions nationwide, together they are home to more than two-thirds of all Hispanic college students. HACU is

the only national educational association that represents Hispanic-Serving Institutions (HSIs). www.hacu.net

MAGNOLIA 2

Hotel Level 2

**115 INSTITUTE FOR Making Success-For-ALL Real!
Developmental Assessment and Generative
Campuswide Communities of Practice**

This day and a half-long Institute responds to critical challenges confronting higher education in the 21st century: major, longstanding systemic disparities in access, engagement, learning, retention and graduation—especially for historically underrepresented and underserved students. How do we cultivate and sustain authentically inclusive and responsive teaching, learning, living and working environments that are conducive to success for all? How do we know and who says so? As you design and implement educational initiatives within, as well as beyond the classroom, whose voices are you hearing and heeding, and to what extent would voices agree with your self-assessments? In what ways and to what extent are your curricular, co-curricular, pedagogical, and other intervention activities breathing life into visions of success 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? This institute engages and builds upon human systems dynamics models grounded in complexity sciences, Integral Theory, culturally-/contextually-responsive developmental assessment, and evaluation in the service of innovation and not simply accountability. 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 ethical praxis as well as relevant knowledge creation and continuous development towards excellence from multiple vantage points in addition to conventional accountability compliance documentation.

Tuesday, June 1—8:30–11:30 a.m.

PART I—Foundational Concepts: Collaborative, Responsive Assessment in the Service of Equity, Inclusive Excellence and Social Justice

Tuesday, June 1—1:30–5:30 p.m.

PART II—Connecting the Dots: Moving From Data-Grounded Insights to Responsive Success-For-ALL Action

Wednesday, June 2—8:30–11:30 a.m.

PART III—Visioning Your Work and Working Your Campus Vision for the Greater Good: Responsive Assessment Works If You Work It!

Hazel Symonette, Ph.D., Program Development and Assessment Specialist, Multicultural Student Center, University of Wisconsin—Madison, Wisconsin symonette@bascom.wisc.edu

ANNAPOLIS 3

Hotel Level 2

**117 INSTITUTE ON Multicultural Mentoring—A Stimulus
Package for Retaining Students and Building a
Successful Community**

One of the hottest topics when it comes to retaining students in higher education and especially students of color is mentoring. Mentoring is a buzz word you are seeing more frequently among colleges because they realize the importance of retaining their students. But, the unfortunate aspect of mentoring is the lack of planning that goes into developing a viable program. According to Margo Murray in the book, *Beyond the Myths and Magic of Mentoring*, she states, "mentoring is a deliberate pairing of a more skilled and deliberate person with a lesser skilled or experienced one, with the agreed upon goal of having the lesser skilled person grow and develop specific competencies."

Using that definition as a backdrop, universities are using mentoring as a way to increase retention and help individuals to learn and become comfortable in their new surroundings. But unfortunately, mentoring is not something that individuals can just throw together without some type of strategic planning and development. There are several criteria that must be met in order to assure the success of the mentoring program. According to Murray they are as follows:

- (1) a design that meets the perceived needs of the organization,
- (2) criteria and a process for the selection of protégés,
- (3) strategies and tools for diagnosing the developmental needs of the protégés,
- (4) criteria and a process for qualifying mentors,
- (5) orientation to the responsibilities of the role for both mentors and protégés,
- (6) strategies for matching mentors and protégés on the basis of skills for development and compatibility,
- (7) a negotiated agreement between mentor, protégé, and boss (if appropriate),
- (8) a coordinator responsible for maintaining the program and supporting the relationships,
- (9) formative evaluation to make necessary adjustments to the program, and
- (10) summative evaluation to determine outcomes for the organization, the mentors, and the protégés.

Without these important areas built into your mentoring program, the chances of it succeeding greatly diminish.

This day and half-long institute will help the participants understand the importance of following the above procedures in order to develop a well-planned out and comprehensive mentoring program. Presenters will assist participants in designing and developing a program for their campus. Each participant attending the workshop will begin the process of initiating the steps necessary to implement a mentoring program. They will begin writing their statement of purpose, as well as establishing what type of mentoring program they think will be most effective on their campus. It is very important that participants understand the type of clientele they are trying to mentor and who will be involved in their development. Can mentoring be effective? The answer is a definitive yes! That is of course if you have a well-defined mission and a good structure.

PART I—Tuesday, June 1—8:30–11:30 a.m.

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

PART III—Wednesday, June 2—8:30–11:30 a.m.

Maurice (Tony) A. Davis, Counselor, Student Success Center, Montgomery County Community College—Blue Bell, Pennsylvania Tdavis@mc3.edu

Wayne Jackson, received the 2003 Noel-Levitz Retention Excellence Award for his efforts in coordinating The Minority Mentoring Program at The College of New Jersey; Director, Multicultural Academic and Support Services, University of Central Florida—Orlando, Florida wjackson@mail.ucf.edu

BALTIMORE 1

Hotel Level 2

118 INSTITUTE FOR Reconnecting Male Students to Higher Education

Postsecondary faculties and administrators are becoming increasingly acquainted with the problems concerning male students through news stories, an increased emphasis on men's issues at national education conferences, and firsthand observations of gender shifts in classroom engagement, student organization leadership, and participation in enriching educational experiences (i.e., study abroad programs). At most institutions presently, women outnumber men across all racial groups in American higher education. However, the gap is most pronounced among college students of color. For example, in 2007 men earned only 37.8 percent of all associate's degrees; 38.9 percent of bachelor's degrees awarded to Latinos; 28.6 percent of master's degrees awarded to Blacks; and 38.6 percent of doctorates have been awarded to the Native Americans. These numbers make clear that educational intervention is urgently needed.

This Institute is based largely on insights from the presenter's newest book, *COLLEGE MEN AND MASCULINITIES* (published by Jossey-Bass in February 2010). Some attention will be devoted to discussing gender gaps in college enrollment/completion as well as other problems concerning college men (academic under performance, judicial offenses, rates of suicide, homophobia and sexism, etc.). Together, the presenter and institute attendees will offer explanatory insights into the social and cultural undercurrents of these issues. A particular emphasis will be placed on responding to the developmental needs of and challenges confronting college men of color. The presenter will offer several innovative strategies, and participants will construct male-specific action plans for implementation on their respective campuses. The overall aim of the institute is to offer a better understanding of whom college men are; how troubled masculinities and other socio-cultural forces shape male students' behaviors and outcomes; and what educators and administrators can do to narrow the gender gap in higher education, especially among undergraduate students of color.

Tuesday, June 1—8:30–11:30 a.m.

PART I—Beyond the Model Gender Majority Myth: Exploring the Trouble With Male Undergraduates

In this session, academic under-performance, disengagement, judicial offenses, rates of suicide, and homophobic and sexist acts among male undergraduates will be discussed alongside gender gaps in college enrollment and degree attainment. Particular emphasis will be placed on quantifiable disparities and disadvantage among college men of color.

Tuesday, June 1—1:30–5:30 p.m.

PART II—Explanatory Factors for Male Student Disengagement, Academic Underperformance, and Misbehavior on College Campuses

This session will focus on understanding the origins and environmental enablers of these issues. Attendees will be challenged to first explore the social conditions under which masculinities are manufactured and performed before attempting to close gender gaps on campus. Insights offered in this portion of the institute will form the basis for interventions that will be later designed in Part IV.

PART III—Helping Him: Accepting Professional Responsibility for Improving Male Students' Educational Outcomes

This session will be directed to those who work at colleges and universities with a professional responsibility to aid each male student in productively

resolving identity conflicts and transitioning into a version of adulthood where patriarchy, sexism, homophobia, misogyny, sexual harassment, and all forms of abuse, and oppression ends with him. Ways through which educators and administrators can actually do this will be described and discussed in this session.

Wednesday, June 2—8:30–11:30 a.m.

PART IV—Practical Strategies for Engaging, Retaining, and Reconnecting Male Students to College Campuses

In this session, the presenter will offer some strategies that educators and administrators might consider as they endeavor to engage male students and close gender gaps on their campuses. Attendees will also co-construct action plans for implementation on their respective campuses. These plans will include specific activities, programs, and educational interventions that individual educators and teams of colleagues can implement. Attention will be devoted to designing plans within context and by institution type. Additionally, a set of standards for assessing the effectiveness of male-focused institutional initiatives will be presented.

Shaun R. Harper, Ph.D., Assistant Professor of Education, Africana Studies and Gender Studies, University of Pennsylvania—Philadelphia, Pennsylvania

sharper1@gse.upenn.edu

ANNAPOLIS 4

Hotel Level 2

119 INSTITUTE ON Social Justice Toolbox: Essential Concepts and Tools for Social Justice Educators

This day and half-long institute will provide a foundation for doing social justice education and attending future training. Through a variety of experiential activities, presentation and discussion, participants will gain key concepts and tools for social justice education. Going beyond "diversity or multiculturalism" we will explore what it means to educate for social justice. This institute will consider topics such as social identities and social groups, commonalities and difference among different forms of privilege and oppression, characteristics of dominant and subordinate groups, stereotypes, racial (social) identity development, definitions of key terms, and allies and empowerment. Since the institute will utilize participants' own experiences, attendees will gain personal awareness as well as theoretical knowledge. While the focus of the institute is on concepts not activities, participants will nonetheless leave with some activities they can do on their own campuses and a bibliography of additional resources. This institute will benefit those who are new to social justice work, have not had formal training in social justice issues, or who want to move their diversity work to the next level.

Tuesday, June 1—8:30–11:30 a.m.

PART I—Exploring Social Identities and an Introduction to Power, Privilege, and Oppression

This part of the institute will explore social identities and social groups. We will look at how our social identities affect our experiences, attitudes, and beliefs. We will discuss dominant and subordinated groups and their experiences with privilege and disadvantage. An overview of the dynamics of oppression and commonalities and differences across different forms of oppression will be addressed. Key terms related to social justice will be defined.

Tuesday, June 1—1:30–5:30 p.m.

PART II—Levels and Types of Oppression, Racial/Social Identity Theories

Part II of the institute will examine the manifestations of different forms of oppression on individual, institutional, and cultural levels. The systemic, institutionalized nature of oppression will be addressed. We will also discuss theories of racial/social identity development that can help in understanding oneself, others, and intergroup dynamics and aid in implementing social justice efforts.

Wednesday, June 2—8:30–11:30 a.m.

PART III—Education and Action

Part III will explore the definition and role of allies and ways people can work for social justice in their various contexts. Principles for designing and facilitating social justice workshops and classes will be reviewed. Participants will have the opportunity to consider how material from this institute can be applied in their home settings.

Diane J. Goodman, Ed.D., Social Justice Trainer/Consultant and Adjunct Professor—Nyack, New York Dianejgood@aol.com

BALTIMORE 2
Hotel Level 2

120 INSTITUTE ON Speaking for Ourselves: Writing as a Part of Rethinking Remediation

During this daylong interactive and collaborative institute, we will ask questions about meeting students where they are, about the definitions of student success both personally and institutionally, and about the meaning of fluencies and literacies. Presenters will also share specific practices with samples of students' writing as examples of approaches that invite students to take up complex and demanding work, while supporting the development of their reading and writing skills. The institute encourages teachers, administrators, community organizers, and students to attend in rethinking the ideas of remediation and college readiness.

PART I—Tuesday, June 1—8:30–11:30 a.m.

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

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

Ben Bates, Ph.D., Co-Director, Oklahoma State University Writing Project; Associate Professor of Communications, Langston University—Langston, Oklahoma

Tomás Moniz, Teacher Consultant, Bay Area Writing Project; English Instructor, Berkeley City College—Berkeley, California

BALTIMORE 3
Hotel Level 2

121 INSTITUTE ON Unpacking Christian Advantage and Minority Religious Disadvantage: Historical and Contemporary Instances of Free Expression and Conflict

As the diversity of religious groups in U.S. schools and colleges increases, educators and administrators are experiencing new tensions between the normalization of Christianity and the expression of other religious traditions. These tensions are based in part on growing contradictions between the U.S. Constitutional guarantees of free religious expression and a 300 year historical tradition of Christian hegemony and domination over non-Christian religions. The ramifications of these ongoing tensions present a challenging social justice issue in current American society. It is important that instructors and administrators explore their own religious perspectives and that of their students. If religious tensions and conflict emerge they can be minimized or resolved. Such exploration can aid in designing classroom curricula and school policy so that it acknowledges the pluralism and diversity of students.

This daylong institute will include several brief formal presentations highlighting the historical and Constitutional basis for Christian hegemony and privilege in the U.S. over the religious traditions of Native Peoples and non-Christian immigrants from Europe, Asia, and Africa. The greater part of the institute will be devoted to interactive, experiential, and small group activities recently presented in *Teaching for Diversity and Social Justice* (2007) (edited by Maurianne Adams, Lee Bell, Pat Griffin), in the chapters "Religious Oppression: Overview" and "Religious Oppression Curriculum Design" (authors: Maurianne Adams and Khyati Joshi). This chapter has numerous interactive exercises and activities that we will present, or offer for future reference. In addition, we will draw upon "Religious Oppression" in *Readings for Diversity & Social Justice*, 2nd edition (January 2010). Presenters will focus

on historical background, Constitutional opposition to Christian hegemony, and the challenges of Hindu, Jewish, Native American, and Muslim students in U.S. schools and colleges. We will also emphasize the ways in which religious issues intersect with those of race and ethnicity, class, gender, and sexuality. Participants will be provided several opportunities to examine their own religious socialization (whether Christian or non-Christian, secular or observant) and how it relates to historical-societal traditions of Christian hegemony. Participants will identify the historical development and current reinforcements for attitudes, beliefs, and behavior patterns that support and reinforce Christian hegemony. Depending on the interests and identities of the participants, a wider range of religious traditions can be explored. For school and higher education teachers and administrators, this workshop presents an opportunity to explore the historical, systemic, and personal ramifications of these difficult and complicated issues. Participants will be encouraged to consider how they might bring issues of Christian privilege into classroom curricula, develop more equitable religious programs and policies, and consider ways that institutional policies and procedures contribute to the maintenance of Christian hegemony. We will close the institute with concrete suggestions for the resolution of religious conflicts and next steps participants can take for personal learning and institutional change.

PART I—Tuesday, June 1—8:30–11:30 a.m.

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

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

Khyati Y. Joshi, Ph.D., Associate Professor, School of Education, Fairleigh Dickinson University—Teaneck, New Jersey khyati@fd.edu

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

MAGNOLIA 3
Hotel Level 2

122 INSTITUTE For Well-Meaning White People: What Will Move Us to Act?

For many years I have heard people of color say, "Well she means well..." as code for "This person is clueless...a nice person, but clueless. You can't count on her to understand or to support you." My experience is that the person being spoken of sees herself as a good person who has always done the "right" thing.

This day and half-long institute is designed to explore how well-meaning white people participate in keeping an institution from making the changes necessary to become genuinely diverse and welcoming. People who would be horrified to be called "racist" often don't see it as their responsibility to work on "diversity" issues. We will address questions such as:

- When is it the acknowledged responsibility for people who are "mainstream" to learn our history? To learn how we offend, either by our actions or inactions?
- What is the most effective way of getting white people to do the personal work that moves them beyond sensitivity and awareness?
- How do we move people, ourselves and others, to become involved in creating an equitable and hospitable campus?
- How does the organization make working on "diversity" a clear expectation and hold people accountable for their growth?
- What else has to be happening in the organization for it to change?

We will identify strategies for enrolling this group of people to take action and to work with others to bring about lasting organizational change.

PART I—Tuesday, June 1—8:30–11:30 a.m.

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

PART III—Wednesday, June 2—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 <http://www.franceskendall.com/>

BALTIMORE 4
Hotel Level 2

123 INSTITUTE FOR Women of the Academy Creating Change: Drawing the Map; Finding the Spaces, and Moving to New Places

This daylong leadership development institute is designed to bring together a culturally and racially diverse group of women educators to rethink/reconceptualize how to bring about change within academic institutions. It will pay particular attention to the spaces and places, ways of knowing and working that women, especially women of color, have used to simultaneously navigate their way through higher education systems and also organize and advocate for change. Participants will increase their understanding of the traditional organizational systems that govern higher education and explore how to identify and utilize levers of change. Particular attention will be paid to the barriers that exist for women of color, and how women of color often had to move in between the traditional systems, creating new levers, finding other spaces and crossing boundaries of position and place to develop the connections needed to drive change. Participants will learn to read the environment, identify risks and opportunities, manage detours and handle the roadblocks inherent in navigating the system and advocating for change. In this institute we will explore our ability to claim and use power: the power associated with our positions, power acquired through informal connections, collective power accessed through networks and alliances both inside and outside of the institution, and the power within each of us. The institute will highlight the potential benefits and risks which are associated with exercising power in particular ways, and will critically examine how we use power to maintain the status quo and/or to advocate for change. Finally we will spend time sharing strategies that women of color and white women use to find the spaces and move to new places in order to sustain, validate, and nurture ourselves and each other in the current environment of higher education.

PART I—Tuesday, June 1—8:30–11:30 a.m.

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

Lupe Gallegos-Diaz, Director, Chicana/Latino Student Development, Multicultural Student Development, University of California—Berkeley, California lupeg@berkeley.edu

Linda Marchesani, Ed.D., Manager, Workplace Learning and Development, University of Massachusetts—Amherst, Massachusetts marchesani@admin.umass.edu

Shirley S. Tang, Ph.D., Associate Professor, Asian American Studies and American Studies, University of Massachusetts—Boston, Massachusetts shirley.tang@umb.edu

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

BALTIMORE 5
Hotel Level 2

124 INSTITUTE For Healing the Heart From Internalized Racism—An Institute for Students

This day and half-long institute is specifically designed for students. The institute will create a space to heal ourselves from internalized racism. By healing and knowing ourselves, we can lead by example. At the end of the institute, students will be better equipped with personal knowledge, a sense of renewal, and ideas on how one connects with the world in spite of racism.

Tuesday, June 1—8:30–11:30 a.m. and continuing 1:30–5:30 p.m.

PART I—Healing the Heart

All of us struggle with internalized oppression and carrying in some way the “thousand little cuts” of racism. In this institute for students, we will spend time unpacking the impact of internalized racism on our lives and focusing on how we can heal our hearts and continue our service to our world. Join us for a full day of activity, discussion, and support as we empower ourselves.

Wednesday, June 2—8:30–11:30 a.m.

PART II—Internalized Oppression as Students of Color

This session is designed for students of color. While sharing and creating community across all lines is important, this section of the institute is focused on students of color only. Here, we will look to share the intra-group and inter-group wounds and scars of racism and internalized racism as we heal and build community as empowered citizens changing the world.

Pamela Huang Chao, Professor of Sociology; and Director, Community and Diversity Initiative, American River College—Sacramento, California chaop@arc.losrios.edu

Jackie Reza, Ph.D., Director of Professional and Organizational Development, De Anza College—Cupertino, California rezajacquelyn@deanza.edu

NATIONAL HARBOR 12
Convention Center, Level 3

125 INSTITUTE ON Social Justice Training—For Students

What is Social Justice?

Adams, Bell, and Griffin (2007) define social justice as both a process and a goal. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure.” Reference: *Teaching for Diversity and Social Justice: A Sourcebook*. Edited by Maurianne Adams, Lee Anne Bell, and Pat Griffin.



ACPA—College Student Educators International

American College Personnel Association (ACPA), headquartered in Washington, DC at the National Center for Higher Education, is the leading comprehensive student affairs association that advances student affairs and engages students for a lifetime of learning and discovery. www2.myacpa.org

What is the Social Justice Training Institute?



Since December of 1998, the Social Justice Training Institute has been providing an opportunity for individuals committed to issues of inclusion to develop their skills in the areas of dialogue and connectedness. Over 500 professional colleagues have participated in this experience to date. We have now expanded the experience to include an opportunity for students to gather and do some “personal work” related to social justice issues. The institute is open to 50 undergraduate students on college and university campuses in the U.S. and abroad.

A three-part institute will provide an intensive developmental opportunity for students to examine the complex dynamics of oppression and to develop strategies to foster positive change on their campuses and in their communities.

This advanced experience is for students who have done a fairly significant amount of work on social justice issues. Four to six alumni will join two SJTI faculty to complete the facilitation team. <http://www.SJTI.org>

Tuesday, June 1—8:30–11:30 a.m.

PART I—Joining Up

Students will participate in activities and discussions focus on social justice issues and provide a personal context for participants to engage concepts of inclusion on campus. Participants will become aware of their identity groups and how these groups impact all they do.

Tuesday, June 1—1:30–5:30 p.m.

PART II—Who Am I and What Do I Bring

Students will participant in activities and discussions on understanding dominant and subordinated group identities and how these dynamics impact their work as change agents on campus.

Wednesday, June 2—8:30–11:30 a.m.

PART III—Taking It Back

Students will be involved in conversations that will increase their capacity to work for significant change within their campus cultures. Topics will include: Sustaining Your Commitment in Tough Times, and Increasing the Interest & Commitment of Others.

becky martinez, Faculty, Social Justice Training Institute; Independent Consultant and Trainer, Infinity Martinez Consulting; Doctoral Student, Organizational Leadership, University of La Verne—La Verne, California

Kathy Obear, Ed.D., Founding Faculty, Social Justice Training Institute; President, Alliance for Change (organizational development consulting firm, specializing in creating inclusion and change management)—Belchertown, Massachusetts
kobear@earthlink.net

Samuel R. Offer, Senior Consultant, Washington Consulting Group (a Multicultural Organizational Development Firm)—Baltimore, Maryland

Carmen Rivera, Lead Faculty, Student Social Justice Training Institute 2009; Associate Director, Access Center, and Ethnic Studies Instructor, Colorado State University—Fort Collins, Colorado Carmen.Rivera@ColoState.edu

Vernon A. Wall, Founding Faculty, Social Justice Training Institute; Director, Educational Programs & Publications, ACPA—College Student Educators International—Washington, DC vwall@acpa.nche.edu

Reverend Jamie Washington, Ph.D., Founding Faculty, Social Justice Training Institute; President and Founder, the Washington Consulting Group (a Multicultural Organizational Development Firm)—Baltimore, Maryland

DAY AT A GLANCE • WEDNESDAY, JUNE 2

8:00 a.m.–5:00 p.m.

201. REGISTRATION AND ON-SITE CHECK IN

9:30–11:30 a.m.

202. SPECIAL FEATURE PRESENTATION (THE COLLEGE BOARD)

Retaining and Graduating Students From Underserved Groups: A National Imperative

203. SPECIAL FEATURE PRESENTATION

A Panel Discussion: The Washington Regional Task Force Against Campus Prejudice (WRTF)

10:00–11:30 a.m.

204. MEET THE AUTHOR

Yes We Can? White Racial Framing and the 2008 Presidential Campaign

205. A CONVERSATION WITH REZA ASLAN

Sectarian Conflicts in Pluralistic Societies: Iraq As a Case Study

206. A CONVERSATION WITH BADI FOSTER

Legacies for Successor Generations

10:00 a.m.–6:00 p.m.

207. Exhibitor Showcase and Resources Center Opens

11:45 a.m.–12:45 p.m.

208. AFRICAN AMERICAN/BLACK CAUCUS

African American Network Gathering Lunch

209. APINCORE (ASIAN/PACIFIC ISLANDER AMERICAN) CAUCUS

Hot Topics: What's Happening in Our Community?

210. LATINO/A CAUCUS

All NCORE® Joint Caucus Meeting

211. MULTICULTURAL/MULTIETHNIC CAUCUS

Networking Meeting

212. NATIONAL ADVISORY COMMITTEE (NAC) MEETING

General Meeting

213. NATIVE DELEGATES (NDNCORE) CAUCUS

Networking Meeting

12:50–1:50 p.m.

214. CONFERENCE OPENING WELCOMING REMARKS

Belinda Biscoe and Sumita Furlong

215. CONFERENCE OPENING (PLENARY SESSION)

Keynote Address: Can We Achieve Our National Higher Education Goals of Access, Diversity, Affordability, and Excellence?—William E. Kirwan

2:00–3:00 p.m.

216. BOOK SIGNING AND INFORMAL DIALOGUE—WILLIAM E. KIRWAN

2:30–4:00 p.m.

217. A CONVERSATION WITH BEVERLY GUY-SHEFTALL

Gender Talk: The Struggle for Women's Equality in African American Communities

I am Your Sister: Selected and Unpublished Works of Audre Lorde

218. A CONVERSATION WITH RODOLFO DE LA GARZA

The Browning of U.S. Higher Education

219. SPECIAL FEATURE PRESENTATION:

The World Wide Web: Does It Promote Diversity and Equality or Polarization and Inequality?

220. SPECIAL FEATURE PRESENTATION:

Fresh Solutions to Old Challenges: Leadership Changing the Diversity Landscape

221. MAJOR WORKSHOP

The Goals of Diversity Within the Department of Defense

222. MAJOR WORKSHOP

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

223. MAJOR WORKSHOP

Because of Race: How Americans Debate Harm and Opportunity in Our Schools, and How We Could Do That Better in the 21st Century

224. MAJOR WORKSHOP

Systemic Change: Using Strategic Partnership and Collaboration to Overcome Students of Color Recruitment and Retention Related Barriers

90-MINUTE CONCURRENT SESSIONS

225. Excellence in Diversity: The Community Scholars Program at Texas Christian University

226. Cultural Responsiveness in Teacher Education: Helping Teachers S.O.A.R. While Exploring Strategies to Prepare Majority Teachers for Successful Instruction of Students of Color

227. The "Spirit" Seminars: An Innovative Program for Teaching Cultural Competence

228. The Role of a Leadership Development Team in Retaining a Diverse Faculty

229. Am I Indigenous Enough: The Relationship Between Indigenous Leadership and Dominant Culture

230. Coloring Outside the Lines: How One University Challenged Convention to Address the Intersection of Racism and Homophobia

231. Beyond Repressive Tolerance: Critical Questions to Engage White Adult Learners in Anti-racist Dialogue

DAY AT A GLANCE • WEDNESDAY, JUNE 2

232. A Pipeline for Success: An Approach to Recruitment and Retention for Undergraduate Engineering Students of Color

233. Inclusive Excellence Through Mentoring Students with Disabilities: Recruiting and Retaining a Culturally Diverse Student Population

234. Reflecting Your Heritage: One University's Model Program

2:30–4:30 p.m.

235. MAJOR WORKSHOP

Perspectives on Asian American Students' Mental Health and Wellness: Healthy Hearts, Minds, Bodies, and Spirits

236. MAJOR WORKSHOP

Leading American Higher Education Today and Tomorrow: Can We Seize an Opportunity to Diversify Our Leadership?

2-HOUR CONCURRENT SESSIONS

237. The Rising to the Occasion: African American Male Initiatives at the University of Akron

238. Sustained Dialogue: It's Not Just Talk—Students Committed to Creating Inclusive Campuses

239. Capturing the Spirit of Affirmative Action Through Equal Opportunity

240. Interactive Theatre to Affect Change: This Ain't Your Mama's Power Point on Diversity...

241. Graduate Education for Social Justice: Meanings, Programs, and Practices

242. Rethinking Access and Opportunity in Higher Education—Exploring Alternative Strategies to Positively Impact Campus Cultures, Foster Inclusiveness, and Develop Cultural Competencies Among all Students

243. Black and Brown Relations in the U.S.

5:00–5:45 p.m.

244. AFTERNOON CONFERENCE PLENARY SESSION

Keynote Address: Teach the Children, Free the Land: The Political Economy of Public Education—Mari J. Matsuda

5:45–6:30 p.m.

245. BOOK SIGNING AND INFORMAL DIALOGUE—MARI J. MATSUDA

7:00–8:15 p.m.

246. NCORE® 2010 WELCOMING RECEPTION

8:30–10:30 p.m.

247. WRTF-SPONSORED DANCE LESSON AND NCORE® OPENING DANCE
A DC Diversity Dance Revolution

WEDNESDAY, JUNE 2, 2010

8:00 a.m.–5:00 p.m.

POTOMAC BALLROOM A and C FOYER
Convention Center, Level 2

201 REGISTRATION AND ON-SITE CHECK-IN

9:30–11:30 a.m.

POTOMAC BALLROOM D
Convention Center, Level 2

SPECIAL FEATURE PRESENTATION

202 Retaining and Graduating Students From Underserved Groups: A National Imperative

Educators focused on multicultural issues have an important role to play in getting greater numbers of underserved students to the graduation stage on commencement day. The new century has made clear that solving our country's economic challenges rest on a renewed commitment to educational equity and diversity. Recent reports reveal that the United States must rapidly increase the number of students earning Associate of Arts and Bachelor of Arts degrees over and above current production levels if the nation is to remain globally competitive. Yet the only way we will be able to do this is by reducing the educational achievement gap among racial and socioeconomic groups that are underrepresented in higher education. Please join us at this session for a frank discussion to strategize on actions that are needed to close the achievement gap in order to return this nation to economic productivity and most importantly of all, advance all students successfully toward their postsecondary education goals.

Stephen J. Handel, Senior Director, Higher Education Relationship Development and Community College Initiatives, The College Board—San Jose, California
Youlonda Copeland-Morgan, Associate Vice President for Enrollment Management; Director, Scholarships and Student Aid, Syracuse University—New York, New York
ymcopela@syr.edu <http://financialaid.syr.edu/april2008.pdf>

Janina Montero, Vice Chancellor, Student Affairs, University of California—Los Angeles, California
http://www.studentaffairs.ucla.edu/vcoffice/vc_janina1.htm

Jonell Sanchez, Director of Outreach, ACCUPLACER, The College Board—New York, New York
<http://professionals.collegeboard.com/gateway>



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

9:30–11:30 a.m.

POTOMAC BALLROOM C
Convention Center, Level 2

SPECIAL FEATURE PRESENTATION

203 A Panel Discussion: The Washington Regional Task Force Against Campus Prejudice (WRTF)

The WRTF was founded in 1989 in response to a Regional Conference entitled Bigotry 101: A Crash Course in Combating Prejudice on Campus. The Anti-Defamation League (ADL) and the George Washington University (GWU) reached out to other educators throughout the Washington, DC area to talk about the challenges in their work on a broad range of campus types. When the discussions concluded, the participants realized that the issues of race and bias were: consistent amongst the member campuses, in-congruent with the vision and mission of each institution, and completely overwhelming to fight alone. The conference planted the seed of the organization that was soon to become the WRTF. Ever since that year, from September to May, a core working group representing 25 universities, colleges, and community colleges in Maryland, Virginia, and Washington, DC have met on a monthly basis. The discussions focus on strategies to address and solve relevant, common, and current issues about equity and diversity on our campuses and their surrounding communities. Over time, the discussions have broadened to include issues of gender, age, class, sexual orientation, ability, religion, race, ethnicity, and citizenship. The Washington Regional Task Force Against Campus Prejudice is the only task force of its kind designated a national model for developing support mechanisms for campus diversity efforts by the American Council on Education. In addition, WRTF hosted its first regional student leadership conference at the American University, "Advancing Student Leadership," in September 2004. In 2002, the WRTF hosted via satellite, a national, live, interactive video conference entitled, "Diversity Strategies for Today's Complex Environment" in partnership with *Black Issues in Higher Education*, now *Diverse Issues in Higher Education*. The video conference was sponsored by The Institute for Diversity & Multicultural Affairs at Bowie State University through a grant from the W.K. Kellogg Foundation. WRTF members actively participate in and facilitate workshops, forums, and conferences on issues of race and ethnicity in higher education and promote the value of diversity in campus communities.

Please join us at this open forum as we share the vision, mission, history, by-laws, structure, collaborative programming, brainstorming, and spirit of this committed collective of diversity practitioners. After the presentation, representatives from each of the WRTF member institutions will join us for an expanded panel discussion. It is our hope that other major cities throughout the nation and the university partners within them will organize to create a similar institution that will enhance each others' abilities to fight the good fight to end bias and racism on our college campuses.

Michael Tapscott, Director, Multicultural Student Services Center, George Washington University—Washington, DC (**Coordinator**) tapscott@gwu.edu
<http://gwired.gwu.edu/mssc/staff/>
Other WRTF Members are invited.

10:00–11:30 a.m.

POTOMAC BALLROOM 5
Convention Center, Level 2**MEET THE AUTHOR****204 Yes We Can? White Racial Framing and the 2008 Presidential Campaign**

This book offers one of the first sociological analyses of Barack Obama's historic 2008 campaign for the presidency of the United States. Elaborating on the concept of the white racial frame, Harvey Wingfield and Feagin assess the ways racial framing was deployed by principal characters in the 2008 election. This book counters many commonsense assumptions about race, politics, and society, particularly the idea that Obama's election ushered in a post-racial era. Readers will find this book uniquely valuable because it relies on sound sociological analysis to assess numerous events and aspects of this historic campaign.

Adia Harvey Wingfield, Ph.D., Assistant Professor, Sociology Department, Georgia State University—Atlanta, Georgia

For Dr. Harvey Wingfield's Book *Yes We Can? White Racial Framing and the 2008 Presidential Campaign*, please visit the NCORE® Book Exhibit (Teaching for Change)

10:00–11:30 a.m.

POTOMAC BALLROOM 2
Convention Center, Level 2**A CONVERSATION WITH REZA ASLAN****205 Sectarian Conflicts in Pluralistic Societies: Iraq As a Case Study**

Ethnic diversity more often than not leads to violent conflicts between religious and political groups in plural societies such as Iraq. Although such conflicts in recent times may occur less frequently and be less violent in American society, we need

to gain a better understanding of these conflicts in other societies and what lessons they hold for us. The presenter of this session, Reza Aslan has also been a frequent commentator on the conflicts in the Middle East on several TV shows, including CNN, the Daily Show, and MSNBC.

Reza Aslan, Ph.D., Assistant Professor of Creative Writing, University of California-Riverside, and Research Associate, Center on Public Diplomacy, University of Southern California—Los Angeles, California

Born in Iran, Dr. Reza Aslan, an internationally acclaimed writer and scholar of religions, is a contributing editor at the *Daily Beast* thedailybeast.com. Reza Aslan has degrees in Religions from Santa Clara University, Harvard University, and the University of California, Santa Barbara, as well as a Master of Fine Arts from the University of Iowa, where he was named the Truman Capote Fellow in Fiction. He is a member of the Council on Foreign Relations, the Los Angeles Institute for the Humanities, and the Pacific Council on International Policy. He serves on the board of directors for both the Ploughshares Fund, which gives grants for peace and security issues, Abraham's Vision, an interfaith peace organization, and PEN USA. Aslan's first book is the *New York Times* Bestseller, *No god but God: The Origins, Evolution, and Future of Islam*, which has been translated into thirteen languages, short-listed for the Guardian First Book Award in the UK, and nominated for a PEN USA award for research Non-Fiction. His most recent book is *How to Win a Cosmic War: God, Globalization, and the End of the War on Terror*, followed by an edited anthology, *Words Without Borders: Writings from the Middle East*, which we will be published by Norton in 2010. Aslan is Cofounder and Chief Creative Officer of BoomGen Studios, the first ever motion picture company focused entirely on entertainment about the Greater Middle East and its diaspora communities, as well as Editorial Executive of Mecca.com.

Bob H. Suzuki, Ph.D., President Emeritus, California State Polytechnic—Pomona, California (**Moderator**)

For book(s) by Reza Aslan, please visit the Greater Talent Network Exhibit Booth <http://www.greatertalent.com/RezaAslan>

10:00–11:30 a.m.

POTOMAC BALLROOM 3
Convention Center, Level 2**A CONVERSATION WITH BADI FOSTER****206 Legacies for Successor Generations**

Badi Foster, Ph.D., President, Phelps Stokes—Washington, DC



At Phelps Stokes, we start by asking what is possible. We strive to see the world not just as it is, but as what it can

become. This kind of innovative, creative thinking has helped us imagine a more just and sustainable world, and our incubation and support of pioneering people and programs is helping to bring our world view to life. We believe that all people can make a difference as long as they believe in themselves and what is possible. For centuries, Africa and underserved communities in the America have been unable to reach their potential and play a stronger role in the global community due to systemic challenges, such as lack of access to quality education and technology. At Phelps Stokes, we know from a century of direct experience that visionary leaders with big ideas can complement government and private sector efforts to address these issues, building bridges of international, intercultural and interracial understanding and effectively setting the stage for lasting social change.

In 2000, Dr. Badi Foster joined Phelps Stokes as the organization's fifth president. In his professional, personal and spiritual lives, Dr. Foster embodies the principles and values that guide our work. As an educator and innovator, he has dedicated himself to helping underserved people in Africa and the America and has been a pioneer in promoting equality and unity among diverse ethnic and racial groups, while underscoring the importance of education for all men and women.

For more information, please visit <http://phelpsstokes.org>

10:00 a.m.–6:00 p.m.

EXHIBIT HALL D
Convention Center, Level 1**EXHIBITOR SHOWCASE AND RESOURCE CENTER****207 Exhibit Open Daily:**

Wednesday, June 2 (10:00 a.m.–6:00 p.m.)

Thursday, June 3 (7:30 a.m.–6:00 p.m.)

Friday, June 4 (7:30 a.m.–6:00 p.m.)

Saturday, June 5 (9:00 a.m.–3:00 p.m.)

For a comprehensive listing of Exhibitors and their products and services, see page 98.

POTOMAC BALLROOM 5
Convention Center, Level 2**AFRICAN AMERICAN/BLACK CAUCUS**

Four meetings are hosted by JDOTT for African American/Black Caucus group meetings.

11:45 a.m.–12:45 p.m.

208 African American Network Gathering

For other African American/Black Caucus meetings, see Index 134, 380.

POTOMAC BALLROOM 6
Convention Center, Level 2**APINCORE (Asian/Pacific Islander American) Caucus**

During the NCORE® 2010, there are four meetings hosted by the APINCORE Caucus group.

11:45 a.m.–12:45 p.m.

209 Hot Topics: What's Happening in Our Community?

For other meetings of the APINCORE Caucus group, see Index 127, 379, 472.

POTOMAC BALLROOM 3
Convention Center, Level 2

LATINO/A CAUCUS

Five meetings are hosted by the Latino/a Caucus Groups organized during the NCORE® conference. During NCORE® 2010 the Latino/a caucus will meet to discuss a series of issues affecting Latino/a faculty, administrators, staff, and students in higher education.

11:45 a.m.–12:45 p.m.

210 All NCORE® Joint Caucus Meeting

For other meetings of the Latino/a Caucus, see Index 131, 378, 475.

11:45 a.m.–12:45 p.m.

POTOMAC BALLROOM 4
Convention Center, Level 2

MULTIRACIAL/MULTIETHNIC CAUCUS

211 During the NCORE® 2010 the Multiracial/Multiethnic caucus will meet to discuss a series of issues of interest to the group.

For other meetings of the Multiracial/Multiethnic Caucus group, see Index 128, 376, 473.

POTOMAC BALLROOM C
Convention Center, Level 2

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 303, 403.

POTOMAC BALLROOM 4
Convention Center, Level 2

NDNCORE CAUCUS

Five meetings are hosted by the Native Delegates of NCORE. The caucus group organized during the NCORE® 2007 conference. During the NCORE® 2010 the Native Delegates will meet to discuss a series of issues of interest to Native Americans in Higher Education.

11:45 a.m.–12:45 p.m.

213 Networking Meeting

For other meetings of the NDNCORE, see index 002, 129, 377, 474.

12:50–1:00 p.m.

POTOMAC BALLROOM A and B
Convention Center, Level 2

CONFERENCE OPENING & WELCOMING REMARKS

214 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



Sumita Furlong, Ph.D., Director, Southwest Center for Human Relations Studies, The University of Oklahoma—Norman, Oklahoma

1:05–1:50 p.m.

POTOMAC BALLROOM A and B
Convention Center, Level 2

CONFERENCE OPENING ADDRESS (Plenary Session)



Keynote Address:

215 Can We Achieve Our National Higher Education Goals of Access, Diversity, Affordability, and Excellence?

William E. Kirwan, Ph.D., Chancellor, University System of Maryland—Adelphi, Maryland



Since its formation in 1988, the University System of Maryland—a family of thirteen diverse and complementary institutions—has focused on the vision of national eminence described in the System's founding legislation. This vision has guided us in the pursuit of our broadest goal: to serve Marylanders' educational needs through teaching, research, and public service.

As recipient of the 2010 TIAA-CREF Theodore M. Hesburgh Award for Leadership Excellence, and as recipient of 2009 Carnegie Corporation Academic Leadership Award, Dr. Kirwan is a widely respected academic leader. Dr. Kirwan served as president of Ohio State University for four years (1998-2002) and as president of the University of Maryland, College Park for 10 years (1988-1998). Prior to his presidency, he was a member of the University of Maryland faculty for 24 years. Dr. Kirwan is a nationally recognized authority on critical issues shaping the higher education landscape. He is a sought after speaker on a wide range of topics. Along with his national and international presentations on key issues, Dr. Kirwan has authored many articles on issues in higher education and has been profiled and cited in academic and mainstream publications. Currently, Dr. Kirwan chairs the National Research Council Board of Higher Education and Workforce; chairs the College Board's Commission on Access, Admissions, and Success in Higher Education and co-chairs the Knight Commission on Intercollegiate Athletics. He also serves on the Board of Directors of the Council for Higher Education Accreditation and is a member of the Business-Higher Education forum. In Maryland, Dr. Kirwan co-chairs the Governor's P-20 STEM Task Force and is a member of the Governor's International Advisory Board and the Maryland Economic Development Commission. He also is a member of the boards of the Maryland Chamber of Commerce, Greater Baltimore Committee, Economic Alliance of Greater Baltimore, and the Maryland Business Roundtable for Education. In 2007, Dr. Kirwan became the 16th recipient of the Maryland House of Delegates Speakers' Medallion in recognition of his service to the House and to the State of Maryland. He also received the Maryland Senate's First Citizen Award in 1998, in recognition of his commit-

ment and service to the state. Other recent awards include the 2008 Reginald H. Jones Distinguished Service Award from the National Action Council for Minorities in Engineering (NACME). The award honors individuals who have made significant contributions to increasing the representation of minorities in STEM (science, technology engineering, and math) careers. The *Daily Record* named Dr. Kirwan an "Influential Marylander."

2:00–3:00 p.m.

POTOMAC BALLROOM A and B
Convention Center, Level 2

BOOK SIGNING AND INFORMAL DIALOGUE

216 William E. Kirwan

2:30–4:00 p.m.

POTOMAC BALLROOM C
Convention Center, Level 2

A CONVERSATION WITH BEVERLY GUY-SHEFTALL



217 Gender Talk: The Struggle for Women's Equality in African American Communities
I am Your Sister: Selected and Unpublished Works of Audre Lorde

Beverly Guy-Sheftall, Ph.D., President, National Women's Studies Association (a professional organization that is dedicated to leading the field of women's studies, as well as its teaching, learning, research, and service wherever they be found); the founding director of the Women's Research and Resource Center and the Anna Julia Cooper Professor of Women's Studies, Spelman College—Atlanta, Georgia

Audre Lorde (1934–1992), poet, essayist, autobiographer, novelist, and nonfiction writer, also wrote under the pseudonym Rey Domini. American writer Audre Lorde names herself as "a black feminist lesbian mother poet" because her identity is based on the relationship of many divergent perspectives once perceived as incompatible. Thematically, she expresses or explores pride, love, anger, fear, racial and sexual oppression, urban neglect, and personal survival. Moreover, she eschews a hope for a better humanity by revealing truth in her poetry. She states, "I feel I have a duty to speak the truth as I see it and to share not just my triumphs, not just the things that felt good, but the pain, the intense, often unmitigating pain." Lorde was a prolific writer who continually explored the marginalizations experienced by individuals in a society fearful of differences. <http://www.english.emory.edu/Bahri/RYAN.HTML>

For book(s) by Beverly Guy-Sheftall, *Gender Talk: The Struggle for Women's Equality in African American Communities*, and *I am Your Sister: Selected and Unpublished Works of Audre Lorde*, please visit the NCORE® Book Exhibit (Teaching for Change)

2:30–4:00 p.m.

POTOMAC BALLROOM D
Convention Center, Level 2

A CONVERSATION WITH RODOLFO DE LA GARZA



218 The Browning of U.S. Higher Education

Rodolfo de la Garza, Ph.D., Vice President of Research at the Tomás Rivera Policy Institute and a Rodolfo O de la Garza Eaton Professor of Administrative Law and Municipal Science, and Professor of International Public Affairs, Political Science Department, Columbia University—New York, New York

The Browning of U.S. Higher Education: Changing student demographics may prove the most formidable ever for American colleges and universities as well as for public K-12 school systems, scholars say. "This is a profound demographic change, which provides a challenge for American education Like the Italians of the past, the Irish of the past, and the Jews of the past (who were immigrants), now you've got Asians and Hispanics overwhelmingly," says Dr. Rodolfo de la Garza. "We are at the same percentage of immigrants

in the nation that you had in 1920 and at that point they were 11 percent in the nation. And that's about where they are now The question is going to be 'are we going to take advantage of that opportunity or are we not?' And if we do, the nation has a whole new pool of people to work with," de la Garza adds.

For Book(s) by Rodolfo de la Garza, please visit the NCORE® Book Exhibit (Teaching for Change)

2:30–4:00 p.m.

POTOMAC BALLROOM 1
Convention Center, Level 2

SPECIAL FEATURE PRESENTATION

219 The World Wide Web: Does It Promote Diversity and Equality or Polarization and Inequality?

Many social scientists and others assume that the internet or World Wide Web, will bring people of different backgrounds closer together, resulting in greater understanding and harmony among groups. However, studies indicate that the World Wide Web may, in fact, have the opposite effect. For example, the numerous political blogs on the internet appear to be increasing the polarization between liberals and conservatives. Rather than providing opportunities to consider alternative viewpoints, liberals tend to listen almost exclusively to liberal blogs, and conservatives to conservative blogs. Moreover, the poor have less access to the internet than the wealthy, creating a "digital divide," which could result in increasing inequality not only in our nation but throughout the world. The presenter for this session is Dr. Lev Gonick, who is not only an expert on information technology but also has his Ph.D. in International Political Economy.



Lev Gonick, Ph.D., Vice President for Information Technology Services, Case Western Reserve University—Cleveland, Ohio



Bob H. Suzuki, Ph.D., President *Emeritus*, California State Polytechnic—Pomona, California (**Moderator**)

For book(s) by Lev Gonick, please visit the NCORE® Book Exhibit (Teaching for Change)

2:30–4:00 p.m.

POTOMAC BALLROOM 2
Convention Center, Level 2**SPECIAL FEATURE PRESENTATION****220 Fresh Solutions to Old Challenges: Leadership Changing the Diversity Landscape**

Building more diverse and inclusive academic institutions is an essential component of forging a strong democracy built on racial equality and justice. Yet achieving such inclusive environments has been highly fraught and contentious throughout the nation. Three experts with long hands-on and research experience addressing these issues and will provide examples of creative leadership strategies aimed at achieving faculty, staff and student diversity and policies and practices that value and nurture such diversity. They will also give attention to the factors that enable successful change.



Linda Basch, Ph.D., President, The National Council for Research on Women—New York, New York



William B. Harvey, Ph.D., Executive Director, International Reading Association—Newark, Delaware



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—Washington, DC

2:30–4:00 p.m.

POTOMAC BALLROOM 3
Convention Center, Level 2**MAJOR WORKSHOP****221 The Goals of Diversity Within the Department of Defense**

President Truman signed Executive Order 9981 on July 26, 1948, directing the armed forces to integrate. Both the Navy and Air Force made plans for full integration shortly thereafter, while efforts of the Marine Corps and the Army lagged behind, steeped in the tradition of segregated units in combat and the Army's practice of imposing quotas limiting minority enlistment to 10% or less. Despite the early struggles, the military has led the nation in providing opportunity for advancement and leadership regardless of race or ethnicity, and now demands of itself that the senior most leadership reflect the diversity of the nation it leads. This has resulted in a number of initiatives aimed at competing for its "fair share" of talent, celebrating the demographic, gender, racial, cultural, linguistic, religious or creed, and experiential differences of that pool. Creating and fostering a climate of inclusion and diversity in any workplace is about winning the battle for talent. The Department of Defense is no different in its desire to attract, retain, and promote the best and brightest talent from our entire Nation. We cannot afford to overlook the perspectives or experiences of any group of citizens; after all we are sworn to defend everyone. Diversity is also about facing increasingly complex challenges in our globally deployed workforce, and combining all of the inputs from all of our members to come up with increasingly complex solutions.

1. The battle for talent – economic and national security
2. Leadership reflecting the people we lead internally and externally
3. Role of Diversity in innovation and complex thinking
4. Value of perspectives, barriers, and approach to problem solving

Kevin Driscoll, COL, Senior Equal Opportunity Policy advisor, United States Air Force—Washington, DC

Monica Emerson, Highly Qualified Expert (HQE); Navy Diversity Officer, Principle Advisor to the Chief of Naval Personnel (on all matters relating to internal and external diversity), a resource to Navy and Marine Officers on Diversity and Inclusion Initiatives, U.S. Department of Navy—Kensington, Maryland

Adwoa Hendricks, Senior Chief Petty Officer, United States Coast Guard-U.S. Department of Homeland Security; Assistant Diversity Activity Council (DAC) Coordinator; Enlisted Gender Policy Advisor—Washington, DC

Cynthia T. Macri, MD, CAPT, MC, USN, Special Assistant for Diversity to the Chief of Naval Operations, U.S. Navy—Kensington, Maryland

2:30–4:00 p.m.

POTOMAC BALLROOM 4
Convention Center, Level 2**MAJOR WORKSHOP****222 Advancing Your Career: What You Need to Know to Advance in Higher Education**

This introductory session will provide an overview of what you need to know to manage your own career. This session is designed to cover techniques and tips helpful at the entry level, mid-management, dean, vice president, and president. The session will help participants focus on career planning and success. This is a must-attend if you want to advance in higher education. Dr. Polonio has been involved in over 300 presidential searches and will share about techniques and the nuances of the search process.

Narcisa A. Polonio, Ed.D., Vice President, Education, Research and Board Services, Association of Community Colleges Trustees (ACCT)—Washington, DC npolonio@acct.org

2:30–4:00 p.m.

POTOMAC BALLROOM 5
Convention Center, Level 2**MAJOR WORKSHOP****223 Because of Race: How Americans Debate Harm and Opportunity in Our Schools, and How We Could Do That Better in the 21st Century**

Mica Pollock, an anthropologist of education, has long explored how youth and adults discuss everyday issues of educational opportunity in diverse communities. In this session, the presenter will first lay out an argument from her most recent ethnography (*Because of Race*), based on her work experience in the U.S. Department of Education's Office for Civil Rights: in the "new civil rights era," it is more important than ever to foster running, routine, and precise conversations on the everyday actions in schools and communities that support and hinder student success. She will next discuss efforts to engage teachers in this very discussion, using an edited volume for teachers (*Everyday Antiracism*) she produced with 70 colleagues. Finally, Pollock will ask a question central to her newest work: *how might common technology help make opportunity analysis routine and normalized in diverse 21st century communities?* Pollock is currently collaborating with educators, families, young people, and technology experts in Somerville, Massachusetts, to pilot The OneVille Project, which is exploring how a "toolkit" of face to face conversations, paper-based communication, and commonplace technology might support a diverse community to inquire together into specific ways of improving young people's everyday educational experiences. Pollock is also beginning to envision, with others, how an online Network for Public Knowledge on Educational Opportunity could empower the public to explore everyday ways of increasing young people's local opportunities to learn. She will share early findings, updates, and questions to conclude her talk.

Mica Pollock, Ph.D., Associate Professor of Education, Harvard University—Cambridge, Massachusetts pollocmi@gse.harvard.edu

For book(s) by Mica Pollock, please visit the NCORE® Book Exhibit (Teaching for Change)

2:30–4:00 p.m.

POTOMAC BALLROOM 6
Convention Center, Level 2**MAJOR WORKSHOP****224 Systemic Change: Using Strategic Partnership and Collaboration to Overcome Students of Color Recruitment and Retention Related Barriers**

Presenters will share the challenges St. Cloud State University faced on planning, budgeting, staff development, budget cuts, lawsuits, and civil justice issues. They will also share the step-by-step process on how they increased their students of color enrollment significantly during these very difficult times. The last half of the presentation will involve representative volunteers from the audience to describe their institutional challenges. The audience and the presenters will assist by making suggestions and recommendations as to how they could resolve their university/college concerns. This session will be interactive and utilize collaborative audience participation.

Mahmoud Saffari, Ph.D., Associate Vice President of Enrollment Management, St. Cloud State University—St. Cloud, Minnesota msaffari@stcloudstate.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—Montgomery, Alabama rhsaigo@gmail.com

2:30–4:00 p.m.

90-MINUTE CONCURRENT SESSIONS

2:30–4:00 p.m.

BALTIMORE 2
Hotel Level 2Levels of Experience: **Intermediate****225 Excellence in Diversity: The Community Scholars Program at Texas Christian University**

◆◆ Case Studies/Model Programs ◆◆

This session explores an innovative academic preparation and scholarship recruitment and retention program for minority students at Texas Christian University. More specifically, this session will describe how a campus-based program, recruits and retains student participants, provides administrative support, creates student engagement activities, obtains funding, and conducts program assessment. Information detailing the development and expansion of the Community Scholars Program will be provided. This session should particularly benefit participants who are interested in the recruitment and retention of minority students at predominately white institutions, and those who are looking to create a scholarship retention program. Participants will be provided a toolkit to take home.

April Brown, Assistant Director of Inclusiveness and Intercultural Services (Assessment and Retention), Texas Christian University—Forth Worth, Texas a.e.brown3@tcu.edu

Timeka Gordon, Assistant Director of Inclusiveness and Intercultural Services (Community Scholars), Texas Christian University—Forth Worth, Texas timeka.gordon@tcu.edu

Cristina Ramos, Program Coordinator of Inclusiveness and Intercultural Services, Texas Christian University—Forth Worth, Texas c.ramos@tcu.edu

Darron Turner, Assistant Vice Chancellor, Student Affairs, Texas Christian University—Forth Worth, Texas d.turner@tcu.edu

2:30–4:00 p.m.

NATIONAL HARBOR 8
Convention Center, Level 3Levels of Experience: **Intermediate****226 Cultural Responsiveness in Teacher Education: Helping Teachers S.O.A.R. While Exploring Strategies to Prepare Majority Teachers for Successful Instruction of Students of Color**

◆◆ Curricular/Pedagogical Models ◆◆

This session will examine innovative collaboration that the Department of Special Education and Educational Leadership have formed with the Office of Equity and Diversity of Georgia College and State University to assist faculty and pre-service candidates to explore the theoretical implications of cultural relevant teaching. Information and rationale for Student Oriented Activities for Retention (SOAR) will help to provide participants with lessons on how to also prepare minority pre-service candidates in a majority teacher preparation program. Participants will be encouraged to continuously counter the dominant and pervasive negative images of African American communities in lieu of more positive images that can be used a source of inspiration for teaching and learning. Classroom examples will be evaluated to span different “content areas” to illustrate the elasticity of culturally relevant pedagogy and leadership. Interactive demonstrations and activities will demonstrate how to create opportunities for pre-service teachers. This session particularly should benefit participants who are interested in creating opportunities that will assist in preparing pre-service teachers and educational leaders to effectively empower the students of color they will be teaching. Participants will be provided with information and a model that they can replicate on their campuses.

Edward Louis Hill Jr., Ed.D., Assistant Professor, Georgia College and State University—Milledgeville, Georgia edward.hill@gcsu.edu

Rebecca C. McMullen, Ph.D., Associate Professor, Department of Special Education & Administration, Undergraduate/Graduate Faculty Appointment, Georgia College and State University—Milledgeville, Georgia rebecca.mcmullen@gcsu.edu

Yves-Rose Saintdic, Director, Institutional Equity & Diversity, Georgia College and State University—Milledgeville, Georgia Yves-RoseSaintDic@gcsu.edu

2:30–4:00 p.m.

ANNAPOLIS 3
Hotel Level 2Levels of Experience: **Novice and Intermediate****227 The “Spirit” Seminars: An Innovative Program for Teaching Cultural Competence**

◆◆ Case Studies/Model Programs ◆◆

Health disparities among diverse groups continue to exist and are even widening; reducing health disparities remains a challenge. Education of healthcare professionals is imperative in eliminating these disparities. Curricula must increase students’ awareness, knowledge and skills relating to differences in patients’ values, preferences, and needs.

This interactive session examines an innovative program developed and implemented at Samuel Merritt University, School of Nursing, designed to enhance students’ cultural competence in caring for diverse populations. The session will also provide insights on the skills that educators need in facilitating the students’ development of cultural competence. This session should particularly benefit educators who are interested in enhancing their own skills in teaching diversity in addition to enhancing the cultural content of their curriculum.

Aara Amidi-Nouri, RN, Ph.D., Director of Diversity and Assistant Professor, School of Nursing, Samuel Merritt University—Oakland, California aamidinouri@samuelmerritt.edu

Miriam Eisenhardt, MPH, RN, Assistant Professor, School of Nursing, Samuel Merritt University—Oakland, California meisenhardt@samuelmerritt.edu

Marjorie Hammer, RN, MSN, Assistant Professor, School of Nursing, Samuel Merritt University—Oakland California Mhammer@samuelmerritt.edu

2:30–4:00 p.m.

ANNAPOLIS 2

Hotel Level 2

Levels of Experience: **Advanced****228 The Role of a Leadership Development Team in Retaining a Diverse Faculty**

◆◆ Long- and Short-Range Planning ◆◆

This session shares one institution's efforts to create a Leadership Development Team (LDT) comprising the faculty across the university. The Team will use a newly developed Faculty Retention Toolkit, which presents an enlightened balance between theory and practice on retaining a diverse faculty. As the LDT share the theory, strategies and best practices in the Toolkit with colleagues, the new knowledge will promote institutional transformation and increase faculty retention. This session should particularly benefit senior-level administrators, Deans and faculty interested in increasing the retention of the pre- and post-tenure faculty.

David Killoran, Ph.D., Professor and Chair, English Department, Loyola Marymount University—Los Angeles, California dkillora@lmu.edu

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

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

2:30–4:00 p.m.

BALTIMORE 3

Hotel Level 2

Levels of Experience: **Intermediate and Advanced****229 Am I Indigenous Enough: The Relationship Between Indigenous Leadership and Dominant Culture**

◆◆ Research/Assessment/Evaluation ◆◆

This session will examine the relationship between indigenous leadership and dominant culture. In addition, it will explore the researcher's multidimensional identity. Indigenous leadership information will be provided. Insights learned through the research process will be shared. Finally, this session will delve into current research efforts to determine next steps in identifying indigenous leadership in education. This session should particularly benefit participants who are interested in the success of indigenous/Native students in education.

Catherine M. Pulkinen, Ed.D., Assistant Professor, Teacher Education Department, University of Wisconsin—Superior, Wisconsin cpulkine@uwsuper.edu

2:30–4:00 p.m.

BALTIMORE 5

Hotel Level 2

Levels of Experience: **Intermediate****230 Coloring Outside the Lines: How One University Challenged Convention to Address the Intersection of Racism and Homophobia**

◆◆ Case Studies/Model Programs ◆◆

This session will examine the case of Antioch University Los Angeles (AULA), which was founded by an abolitionist and social reformer, and which endeavors to navigate the often ignored intersection of racism and homophobia/heteronormativity in pedagogy, student life and faculty relations. This workshop, presented by faculty from AULA's Master of Arts in Psychology Program, will describe the implementation of the nation's first masters level LGBT specialization in a marriage and family therapy program, the simultaneous creation of its new Afrocentric campus organization, and the development of a series of special events and open forums that were designed to facilitate dialogue about these two seemingly competing agendas. The session will challenge the notion that these are separate agendas and will describe the powerful synergy that resulted from recognizing the shared heritage of racism and homophobia/heteronormativity. The session will not only describe the obstacles faced and the creative and courageous steps taken to overcome them, but will also suggest specific strategies for success. This session should particularly benefit faculty, administrators, students and staff who are interested in breaking polarizing patterns, in order to create a unified campus environment that affirms

not only racial/ethnic identities, but also the myriad expressions of sex/gender identity and orientation.

Thomas J. Mondragon, Associate Faculty, LGBT Specialization, Antioch University—Los Angeles—Culver City, California tmondragon@antioch.edu

Claudia Owens Shields, Ph.D., Director, Clinical Training/Core Faculty, Antioch University—Los Angeles—Culver City, California

2:30–4:00 p.m.

AZALEA 3

Hotel Level 2

Levels of Experience: **Novice****231 Beyond Repressive Tolerance: Critical Questions to Engage White Adult Learners in Anti-racist Dialogue**

◆◆ Curricular/Pedagogical Models ◆◆

This session examines a model of inquiry aimed at producing privilege-cognizant adult students who move beyond post-colonial condescension, malefic generosity and repressive tolerance to challenge the white epistemology that dominates western higher education. Presenters will share insights gained from using a questionnaire which focused on illuminating micro-racial aggressions in pedagogy and classroom dialogue. In addition, the adult classroom will be analyzed as a microcosm in which dominant patterns emerge. This session should particularly benefit (1) adult educators who will gain tools to help engage learners in action and reflection in which they make meanings from their own life experiences, moving beyond intellectualism to emotional and ethical responses, and (2) students, staff, or faculty from other disciplines who seek understanding and awareness of this topic.

Stephanie Fenwick, Director, Prior Learning Assessment, Center for Adult and Professional Studies, Azusa Pacific University—Azusa, California sfenwick@apu.edu

Sarah Visser, Prior Learning Assessment Faculty, Center for Adult and Professional Studies, Azusa Pacific University—Azusa, California svisser@apu.edu

2:30–4:00 p.m.

BALTIMORE 4

Hotel Level 2

Levels of Experience: **Intermediate****232 A Pipeline for Success: An Approach to Recruitment and Retention for Undergraduate Engineering Students of Color**

◆◆ Research/Assessment/Evaluation ◆◆

Presenters will focus on selected data from a research study of undergraduate engineering students of color attending a Midwestern University. Specifically, this presentation will demonstrate that an informal pipeline of recruitment, collaboration, mentorship and support can be instrumental in the success of such students. As a small part of a much larger, mixed method study (NSF 0431642), the focus of this session will be on the informal structures or pipeline utilized by the students that contributed to successful retention and graduation. While the larger data set is derived from a set of 90-minute interviews with Native American, African American, Asian American, and Hispanic engineering students, this particular presentation will focus on data pertaining to African American students from selected geographic locations. This session should largely benefit university administrators, admission counselors, faculty members, undergraduates, graduate students, student life personnel, and anyone who are concerned with ways to increase university recruitment and retention among underrepresented groups at predominately White institutions.

Jeanette R. Davidson, Ph.D., Director, African and African American Studies; Associate Professor of Social Work, The University of Oklahoma—Norman, Oklahoma jrdavidson@ou.edu

Monica Flippin-Wynn, Doctoral Candidate, Communication, University of Oklahoma—Norman; Assistant Professor, Jackson State University—Jackson, Mississippi flippin@ou.edu

2:30–4:00 p.m.

BALTIMORE 1

Hotel Level 2

Levels of Experience: **Intermediate****233 Inclusive Excellence Through Mentoring Students With Disabilities: Recruiting and Retaining a Culturally Diverse Student Population**

◆◆ Case Studies/Model Programs ◆◆

Many universities, including Wright State have formalized mentoring programs for other underrepresented and underserved populations; we believe it is equally important to address the needs of this underserved population as well. Colleges and universities must expect an increased enrollment of students with disabilities and moreover, must plan and implement mentoring programs that will serve for their specific needs.

This session will present an innovative model for “best practice use” in planning, developing, implementing, evaluating and sustaining a formal mentoring program for students with disabilities in a college or university setting. Unfortunately, most formal and informal mentoring programs are not planned nor constructed to meet the needs of college and university students with disabilities. It is the goal of this presentation to showcase a mentoring program for students with disabilities that promotes diversity and embodies inclusive excellence that can be replicated at other universities across the nation. This session should particularly benefit university administrators, student affairs and student support services professionals, students and other participants who are interested in inclusive excellence, academic success and the future of students with disabilities in a diverse and globally competitive marketplace.

Elizabeth Beemer, Graduate Assistant, Office of Student Activities, Wright State University—Dayton, Ohio beemer.3@wright.edu

Jean Denney, Assistant Director, Physical Support, Office of Disabilities Services, Wright State University—Dayton, Ohio jean.denney@wright.edu

Brendan Greaney, Accounting Manager and Web Designer, Office of Disability Services, Wright State University—Dayton, Ohio greaney.2@wright.edu

Simone G. Polk, J.D., Assistant Vice President, Student Services, Wright State University—Dayton, Ohio simone.polk@wright.edu

2:30–4:00 p.m.

ANNAPOLIS 1

Hotel Level 2

Levels of Experience: **Novice and Intermediate****234 Reflecting Your Heritage: One University's Model Program**

◆◆ Case Studies/Model Programs ◆◆

This session highlights students' experiences in annual heritage conferences presented in a diverse, Midwestern public university to enhance learning opportunities and student engagement. We celebrate our collective cultural experience and heritage with intentionality. Cross-cultural understanding and learning occur beyond the classroom walls. Our annual heritage conferences facilitate the acquisition of knowledge, abilities, and attitudes, to form a foundation for lifelong learning. We are immeasurably enriched by contributions from all members of our university community, and heritage programs and conferences celebrate our collective cultural experience. Conferences and programs provide a forum for students, faculty and staff to interact with each other. The opportunity for dialogue is limitless and to engage in the discussion of critical issues of local and global importance that affect and impact our lives. Our focus is dual: to provide our students with opportunities to explore diverse viewpoints while they pursue career paths as global citizens in the workplace; and to provide a forum to increase our understanding and appreciation of the influence and rich traditions of the many cultures that coexist in our global community.

Murrell J. H. Duster, Dean, Academic Development; Multicultural/Diversity Programs, Northeastern Illinois University—Chicago, Illinois M-duster@neiu.edu

Yasmin A. Ranney, Assistant Dean, Academic Development, Northeastern Illinois University—Chicago, Illinois y-ranney@neiu.edu

2:30–4:30 p.m.

AZALEA 1

Hotel Level 2

MAJOR WORKSHOP**235 Perspectives on Asian American Students' Mental Health and Wellness: Healthy Hearts, Minds, Bodies, and Spirits**

A panel of experts will present issues related to mental health and wellness of Asian, South Asian, and Asian American students, discussing both the strengths and difficulties including suicide which are important for our students. This session will address issues that arise for Asian American students concerning the barriers and support for strong mind, body well-being, good mental health, and optimal levels of functioning during college. Professionals who work with these students will discuss the strengths and drawbacks those traditional age students from Asian American families bring to their classes along with their traditions. The panel will approach the difficult topic of high stress and suicide: (1) consider the issues of independence and autonomy in choice of major; (2) issues relating to social pressures around substance abuse and dating; and (3) identity development, cultural maintenance, and psycho-social challenges in Asian American communities (especially after decades of immigration from Asian countries). The presentation will take into account the perspective of higher education professionals who work with or advise Asian, South Asian, and Asian American students. This session will benefit professionals, researchers, and individual students.

Meg H. 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

Razia Kosi, a Licensed Clinical Social Worker, a Cultural Competency Specialist for a Public School System in Maryland, and the Executive Director for CHAI Inc.—Ellicott City, Maryland raziakosi@chaicounselors.org

Jack Tak Fok Ling, Ph.D., Clinical-Social Psychology, Executive Director, Institutional Diversity & Inclusion, Office of the Provost, University of Dayton—Dayton, Ohio Jack.Ling@notes.udayton.edu

Matthew Mock, Ph.D., a third generation Chinese Psychologist and Family Practitioner—Berkeley, California mrmock@comcast.net

Warin Tepayayone, a Non-Verbal Communication Expert and Mental Health Clinician who works with hospitalized and severely ill psychiatric patients—Stephens City, Virginia wtepayayone@yahoo.com

2:30–4:30 p.m.

AZALEA 2

Hotel Level 2

MAJOR WORKSHOP**236 Leading American Higher Education Today and Tomorrow: Can We Seize an Opportunity to Diversify Our Leadership?**

Between 2007 and 2009, American Council on Education (ACE) produced four studies on current and future leaders of American higher education. “What did we learn about who leads higher education today, and who may lead us in the future? What do we need to do to diversify our leadership?”

This session will provide an overview of the crucial findings from these four studies of presidents, chief academic officers, other senior leaders, and faculty. The findings will provide a point of departure for a broader discussion of the leadership pipeline in higher education and the steps we must now take to see greater diversity in our leaders tomorrow.

Gailda Pitre Davis, Ed.D., Associate Director, Center for Advancement of Racial and Ethnic Equity, American Council on Education—Washington, DC gailda_davis@ace.nche.edu

Jacqueline E. King, Ph.D., Assistant Vice President, Center for Policy Analysis, Division of Programs and Research, American Council on Education (ACE)—Washington, DC jacqueline_king@ace.nche.edu www.acenet.edu

2:30–4:30 p.m.

2-HOUR CONCURRENT SESSIONS

2:30–4:30 p.m.

NATIONAL HARBOR 5
Convention Center, Level 3Levels of Experience: **Intermediate****237 The Rising to the Occasion: African American Male Initiatives at the University of Akron**

◆◆ Case Studies/Model Programs ◆◆

The University of Akron, in response to the alarming circumstances facing African American Males has implemented a national model, designed to address the tremendous challenges facing Black males. UA's model is replete with a series of proactive strategies, designed to reverse the negative trends and provide sustainable solutions. The first initiative to implement the focus groups who could provide critical information pertaining to the college life experiences of African American Male. The second initiative was the 2008 and 2009 Black Male Summits, addressing the suggestions prescribed 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*, have initiated a series of conferences, featuring interactive workshops, lectures, and programs, with the goal to develop mechanisms to transform the educational plight of Black men with a national focus on Best Practices for the 2010 Summit. Similarly, the piloting of an African American male learning community and the Student African American Brotherhood (SAAB) chapter has been instrumental in instituting an intentional 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, Department of Counseling, University of Akron—Akron, Ohio queener@uakron.edu

Sheldon Wrice, Ed.D., Chair, Department of Associate Studies and Professor, Technical Writing & Composition, University of Akron—Akron, Ohio Swrice1@uakron.edu

2:30–4:30 p.m.

MAGNOLIA 2

Hotel Level 2

Levels of Experience: **Novice and Intermediate****238 Sustained Dialogue: It's Not Just Talk—Students Committed to Creating Inclusive Campuses**

◆◆ Case Studies/Model Programs ◆◆

This session introduces the work of the Sustained Dialogue Campus Network (SDCN). SDCN will train and mentor, as well as connect students across the country through Sustained Dialogue to transform racial, ethnic, and other identity-based campus tensions. Presenters will provide information on the background and rationale for Sustained Dialogue, as well as a case for the need to complement the recruitment of diverse student populations with initiatives to support effective engagement across lines of difference. The session will also introduce data on the impact of Sustained Dialogue on students, as well as the longer-term impact of SD participation on alumni. In addition, presenters will share Sustained Dialogue's conceptual framework, key tools for creating and sustaining safe spaces for dialogue about divisive issues, and practical steps for launching Sustained Dialogue on your campus, before closing with experiential learning and dialogue. This session should particularly benefit those students, faculty, and administrators seeking a proven methodology to transform division, increase engagement, and develop the capacity of diverse, knowledgeable, and courageous leaders.

Rhonda Fitzgerald, Program Director, Sustained Dialogue Campus Network, International Institute for Sustained Dialogue—Washington, DC rhonda@sdcampusnetwork.org

Amy Lazarus, Executive Director, Sustained Dialogue Campus Network, International Institute for Sustained Dialogue—Washington, DC amy@sdcampusnetwork.org

2:30–4:30 p.m.

MAGNOLIA 3

Hotel Level 2

Levels of Experience: **Intermediate****239 Capturing the Spirit of Affirmative Action Through Equal Opportunity**

◆◆ Policy Issues ◆◆

In light of the ongoing shift from traditional Affirmative Action paradigms to more global and inclusive strategies reflective of all groups in higher education, universities are finding themselves in a quandary about how to make these transitions happen. The Indiana University-Purdue University Indianapolis (IUPUI) Office of Equal Opportunity is sharing its success story and how to reinvent your organization's Affirmative Action compliance programs. This session will help campuses proactively counter Affirmative Action and racial/ethnic backlash. We will share the IUPUI Office of Equal Opportunity's re-imaging campaign; address the development, marketing, and implementation of their three-pronged approach to resolving allegations of harassment and discrimination; their process for developing a campus-wide pool of trained Mediators; how to challenge and support organizations as they conduct open and competitive searches; and will share the IUPUI Office of Equal Opportunity 2008-09 Report Card. This session should particularly benefit Affirmative Action and Equal Opportunity professionals and/or Human Resource and Diversity leaders responsible for compliance programs within their organization, or others responsible for building recruitment and retention strategies in a global marketplace.

Margo Foreman, Equal Opportunity Specialist, Indiana University-Purdue University—Indianapolis, Indiana mforema@iupui.edu

Kim D. Kirkland, Ed.D., Director, Equal Opportunity, Indiana University-Purdue University—Indianapolis, Indiana kirkland@iupui.edu

2:30–4:30 p.m.

NATIONAL HARBOR 7

Convention Center, Level 3

Levels of Experience: **All****240 Interactive Theatre to Affect Change: This Ain't Your Mama's Power Point on Diversity...**

◆◆ Interactive Training ◆◆

MICHIGAN STATE UNIVERSITY *Advancing Knowledge. Transforming Lives*



This session showcases an innovative theatrical form called "interactive theater," which is used to initiate dialogue around issues of diversity. Michigan State University's Transforming Theatre Ensemble will perform a sketch that deals with the subtle and not-so-subtle iciness in a fictional academic department's culture. The sketch, entitled *It's Cold in Here: Tenure and Retention in an Icy Climate*, is based on a study done in 2007 at Michigan State University that investigated issues surrounding recruitment and retention of African American faculties. After the traditional theatrical sketch, the actors stay in character and engage in a question-and-answer session with the audience, which evolves into a broader discussion of the issues surfaced in the sketch. This session should particularly benefit participants who are looking to initiate difficult dialogues and experiential learning in a way that disarms the audience and allows them to reflect on problematic behaviors and hierarchies while creating awareness and inclusivity.



Paulette Granberry-Russell, J.D., Senior Advisor to the President for Diversity and Director, Office for Inclusion and Intercultural Initiatives, Michigan State University—East Lansing, Michigan prussell@msu.edu

Lynn Lammers, Artistic Coordinator, Transforming Theatre Ensemble, Office for Inclusion and Intercultural Initiatives, Michigan State University—East Lansing, Michigan LammersL@msu.edu

2:30–4:30 p.m.

NATIONAL HARBOR 12

Convention Center, Level 3

Levels of Experience: **Intermediate****241 Graduate Education for Social Justice: Meanings, Programs, and Practices**

◆◆ Case Studies/Model Programs ◆◆

This session should particularly benefit those interested in developing and implementing programs that prepare practitioners to work for social justice, including faculty, program administrators, and graduate students. The session will include a presentation and panel discussion that will involve a dialogue about the key themes and questions emerging from a multiple case study of four well known and highly regarded graduate programs with social justice at the heart of their mission, including the Social Justice Education Program at UMASS, the Smith College School for Social Work, The MSW Program at the University of Washington School for Social Work, and the Social Justice in Intercultural Relations Program at the School for International Training. There is a need for more clarity about what it means, and can mean, to educate for social justice and how best to work toward that end. The primary questions that this study and presentation address is: How is education for social justice conceptualized and practiced within graduate programs in education and in social work that define social justice education as a key part of their mission? Representatives from each of the programs studied will join the researcher in a dialogue in response to the preliminary findings from this study.

Maurianne Adams, Ed.D., Professor *Emerita*, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts maurianne.adams@educ.umass.edu

James B. DeLong, Director, MSW Extended Degree Program, School of Social Work, University of Washington—Seattle, Washington dlongj@uw.edu

Claire B. Halverson, Ph.D., Professor, School for International Training, Graduate Institute, World Learning—Brattleboro, Vermont Claire.halverson@sit.edu

Bailey W. Jackson, Ed.D., Professor, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts Bailey.jackson@educ.umass.edu

Joshua Miller, Ph.D., Professor, Chair of Policy Sequence, School for Social Work, Smith College—Northampton, Massachusetts jlmler@smith.edu

Steven Schapiro, Ed.D., Professor, Fielding Graduate University—Saratoga Springs, New York sschapiro@fielding.edu

2:30–4:30 p.m.

ANNAPOLIS 4

Hotel Level 2

Levels of Experience: **Intermediate and Advanced****242 Rethinking Access and Opportunity in Higher Education—Exploring Alternative Strategies to Positively Impact Campus Cultures, Foster Inclusiveness, and Develop Cultural Competencies Among all Students**

◆◆ Policy Issues ◆◆◆◆ Long- and Short-Range Planning ◆◆

This interactive session will use an organizational and strategic planning framework to provide participants with an opportunity to explore the development and implementation of sustainable diversity initiatives that respond to unique campus cultures and challenges. The session is structured in three sections:

Section 1: Provides an opportunity for participants to share and explore the history of efforts to increase participation of underrepresented students in higher education during the past fifty years, as well as our national, regional and institution-based achievements and challenges.

Section 2: Provides time for campus-specific assessment and discussion of the effectiveness and impact of current diversity and inclusiveness initiatives at participants' institutions. This will include an exploration of the institutional limitations to ensuring the academic success of underrepresented students, including those relevant to impending changes in student demographics.

Section 3: Provides a framework for exploring the application of cultural competency concepts as they relate to college and university success at preparing and serving all students effectively. We will explore how the process of changing campus cultures, including identifying, challenging, and rethinking our current paradigms, can shape institution-appropriate strategies to both

unify and increase the success of diversity initiatives.

Worksheets will be summarized after the conference and these summaries will be shared (with permission) via email with session attendees.

Rolando Arroyo-Sucre, Chief Officer for Diversity and Equity, Bucknell University—Lewisburg, Pennsylvania raas001@bucknell.edu

2:30–4:30 p.m.

NATIONAL HARBOR 6

Convention Center, Level 3

Levels of Experience: **Intermediate****243 Black and Brown Relations in the U.S.**

◆◆ Interactive Training ◆◆ ◆◆ Training of Trainers ◆◆

How do higher education and societal discourse represent Black and Brown people? Do your student organization, fraternity or sorority welcome Black or Brown students? Do you have programs on your campus that attempt to represent the experience of a Black or Latino population while others feel left out? Can we assume Black and Brown as accurate representations of multiple experiences? What are the opportunities and challenges for us as leaders in Black and Brown communities to intentionally help cultivate solidarity between and across difference?

This session will be real talk, led by two dynamic brothers that will inspire, challenge and charge you to journey back to your campus and communities. This session should particularly benefit participants interested in acquiring tools and key concepts for greater effectiveness within and across difference: More specifically, students, administrators, and faculty alike looking to deepen their level of consciousness about, and further examine issues around Black and Brown knowledge production and representation, and tensions that hinder inter and cross-cultural solidarity.

Michael Benitez Jr., Doctoral Student, Educational Leadership and Policy Studies and Graduate and Research Assistant to Vice President for Student Affairs, Iowa State University; member, Speak Out: the Institute for Democratic Education and Culture—Ames, Iowa rebelintellect4@yahoo.com

Minister Sam Offer, Senior Consultant, Washington Consulting Group—Pikesville, Maryland Rayfield90@hotmail.com

5:00–5:45 p.m.

POTOMAC BALLROOM A and B

Convention Center, Level 2

AFTERNOON CONFERENCE PLENARY SESSION

Keynote Address:

**244 Teach the Children, Free the Land: The Political Economy of Public Education**

Mari J. Matsuda, J.D., Professor of Law, William S. Richardson School of Law, University of Hawai'i—Mānoa, Hawai'i

From her earliest academic publications, the prolific Professor Matsuda has spoken from the perspective and increasingly used the method that has come to be known as critical race theory. She is not only one of its most powerful practitioners, but is among a handful of legal scholars credited with its origin. Her first article, "Liberal Jurisprudence and Abstracted Visions of Human Nature," published in 1986, boldly—albeit respectfully—took on liberal legal philosopher John Rawls' theory of justice and in doing so announced her own philosophical orientation. Matsuda concludes her piece with an idea that informs much of her work in subsequent years: "There is, as Rawls suggests, a place called Justice, and it will take many voices to get there." The voices she has in mind are the voices that have been left out, "outsider" voices speaking as individuals and as members of their communities of origin, voices of subordinate peoples. Voices from the bottom, Matsuda believes—and critical race theory posits—have the power to open up new legal concepts of an even constitutional dimension. Paradoxically, bringing in the voices of outsiders has helped to make Matsuda's work central to the legal canon. Judges and scholars regularly quote her work. Mari Matsuda is also known as a teacher. She has lectured at every major university. Judges in countries as diverse as Micronesia and South Africa

have invited her to conduct judicial training and other law professors count her as a significant influence on their own work. Harvard professor Lani Guinier says, "Mari Matsuda taught me that I have a voice. I did not have to become a female gentleman, a social male. Nor should I strive to become someone else in order to be heard." Social critic Catharine MacKinnon says of Matsuda's book, *Where Is Your Body: Essays on Race, Gender, and the Law*, "Her writing shines, her politics illuminate, her passion touches and reveals...Community grow in her hands. Read her. We need this." For Matsuda, community is linked to teaching and scholarship. She serves on national advisory boards of social justice organizations, including the American Civil Liberties Union and the Asian American Justice Center. By court appointment, she served as a member of the Texaco Task Force on Equality and Fairness, assisting in the implementation of the then-largest employment discrimination settlement in U.S. history. "Every one of the publications that I am known for came out of some kind of pro bono community project I was working on," she says. Her *Yale Law Journal* article on accent discrimination, for example, came out of her representation of Manual Fragante, an immigrant and Vietnam veteran. For her work on such cases, *A Magazine* recognized her in 1999 as one of the 100 most influential Asian Americans. Judge Richard Posner in his quantitative analysis of scholarly influence lists Mari Matsuda as among those scholars most likely to have lasting influence.

For book(s) by Mari Matsuda, please visit the NCORE® Book Exhibit (Teaching for Change)

5:45–6:30 p.m.

EXHIBIT HALL D

Convention Center, Level 1

BOOK SIGNING AND INFORMAL DIALOGUE

245 Mari J. Matsuda

7:00–8:15 p.m.

POTOMAC BALLROOM C, D, and FOYER

Convention Center, Level 2

NCORE® 2010 WELCOMING RECEPTION

246 Please join friends, colleagues, and first-time NCORE® attendees. Enjoy food and good company.

8:30–10:30 p.m.

POTOMAC BALLROOM A and B

Convention Center, Level 2

WRTF-SPONSORED DANCE LESSON AND NCORE® OPENING DANCE



247 A DC Diversity Dance Revolution

Please join the members of Washington Regional Task Force Against Campus Prejudice (WRTF), as we share our Washington, DC dance traditions with our NCORE friends. A local DJ will provide music, instruction, and inspiration, as we learn and apply the skills needed to master the Electric Slide, the Cupid Shuffle, the Cha Cha Slide, DC's own GO-GO Music flavored "Chuck

Baby" slide, DC Hand Dance, and several other local favorites. After warming up, Michelle Reyes and a professional Salsa Orchestra will teach and/or refine our Salsa, Merengue, Bachata and Mambo skills. Everyone is welcomed, and everyone is expected to try. The Latin Dance formula includes ten minutes of instruction followed by 15 to 20 minutes of "experiential learning." You can learn with a partner, or learn as a single, because one of our most important local cultural traditions, is the willingness to honor any and all offers to....dance. So be prepared!

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DAY AT A GLANCE • THURSDAY, JUNE 3

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. NAC SUB-COMMITTEE MEETINGS

9:00–9:45 a.m.

304. CONFERENCE MORNING PLENARY SESSION

Keynote Address: The Role of Preserving Culture and Heritage in Developing the American Indian Identity—Kevin Gover

10:00–11:00 a.m.

305. BOOK SIGNING AND INFORMAL DIALOGUE—KEVIN GOVER

10:00 a.m.–noon

306. PRESIDENTS SYMPOSIUM: Roundtable Discussion by University Presidents

PART I—Where Are All the Presidents of Color?

307. SPECIAL FEATURE PRESENTATION

Let's Get Free: A Hip-Hop Theory of Justice

308. MAJOR WORKSHOP

Cultural Competence In and Out of the Classroom: Exploring Four Dimensions of Student Learning

309. MAJOR WORKSHOP

PART I—Knowing How and When to Use Our Privilege as a Tool to Become Better Allies

Film Previews and Discussion

310. *Vincent Who?*

311. *Bilal's Stand*

2-Hour Concurrent Sessions

312. Creating The UNSTOPPABLE Leader That Is You!

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

10:30–11:45 a.m.

75-Minute Concurrent Sessions

314. Transitioning From the HBCU to Graduate Study at a Predominantly White Institution: Challenges, Pitfalls and Rewards

315. A New Path Forward: Transforming Multi-Ethnic Student Affairs at University of Michigan-Ann Arbor

316. Diverse Learning Environments: A New Assessment and Plan of Action to Transform the Campus Climate

317. How can Ethno-Drama Enhance Positive Outcomes of Cultural Diversity on Campus? Lessons From a Case Study From a Police Probationer Programme in the United Kingdom

318. Strategic Diversity Planning to Effect Institutional Change

319. Initiative for Maximizing Student Diversity (IMSD): A Model for Underrepresented Student Research Programs in Biomedical and Behavioral Sciences

320. Forming an Engaged Parent Collective: Examining Interracial Parent Organizing in one Diverse Urban Elementary School

321. Evaluation as a Form of Advocacy

322. Diversity as a Sustainability Initiative

323. From Pearls to Polos: Navigating the Expectations of Identity

10:30 a.m.–noon

324. *A Conversation With K. Tsianina Lomawaima*

To Remain an Indian: Lessons in Democracy From a Century of Native American Education

325. *A Conversation With David A. Thomas*

Breaking Through: The Making of Minority Executives in Corporate America

326. SPECIAL FEATURE PRESENTATION

Influencing Higher Education Policy on Capitol Hill: Information From the Insiders

327. SPECIAL FEATURE PRESENTATION

Student Aid Initiative—Pressing Issues in Financial Aid: Conversation Across the Country

328. SPECIAL FEATURE PRESENTATION

Pedagogies of Life and Death: Asian American Studies as Transformative Praxis for Immigrant/Refugee Students and Communities

329. MAJOR WORKSHOP

Prejudice in the Blink of an Eye: The Science of Racial Bias

330. MAJOR WORKSHOP

Substantive Gains

331. MAJOR WORKSHOP

Community College Leadership Doctoral Program: Preparing Leaders of 21st Century Community Colleges

90-Minute Concurrent Sessions

332. Diversity and Global Engagement: What Happens When the Two Come Together?

1:15–2:30 p.m.

75-Minute Concurrent Sessions

333. The 10 Myths of Social Justice

334. Key Elements of a Culturally-Sensitive Leadership: Learning From Community Colleges in Texas

335. Toward a Male Student Imperative in Higher Education: Race, Gender, and Ethnicity Revealed

336. Planning and Evaluation: How to Successfully Implement a Peer Mentor Program That Aids Students in Adjusting to the First- and Second-Year

337. How to Create Racial Harmony in Residence Halls

338. Encountering Texts: The Multicultural Theatre Project, Pedagogy and Student Retention

339. AGiYa/Mujer/Woman Coalition: Women Building Their Future

340. Race-Conscious Student Engagement in Enriching Educational Experiences

341. New Connections: Increasing Diversity of Robert Wood Johnson Foundation (RWJF) Programming

342. An Inside Look at Core Curricular Components and Student Voices for a Successful Technology Precollege Diversity Program

343. Early College High School Initiative: An Academic Collaboration Connecting an Urban State University and an Urban Public School Focusing on Teaching, Learning, Curriculum Transformation, and Professional Development

DAY AT A GLANCE • THURSDAY, JUNE 3

1:15–3:00 p.m.

Film Preview and Discussion

344. *A Day Without a Mexican*

1:15–4:15 p.m.

345. MAJOR WORKSHOP

Hip Hop Pedagogy as Praxis for Transforming Consciousness and Engagement in Education

346. MAJOR WORKSHOP

PART II—Knowing How and When to Use Our Privilege as a Tool to Become Better Allies

3-Hour Concurrent Sessions

347. Let's Get Real About Racism: What People of Color Can't Say and Whites Won't Ask

348. A CAMPUS OF DIFFERENCE™: An Anti-Bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute

349. Teaching for Change: Overcoming Stereotypical Representations of American Indians

350. Study to Improve Recruitment, Retention, Progression to Graduation For Hispanic and Latino Students at Kennesaw State University

351. Educating for Transformation and Change: Building Cultural Competency From the Inside Out

1:30–3:30 p.m.

352. PRESIDENTS SYMPOSIUM: Roundtable Discussion by University Presidents

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

353. MAJOR WORKSHOP

Reclaiming the Education Doctorate: A Report from Carnegie Project on Education Doctorate

354. MAJOR WORKSHOP

Affirmative Action Programs for Minority Students: Right in Theory, Wrong in Practice

355. MAJOR WORKSHOP

Negotiating Membership and Belonging on Campus: Identity, Privilege and the Dynamics of Community in the Academy

2-Hour Concurrent Sessions

356. Diversity & Research: A Critical Partnership for the Future

357. Moving Your Diversity Dialogue From Talk To ACTION!—Diversity Education As You Have Never Seen It!

358. Bias Incidents and Hate Crimes on Campus: Theoretical Frameworks and Strategies for Response

359. Racial Identity in Multiracial People: Updated Models and their Application to Teaching, Counseling, and Advising Students

2:30–4:00 p.m.

360. A Conversation With Gloria Ladson-Billings

Justification: Multicultural Education and Critical Race Theory

361. SPECIAL FEATURE PRESENTATION

Improving the Lives of African Americans and Other Communities of Color by Expanding Their Participation in the Areas of Politics and Public Policy

2:45–4:00 p.m.

75-Minute Concurrent Sessions

362. The Next Steps: Identifying the Missing Metric for Strategically Advancing our Diversity Goals

363. Portz Summer Scholars: Recruiting High-Achieving Ethnic Minority Students

364. "Off-Campus Connections": Service Learning Courses and Programs to Build Student Appreciation for Diversity

365. Symbolic Interaction Theory as an Approach to Mentoring Students of Color at Community Colleges

366. Where do WE fit in? The Puzzling Task of Community Building at a Predominantly White Institution

367. *PUSHing* Past the Barriers: An Innovative Approach to Fostering Multiculturalism Across the Curriculum

368. In Search of Someone Just Like Me? Recruiting Strategies for the 21st Century

2:24–4:15 p.m.

90-Minute Concurrent Sessions

369. A Good Return on Your Investment: The Benefits of Training Students to Become Agents of Social Change

370. Using Campus Climate Studies to Build Institutional Capacity and Advance Educational Change

371. Social Justice Pedagogy Across the Curriculum

372. Revisiting the Great Debate in 2010: Barack Obama's America versus W. E. B. DuBois's Color Line: A Debate on Race and Ethnicity on Campus and in the Greater Society

4:30–5:15 p.m.

373. AFTERNOON CONFERENCE PLENARY SESSION

Keynote Address: College Opportunity for Minorities in the 21st Century—Arnold L. Mitchem

5:25–6:15 p.m.

374. AFTERNOON CONFERENCE PLENARY SESSION

Keynote Address: What Are You? The Changing Face of America—Kip Fulbeck

5:30–7:00 p.m.

375. JDOTT Summit Meeting

6:30–7:30 p.m.

376. Multiracial/Multiethnic Caucus

377. NDNCORE Caucus

6:30–8:00 p.m.

378. Latino/a Caucus

6:30–8:30 p.m.

379. APINCORE (Asian/Pacific Islander American) Caucus

7:00–10:00 p.m.

380. African American/Black Caucus

8:00–9:30 p.m.

381. Evening Conference Plenary Session

Keynote Address: Colorblindness and Its Consequences: How Ignoring Race Deepens the Racial Divide—Tim Wise

THURSDAY, JUNE 3, 2010

7:30–9:00 a.m.

POTOMAC BALLROOM A and C FOYER
Convention Center, Level 2

301 Continental Breakfast

7:30 a.m.–6:00 p.m.

EXHIBIT HALL D
Convention Center, Level 1

EXHIBITOR SHOWCASE AND RESOURCE CENTER

302 (For more information on Exhibitor Showcase, see Index 207)

For a comprehensive listing of Exhibitors and their services, see page 98.

7:45–8:45 a.m.

POTOMAC BALLROOM 1, 2, 3, 4
Convention Center, Level 2

NATIONAL ADVISORY COMMITTEE (NAC)

303 Sub-Committee Meetings

There are four 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 NACORE® National Advisory Committee (NAC), see Index 003

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

9:00–9:45 a.m.

POTOMAC BALLROOM A and B
Convention Center, Level 2

MORNING CONFERENCE PLENARY SESSION



304 Keynote Address:

The Role of Preserving Culture and Heritage in Developing the American Indian Identity

Kevin Gover (Pawnee), J.D., Director, National Museum of the American Indian, Smithsonian Museum—Washington, DC

Kevin Gover is a member of the Pawnee Tribe of Oklahoma. After graduating from Princeton, where he majored in Public and International Affairs, Kevin Gover attended the University of New Mexico School of Law, where he graduated cum laude. After graduation, he clerked for U.S. District Judge Juan G. Burciaga. Private practice followed with a large firm in Washington, DC. In 1986, Mr. Gover formed a firm in New Mexico with two other highly regarded tribal attorneys. The firm grew into one of the largest Indian-owned law firms in the country. In 1997, Kevin Gover was selected by President Clinton to serve as Assistant Secretary of the Interior for Indian Affairs under Interior Secretary and former Arizona Governor Bruce Babbitt. Serving as Assistant Secretary, Gover concentrated on upgrading Indian law enforcement, rebuilding decrepit Indian schools, reforming trust services, and overhauling the Bureau of Indian Affairs' management systems. His reform efforts, coupled with an eloquent apology to the nation's Indian communities for the history of wrongs done to them by the Bureau of Indian Affairs, won him wide approval in Indian country and Congressional praise. Kevin Gover headed the Indian Practice Group for Steptoe & Johnson, a national law firm with offices in Washington, DC and Phoenix. In late 2002 he joined the faculty of the Sandra Day O'Connor College of Law at Arizona State University. While at ASU he founded and served as co-executive director of the American Indian Policy Institute and was affiliated faculty of the American Indian Studies Program.

For book(s) by Kevin Gover, please visit the NACORE® Book Exhibit (Teaching for Change)

10:00–11:00 a.m.

POTOMAC BALLROOM A and B
Convention Center, Level 1

BOOK SIGNING AND INFORMAL DIALOGUE

305 Kevin Gover

PART I

10:00 a.m.–noon

POTOMAC BALLROOM 2
Convention Center, Level 2

PART II continues 1:30–3:30 p.m. (see Index 352)

PRESIDENTS SYMPOSIUM

306 Roundtable Discussion by University Presidents

Over the past four decades, affirmative action, inclusive academic excellence 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 will present the most recent data showing this under-representation for the various groups, discuss the wide-ranging challenges faced by the presidents on their respective campuses, and describe strategies and programs designed to encourage and prepare faculty and staff to pursue career paths and opportunities leading to higher level administrative positions.

PART I—Where Are All the Presidents of Color?

An analysis of the under-representation of racial minorities in university presidencies and other senior-level positions. 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 does the data show regarding the under-representation of racial minorities in these positions?
- What are the reasons for this?
- How can this be remedied?
- How does the under-representation of racial minorities in these positions impact the demographic changes in the makeup of the student population?
- Why is it important for racial minorities, both men and women, to assume these positions?



Tomás D. Morales, Ph.D., President, College of Staten Island, City University of New York; Former Vice President for Academic Affairs, California State Polytechnic University—Pomona, California



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—Washington, DC



Sidney A. Ribeau, Ph.D., President, Howard University—Washington, DC



Bob H. Suzuki, Ph.D., President *Emeritus*, California State Polytechnic University—Pomona, California

10:00 a.m.–noon

ANNAPOLIS 2

Hotel Level 2

SPECIAL FEATURE PRESENTATION

**307 Let's Get Free: A Hip-Hop Theory of Justice**

Once in a while a book challenges our basic assumptions about the way things work. Paul Butler was an ambitious federal prosecutor, a Harvard Law graduate—who gave up his corporate law salary to fight for justice and legal reform—until one day he was arrested on the street and charged with a crime he didn't commit. *Let's Get Free* gives an insider's view of the lock-'em-up culture that makes every American worse off. We've reached the tipping point—so many people are in prison, especially for nonviolent drug offenses, that incarceration now causes more crime than it prevents. Butler offers innovative methods for citizens to resist complicity and stand up for their rights. He introduces the concept of jury nullification—voting “not guilty” on principle—as a powerful way to protest unfair laws. Butler's groundbreaking “hip hop theory of justice” reveals a profound analysis of crime and punishment found in popular culture. *Let's Get Free* offers a positive new vision of justice and legal reform.



Paul Delano Butler, J.D., an American lawyer, former prosecutor, and current Law Professor, George Washington University Law School—Washington, DC

<http://www.amazon.com/Paul-Delano-Butler/e/B0010BDCZO>

Paul Butler clerked for the Honorable Mary Johnson Lowe of the U.S. District Court in New York. He then joined the law firm of Williams & Connolly in Washington, DC, where he specialized in white collar criminal defense and civil litigation. Following his time in private practice, Butler served as a federal prosecutor with the U.S. Department of Justice, where his specialty was public corruption. His prosecutions included a U.S. Senator, three FBI agents, and several other law enforcement officials. While at the Department of Justice, Butler also served as a special assistant U.S. attorney, prosecuting drug and gun cases. His scholarship has been published in the *Yale Law Journal*, *Harvard Law Review*, *Stanford Law Review*, and *UCLA Law Review*. He lectures regularly for the ABA and the NAACP, and at colleges, law schools, and community organizations throughout the U.S. Professor Butler is also a regular contributor at BlackProf.com. Currently he is teaching Criminal Law, Criminal Procedure, and Race, Racism, and American Law. He was awarded the Distinguished Faculty Service Award three times by the George Washington University graduating class and has been a visiting professor at the University of Pennsylvania Law School. In 2003, he was elected to the American Law Institute. In 2009, his first book, *Let's Get Free: A Hip-Hop Theory of Justice*, was published by The New Press

For book(s) by Paul Butler, please visit the NCORE® Exhibit Booth (Teaching for Change)

10:00 a.m.–noon

ANNAPOLIS 3

Hotel Level 2

MAJOR WORKSHOP

308 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 for many colleges and universities. 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 takes 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 his or herself in relation to aspects of his or her identity—ethnicity, perceived race, gender, class, nationality, etc.—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 session 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

PART I

10:00 a.m.–noon

AZALEA 1

Hotel Level 2

PART II continues 1:15–4:15 p.m. (see Index 346)

MAJOR WORKSHOP

309 Knowing How and When to Use Our Privilege as a Tool to Become Better Allies

A read of the current racial climate post Obama's election suggests that now, more than ever, we need to be able to identify people with the potentials to be good allies and provide opportunities for their skill development. Those of us with systemically-granted privilege—based on race, gender, sexual orientation, religion, ability, socioeconomic status, age, or ethnicity—can play a particularly important role in working with others to make systemic change. Serious allies must be able to demonstrate a strong sense of commitment and the finely honed skills necessary to sort out the complexities of a given situation. Do we ally ourselves to a person or to an issue? Is being an ally the same as being a friend? Can an ally with privilege just jump into a situation or must she or he wait to be asked by the person he or she wants to support? Is our goal to “help” someone or to be a change agent in the institution? How do we set up a relationship in which there is honest and authentic communication across lines of privilege?

In this day-long session, these and other complex and multifaceted issues will be addressed by three seasoned colleagues who are committed to the

challenging task of developing allies with privilege who are able to bring about institutional change.

Marquita T. Chamblee, Ph.D., Director, Dismantling Racism Program, Pacific School of Religion—Berkeley, California

Frances E. Kendall, Ph.D., Consultant on Organizational Change and Communication, Specializing in the Issues of Diversity—Albany, California
francie@franceskendall.com <http://www.franceskendall.com/>

Ronald Scott, Ph.D., Interim Associate Vice President for Institutional Diversity, Miami University—Oxford, Ohio

10:00 a.m.–noon

NATIONAL HARBOR 1
 Convention Center, Level 3

FILM PREVIEW AND DISCUSSION



310 *Vincent Who?*

Curtis Chin, Producer

A new documentary that looks at the historic hate crime murder of Vincent Chin and the current state of Asian American empowerment.

VINCENT WHO? (2009) - In 1982, Vincent Chin was murdered in Detroit by two white auto workers at the height of anti-Japanese sentiments. For the first time, Asian Americans around the country galvanized to form a real community and movement. This documentary, inspired by a series of town halls organized by Asian Pacific Americans for Progress on the 25th anniversary of the case. For more information, please visit www.vincentwhofilm.com/press

THIS FILM IS NOT CLOSED CAPTIONED

Curtis Chin, Producer and co-director is an award-winning writer and producer who has worked for ABC, NBC, Disney Channel and more. As a community activist, he co-founded the Asian American Writers Workshop and Asian Pacific Americans for Progress. In 2008, he served on Barack Obama's Asian American Leadership Council where he participated in helping the campaign reach out to the AAPI community. He has appeared on MSNBC, CNN, NPR, *Newsweek* and other media outlets. curtis@apaforprogress.org

10:00 a.m.–noon

NATIONAL HARBOR 9
 Convention Center, Level 3

FILM PREVIEW AND DISCUSSION



311 *Bilal's Stand*

Bilal is an upright black Muslim teen who works at his family's taxi stand in Detroit. "The Stand," as they affectionately call it, has been the family's social and financial hub for the past 60 years, and Bilal is in line to carry the torch. But Bilal, who burns the midnight

oil to keep up both the family business and his grades, develops a secret life designed to enable him to attend a top university. When his two lives collide, Bilal is forced to decide between keeping The Stand alive—and living the only life he has ever known—or taking a shot at social mobility. Based on a true story, *Bilal's Stand* radiates warmth, humor, and originality. Sultan Sharief's debut feature is a freshly crafted film filled with heart and authenticity that transports audiences to a world rarely seen on-screen and heralds the arrival of its filmmaker as a new voice in American independent cinema. Film Contact: Micah Bartelme contact@ptr.biz Beyond Blue Productions www.bilalsstand.com **THIS FILM IS NOT CLOSED CAPTIONED**

10:00 a.m.–noon

2-HOUR CONCURRENT SESSIONS

10:00 a.m.–noon

MAGNOLIA 1
 Hotel Level 2

312 **Creating The UNSTOPPABLE Leader That Is You!**

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

Steven T. Birdine, President/CEO, Affirmations in Action—Laurel, Maryland
sbirdine1@aol.com

10:00 a.m.–noon

BALTIMORE 1
 Hotel Level 2

Levels of Experience: **Novice and Intermediate**

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

Category of Presentation:

- Understanding and Valuing Differences: Increasing Awareness, and Tolerance of Racial/Ethnic "Minorities"
- Enhancing Teaching and Learning in Culturally Diverse Classroom Environments: Issues of Pedagogy, Learning Styles, Curriculum Transformation, and Faculty Development

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.

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

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

10:30–11:45 a.m.

ANNAPOLIS 4
 Hotel Level 2

Levels of Experience: **All**

314 **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 diverse.

cally 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., Professor of Music, University of Dayton—Dayton, Ohio
donna.cox@notes.udayton.edu

Jonathan M. Cox, Assistant Director, Multicultural Affairs, Wake Forest University—Winston-Salem, North Carolina
coxjm@wfu.edu

10:30–11:45 a.m.

NATIONAL HARBOR 4
Convention Center, Level 3

Levels of Experience: **Intermediate and Advanced**

315 A New Path Forward: Transforming Multi-Ethnic Student Affairs at University of Michigan-Ann Arbor

◆◆ Case Studies/Model Programs ◆◆

For decades the Office of Multi-Ethnic Student Affairs (MESA) at University of Michigan-Ann Arbor utilized an ethnic-coordinator model with professional staff charged to support each of the four major ethnic/racial groups on campus (Black, Latino, Asian, and Native). In recent years, this model did not effectively support the increasingly diversifying identities of students on campus, nor the need to engage all students around issues of race, ethnicity and intercultural leadership. As a result, MESA began a major transformation geared toward supporting and challenging students in a developmental manner that accounts for the complexity of their identities. In addition, this new approach transitioned the program to be legally compliant to changes resulting from the banning of Affirmative Action in the state of Michigan in 2006. This session should particularly benefit participants interested in a unique and innovative approach to Multicultural Student Development.

Amer Ahmed, Associate Director, Multi-Ethnic Student Affairs; University of Michigan; and member of Speak Out: the Institute for Democratic Education and Culture—Ann Arbor, Michigan
amahmed@umich.edu

Nina Grant, Director, Multi-Ethnic Student Affairs, University of Michigan—Ann Arbor, Michigan
gnina@umich.edu

10:30–11:45 a.m.

NATIONAL HARBOR 7
Convention Center, Level 3

Levels of Experience: **Intermediate**

316 Diverse Learning Environments: A New Assessment and Plan of Action to Transform the Campus Climate

◆◆ Research/Assessment/Evaluation ◆◆

In the last two decades our understanding of student experiences and outcomes related to diversity on campus has deepened. However, quantitative tools have not been developed to understand the relationships between institutional practices, the campus climate, and educational outcomes.

This session will continue the work presented at NCORE 2009 and focus on how the Diverse Learning Environments assessment tool was created to address this gap, the conceptual framework on which it is based on, and present constructs that previously had not been quantitatively measured. Additionally, we will provide practitioners with guidelines on developing an action plan that will help transform their campus climate. After a detailed outline of this process, the participants will have an opportunity to ask questions and raise concerns they have on their respective campuses. This session should particularly benefit participants who are interested in engaging in campus-wide assessment to help transform their institution to improve students' educational experience inside and outside of the classroom.

Cynthia Lua Alvarez, Research Analyst, Higher Education Research Institute, Graduate School of Education & Information Studies, University of California—Los Angeles, California
cynalva@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

10:30–11:45 a.m.

BALTIMORE 2

Hotel Level 2

Levels of Experience: **Intermediate**

317 How can Ethno-Drama Enhance Positive Outcomes of Cultural Diversity on Campus? Lessons From a Case Study From a Police Probationer Programme in the United Kingdom

◆◆ Curricular/Pedagogical Models ◆◆

This session examines an innovative project which focused on a key strand of many social-science based vocational programmes, notably that of racial equality and ethnic diversity. Using policing as a case study, the project sought to engage participants both cognitively and emotionally through the use of film and dramatic constructions. Equality and diversity are an important strands in many vocational programmes because it is recognized that professional needs to treat people equitably and respect difference. It is imperative in this context that issues relating to equality & diversity really engage the students. While conventional pedagogies are effective in developing knowledge and understanding of relevant legislation and pertinent policies and procedures, they are less effective in engaging the students at a level where they recognize the centrality of these issues, and the importance of reflecting on them, for their professional practice. This project entailed developing a film and accompanying activities for use on police training. The film is informed by ethno-drama and entails dramatic constructions of police stories where key equality and diversity issues are brought to life and their pertinence to the police revealed. This session will present extracts from the film and explore the perceptions of those involved in the development of the film and the students who experienced it. This session should particularly benefit participants who are seeking to explore innovative ways to engage students on vocational programmes.

Andrew Pilkington, Ph.D., Professor of Sociology and Director, Center for Equality and Diversity Research, University of Northampton—Northampton, United Kingdom
andy.pilkington@northampton.ac.uk

10:30–11:45 a.m.

NATIONAL HARBOR 6
Convention Center, Level 3

Levels of Experience: **All**

318 Strategic Diversity Planning to Effect Institutional Change

◆◆ Long- and Short-Range Planning ◆◆

This session discusses the strategic planning process for achieving diversity as a core value at Auburn University through the inception of Auburn's Strategic Diversity plan, the Office of Diversity and Multicultural Affairs (ODMA) Strategic Planning Goals, and College/School Strategic Diversity Plans. The session will discuss the development, dissemination, and assessment of the university's plan, the plan for ODMA, and details of the Auburn University's thirteen colleges/schools's most recent strategic planning efforts. This session should benefit participants who are interested in strategic planning, as well as participants who are interested in tactics and strategies that promote diversity as a core value for institutions of higher education.

Overtoun Jenda, Ph.D., Associate Provost for Diversity and Multicultural Affairs, Auburn University—Auburn, Alabama
jendaov@auburn.edu

Brittany McCullough, Diversity Analyst, Planning and Assessment, Auburn University—Auburn, Alabama
bnw0005@auburn.edu

Robin Taylor, Diversity Analyst, Planning and Assessment, Auburn University—Auburn, Alabama
taylor1@auburn.edu

10:30–11:45 a.m.

BALTIMORE 5

Hotel Level 2

Levels of Experience: **Intermediate and Advanced****319 Initiative for Maximizing Student Diversity (IMSD):
A Model for Underrepresented Student Research
Programs in Biomedical and Behavioral Sciences**

◆◆ Case Studies/Model Programs ◆◆

Achieving a diverse biomedical research workforce is important to effectively advance knowledge and create innovative technologies and treatments. Diversity among research professionals is crucial to reduce healthcare disparities and to bring critical social and cultural perspectives to bear on issues related to biomedical research among groups who are typically underrepresented in the research arena. A new Initiative to Maximize Student Diversity (IMSD) is using a multi-tiered approach to increase the number of underrepresented minority (URM) students who receive PhD degrees and engage in research in the biomedical and behavioral sciences. We created a program for IMSD scholars that provides activities and mechanisms that are designed to: (1) increase their awareness of majors and research foci in the biomedical and behavioral science fields; (2) identify their strengths and interests vis-à-vis biomedical or behavioral research careers; (3) craft mentored experiences to engage them in real-world scientific research; and (4) provide supportive and personalized advising to guide their choices and ensure positive and progressive advancement to the PhD in biomedical or behavioral research.

This session will cover the implementation of the IMSD program and the evaluation of our best practices, thus far. This session should particularly benefit administrators, faculty members, and others involved in the implementation of enhancement programs on campus.

Erin R. Banks, Ph.D., Director, IMSD Program, North Carolina State University—Raleigh, North Carolina erin_banks@ncsu.edu

Felysha L. Jenkins, Graduate Student and Graduate Assistant, IMSD Program, North Carolina State University—Raleigh, North Carolina imsdasst@gw.ncsu.edu

10:30–11:45 a.m.

BALTIMORE 4

Hotel Level 2

Levels of Experience: **Novice****320 Forming an Engaged Parent Collective: Examining
Interracial Parent Organizing in one Diverse Urban
Elementary School**

◆◆ Training of Trainers ◆◆ ◆◆ Theoretical Model ◆◆

This session will benefit educators working to organize diverse parent groups, particularly African American and Latino parents. The session begins by examining the normative assumptions underlying the stereotype that Black parents are indifferent and uninvolved in the education of their children. By applying a critical race analysis to these assumptions, we address the ways in which racism has been central to the development of this ideology and how racism continues to mediate the interactions Black and Latino parents currently have within public schools. Specifically, we contextualize the stereotype within flawed explanations of school failure that derive from a deficit view. We then challenge myths of the noninvolvement by providing evidence demonstrating both Black and Latino parents as active, invested agents in education, by analyzing how dominant definitions of parent involvement serve to marginalize these two groups of parents and impede authentic participation in schools. Finally, we conclude with an examination of the processes Black and Latino parents used to organize themselves and negotiate their roles in an urban elementary school. A discussion of the antagonistic discourses educators engaged in pertaining to these groups and their eventual detrimental effects on the coalescing of a collective voice is also offered.

Jenifer Crawford, Ph.D., Researcher, University of California-Los Angeles, IDEA—Lake-wood, California jenifercrawford@gmail.com

Rema Reynolds, Ph.D., Assistant Professor, School of Counseling and School of Psychology, Azusa Pacific University—Cerritos, California rereynolds@apu.edu

10:30–11:45 a.m.

NATIONAL HARBOR 8

Convention Center, Level 2

Levels of Experience: **Novice****321 Evaluation as a Form of Advocacy**

◆◆ Research/Assessment/Evaluation ◆◆

At least one-third of all colleges and universities offer a program to increase postsecondary opportunities for underrepresented students. Despite these concentrated efforts, students from low-income and ethnically diverse backgrounds continue to be severely underrepresented in higher education. Numerous programs have been created, revised, dissolved, and recreated to address this matter, yet programmatic success remains a mystery. This begs the question, how effective are the university and federally sponsored initiatives at improving the educational advancement of underrepresented students?

Presenters address this question by demonstrating empirical evidence of program effectiveness and discussing ways evaluation findings are used to advocate for students and families. This session should particularly benefit individuals who aim to increase the number of underrepresented students in higher education, and practitioners interested in using evaluation data to advocate for students and families most in need. Individuals interested in improving or creating college preparatory programs are especially encouraged.

Terry Flennaugh, Doctoral Candidate, Division of Urban Schooling, University of California—Los Angeles, California terryflennaugh@gmail.com

Cynthia Pineda Scott, Ph.D., Postdoctoral Scholar, University of California—Los Angeles, California cynthiapineda@gmail.com

Jonli Tunstall, Doctoral Student, Graduate School of Education and Information Studies, University of California—Los Angeles, California jtunstall@college.ucla.edu

10:30–11:45 a.m.

BALTIMORE 3

Hotel Level 2

Level of Experience: **Intermediate and Advanced****322 Diversity as a Sustainability Initiative**

◆◆ Policy Issues ◆◆

This session will build upon concepts related to strategic diversity planning and strategy execution. Presenters will introduce new research and practical tools to recruit diverse staff and ensure that protected groups are engaged in institutional culture and decision making. This session will continue to address the positive benefits that can result when organizations have a diverse workforce. This session will include examples of effective diversity plans and models and will address all areas of diversity including affirmative action, working parents, older workers and workers with disabilities. This session should particularly benefit senior executives and mid-level managers.

Sabrina Ellis, Director, Human Resources, City University of New York, the City College of New York—New York, New York sellis@ccny.cuny.edu

Natalie Mason-Kinsey, Esquire, Director of Affirmative Action, Diversity and Compliance, City University of New York, the City College of New York—New York, New York nmasonkinsey@ccny.cuny.edu

10:30–11:45 a.m.

MAGNOLIA 3

Hotel Level 2

Levels of Experience: **Novice****323 From Pearls to Polos: Navigating the Expectations of
Identity**

◆◆ Interactive Training ◆◆

This session explores the intersection of race, culture, religion, gender, and sexual identity development in first-year college students. This innovative orientation training was developed at Vanderbilt University to guide student leaders in handling the sometimes difficult interactions and conversations that arise when dealing with students from diverse backgrounds. Through the use of video clips and small group interactions, participants will obtain tools to combat negative stereotypes and handle difficult topics on your campus. This

session should particularly benefit campus leaders who are working to build a more open and welcoming campus climate and also Student Affairs professionals working in this area.

Lori Groves-White, Senior Director, Office of Leadership Development & Intercultural Affairs, Vanderbilt University—Nashville, Tennessee lori.groves-white@vanderbilt.edu
Shalon V. Malone, Assistant Director, Office of Leadership Development & Intercultural Affairs, Vanderbilt University—Nashville, Tennessee shalon.v.malone@vanderbilt.edu
Kendra L. Warden, Program Coordinator, Office of Leadership Development & Intercultural Affairs, Vanderbilt University—Nashville, Tennessee Kendra.L.warden@vanderbilt.edu

10:30 a.m.—noon
 POTOMAC BALLROOM 5
 Convention Center, Level 2

A CONVERSATION WITH K. TSIANINA LOMAWAIMA

324 *To Remain an Indian: Lessons in Democracy From a Century of Native American Education*

What might we—as a nation—learn from Native American experiences with schools—schools have long been at the center of debates over national purpose, identity, and vitality. Schools have also been at the center of the onslaught to “civilize” American Indians, to erase and replace every vestige of Native thought, language, belief, and practice with Euro-American forms. We might learn about choice and self-determination achieved through determination, sacrifice, and dogged resistance—all rooted in the “ancient knowledge” flowing from the “creative genius of our ancestors.” Lessons from Native American encounters—and battles—with American education can help us forge a new vision of a critical democratic ideal, one that respects, protects, and promotes diversity and human rights.



K. Tsianina Lomawaima (Creek), Ph.D., Professor, American Indian Studies Program, University of Arizona—Tucson, Arizona

K. Tsianina Lomawaima joined the American Indian Studies faculty on a full time tenured Associate Professor appointment in 1994, and was promoted to Full Professor in 1998. Her 1994 book, *They Called it Prairie Light: The Story of Chilocco Indian School* (U of Nebraska Press) received the 1993 North American Indian Prose

Award, the 1995 American Educational Association's Critics' Choice Award, and was nominated for two other honors. She co-edited and co-authored *Away from Home: American Indian Boarding School Experiences* (Phoenix: Heard Museum, 2000); co-edited a special issue of *The Journal of American Indian Education* (Spring 1996 Vol. 35 #3) on boarding school experiences; co-edited a theme issue of *Anthropology & Education Quarterly on Indigenous Epistemologies and Education—Self-Determination, Anthropology, and Human Rights* (Vol. 36, #1, 2005); and *Uneven Ground: American Indian Sovereignty and Federal Law*, co-authored with David E. Wilkins (University of Oklahoma Press, 2001). Dr. Lomawaima served as the President of the American Society for Ethnohistory in 2005. Her most recent book *To Remain an Indian: Lessons in Democracy from a Century of Native American Education*, co-authored with Professor Teresa L. McCarty (Teachers College Press 2006) is part of the Multicultural Education series edited by James Banks. Ongoing research projects include: the research survey team who produced the 1928 publication *The Problem of Indian Administration*, commonly known as the *Meriam Report*; 20th century transformations in Indian homes, architecture and organization of domestic space, examining the impact of domestic education programs in boarding schools, and on-reservation programs (such as field matron, agricultural extension, and “Better Home campaign” activities); and federal production and uses of photographic images to document and publicize programs to assimilate and “civilize” Native peoples and communities. Visit K. Tsianina Lomawaima personal web page at: <http://www.gened.arizona.edu/lomawaima/tsianina.htm>

For book(s) by K. Tsianina Lomawaima, please visit the NCORE® Book Exhibit (Teaching for Change)

10:30 a.m.—noon
 POTOMAC BALLROOM 1
 Convention Center, Level 2

A CONVERSATION WITH DAVID A. THOMAS

325 *Breaking Through: The Making of Minority Executives in Corporate America*



David A. Thomas, Ph.D., H. Naylor Fitzhugh Professor of Business Administration; Unit Head, Organizational Behavior, Harvard Business School—Boston, Massachusetts

David Thomas joined the Harvard Business School faculty in 1990 and became a tenured professor in 1998. From 2005 to 2008 he served as Senior Associate Dean and Director of Faculty Recruitment. David Thomas is a recognized leader in the area of strategic

human resource management. His research addresses issues related to executive development, cultural diversity in organizations, leadership, and organizational change. He is the author of two books and over sixty cases studies and articles appearing in leading academic journals and practitioner oriented periodicals. He is the recipient of numerous awards including the Executive Development Roundtable's Marion Gislason Award for Contributions to Executive Development Theory and Practice, Academy of Management Mentoring Legacy Award for pioneering research on mentoring, and ASQ Scholarly Contribution Award for the most influential management article published between 2001 and 2005. He is a frequent presenter in executive education programs as well as a consultant to private sector corporations, government agencies and not-for-profit organizations. Professor Thomas sits on the boards of several organizations, among them Cambridge Trust Company, Brigham and Women's Hospital, Partners Healthcare, Center for Creative Leadership, and the Posse Foundation.

Breaking Through: The Making of Minority Executives in Corporate America is one of the first in-depth studies to focus on minorities who have made it to the top. *Breaking Through* examines the crucial connection between corporate culture and the advancement of people of color. American companies may tout their equal opportunity initiatives, but with 95% of all executive-level positions in the United States held by white males, most of these programs clearly fall short of their goals when it comes to diversifying upper management. Yet, even in the face of such overwhelming odds, some minority executives do break through to the highest leadership ranks. What can we learn from these success stories? The often surprising conclusions drawn by authors Thomas and Gabarro represent important milestones both for the study of organizational practice and for minorities planning their own course of professional achievement. Here are the determining factors—both individual and organizational—that correspond to the advancement of minority executives to the highest levels.

For book(s) by David Thomas, please visit the NCORE® Book Exhibit (Teaching for Change)

10:30 a.m.—noon
 AZALEA 2
 Hotel Level 2

SPECIAL FEATURE PRESENTATION

326 *Influencing Higher Education Policy on Capitol Hill: Information From the Insiders*

This “Town Hall” style meeting will feature dialogue and discussion from several representatives regarding the future of diversity in higher education.



Terry W. Hartle, Ph.D., Senior Vice President Division of Government and Public Affairs, American Council on Education—Washington, DC



William B. Harvey, Ph.D., Executive Director, International Reading Association—Newark, Delaware (**Coordinator/Moderator**)



Gumecindo Salas, Ph.D., Vice President of Governmental Relations for the Hispanic Association for College and Universities (HACU)—Washington, DC

10:30 a.m.–noon

POTOMAC BALLROOM 6
Convention Center, Level 2**SPECIAL FEATURE PRESENTATION****327 Student Aid Initiative—Pressing Issues in Financial Aid: Conversation Across the Country**

Justin Draeger, Vice President, Public Policy, Advocacy, and Research, National Association of Student Financial Aid Administrators (NASFAA)—Washington, DC <http://www.nasfaa.org/home.asp>

In 2008, NASFAA traveled throughout the country to gather feedback from financial aid professionals about changes needed to financial aid programs. This presentation will focus on the findings and recommendations from that initiative. In addition, the presenter will summarize current and future trends that will affect student aid in the coming years.

Draeger works directly with the NASFAA President and CEO in identifying financial resources to advance NASFAA's advocacy efforts. Draeger has the combination of skills, energy, and creativity that will help NASFAA reach its fundraising goals. Through NASFAA's expanded fundraising efforts, NASFAA is poised to make far greater strides in ensuring that financial constraints never prevent students from achieving their college ambitions. Prior to his appointment as vice president of development, Draeger worked in NASFAA's communications department for more than two years, acting as one of the association's media spokespersons and as one of the primary contributors to NASFAA's Today's News and The Student Aid Transcript. Prior to joining NASFAA, Draeger served as a lead analyst for the Michigan Guaranty Agency, where he worked closely with financial aid administrators to understand the impact of current and proposed regulations on their students and operations. Draeger began his career as a financial aid administrator at the Douglas J. Aveda Institute in Michigan. Draeger has written and published several works in both the financial aid and the business management fields and is a regular contributor to several national publications. He presents regularly at national and regional meetings on college access, financial aid policy, and default prevention.

10:30 a.m.–noon

AZALEA 3
Hotel Level 2**SPECIAL FEATURE PRESENTATION****328 Pedagogies of Life and Death: Asian American Studies as Transformative Praxis for Immigrant/Refugee Students and Communities**

Peter Kiang, Ed.D., Professor of Education, and Director, Asian American Studies Program, University of Massachusetts—Boston, Massachusetts peter.kiang@umb.edu

Dr. Peter Nien-chu Kiang is Professor at the University of Massachusetts Boston since 1987. Peter's own research, teaching, and advocacy in both P/K-12 and higher education with Asian American immigrant/refugee students and communities have been supported by the National Academy of Education, the National Endowment for the Humanities, the Massachusetts Teachers Association, the Massachusetts Association for Bilingual Education, and others. His recent research commitments have included documenting race-related trauma and post-traumatic stress experienced by Asian American Vietnam veterans and constructing pathways for education and community development with Cambodian and Vietnamese American populations in Massachusetts. Peter currently serves as co-president of the Chinese Historical Society of New England and chair of the Massachusetts Advisory Committee for the U.S. Commission on Civil Rights. He holds a B.A., Ed.M., and Ed.D. from Harvard University and is a former Community Fellow in the Department of Urban Studies and Planning at MIT. In 2007, he received the Chancellor's Distinguished Teaching Award at UMass Boston.

For Book(s) by Peter Kiang, please visit the NCORE® Book Exhibit (Teaching for Change)

10:30 a.m.–noon

POTOMAC BALLROOM 3
Convention Center, Level 2**MAJOR WORKSHOP****329 Prejudice in the Blink of an Eye: The Science of Racial Bias**

Though Americans' reported racial bias has steadily declined over the past several decades, recent research suggests that a more subtle form of prejudice, measured via millisecond differences in response to images of white and black faces, still pervades society.

In this presentation, we will discuss work documenting this more subtle form of prejudice, its pervasiveness and its effects. In particular, we will focus on how this form of prejudice may detract from teachers' interactions with, and evaluations of, their ethnic minority students. Finally, the presenter will share and discuss research-based strategies for reducing the influence of subtle racial biases.

Stacey Sinclair, Ph.D., Associate Professor of Psychology and African American Studies, Princeton University—Princeton, New Jersey
<http://weblamp.princeton.edu/~psych/psychology/research/sinclair/index.php>

For book(s) by Stacey Sinclair, please visit the NCORE® Exhibit Booth (Teaching for Change)

10:30 a.m.–noon

ANNAPOLIS 1
Hotel Level 2**MAJOR WORKSHOP****330 Substantive Gains**

"Census data show that a closing in the gap between Whites and Blacks who completed college since the 1960's, with most occurring, however, by 1985, and largely through Blacks who complete college after age 30; gaps between Whites and Hispanics have shown little improvement since first measured in 1974."

Roderick J. Harrison, Ph.D., Senior Research Scientist, Office of the Vice President for Research and Compliance; Associate Professor, Urban Sociology, Stratification, Social Inequality: Race, Class, & Gender Studies, and Research Methods & Statistics, Department of Sociology and Anthropology, Howard University—Washington, DC

For book(s) by Roderick Harrison, please visit the NCORE® Exhibit Booth (Teaching for Change)

10:30 a.m.–noon

POTOMAC BALLROOM 4
Convention Center, Level 2**MAJOR WORKSHOP****331 Community College Leadership Doctoral Program: Preparing Leaders of 21st Century Community Colleges**

The Community College Leadership Doctoral Program is designed to prepare students for senior level leadership roles and professorial positions within the community college setting. The intense program of study leading to a Doctor of Education Degree focuses on training professionals for the unique situations encountered by senior administrators and faculty in community colleges. A major emphasis of the program is research relevant to the issues and concerns of community colleges. The Community College Leadership Doctoral Program offers students a stimulating and highly structured year-round program of study. This session will benefit working professionals who are committed to attaining a Doctor of Education Degree.

Calvin Woodland, Ph.D., Professor, Community College Leadership, Department of Advanced Studies Leadership and Policy, School of Education and Urban Studies, Morgan State University—Baltimore, Maryland

10:30 a.m.–noon

90-MINUTE CONCURRENT SESSION

10:30 a.m.–noon

MAGNOLIA 2

Hotel Level 2

Levels of Experience: All

332 Diversity and Global Engagement: What Happens When the Two Come Together?

◆◆ Theoretical Model ◆◆

This session examines the intersection of diversity/multicultural education and international/global education in higher learning. Information on the background, rationale, and general insights gained from the At Home in the World initiative—an initiative focused on exploring the synergy between domestic diversity and internationalization efforts on campuses—will be presented. Participants in this session will be involved in an interactive discussion on the diverging histories of the two areas, the pros and cons for exploring collaborative relationships, and a framework for exploring possible areas of collaboration on their campuses. This session should particularly benefit participants who are interested in developing a broad knowledge of the relationship between international and domestic diversity, practitioners who are charged with establishing broadly defined diversity initiatives on their campuses, and those who are concerned with building a collaborative relationship between internationalization and multicultural education without one area subsuming the other.

Gailda Pitre Davis, Ed.D., Associate Director, Center for Advancement of Racial and Ethnic Equity, American Council on Education—Washington, DC gailda_davis@ace.nche.edu



Christa Olson, Ph.D., Associate Director, Center for International Initiatives, American Council on Education—Washington, DC

1:15–2:30 p.m.

75-MINUTE CONCURRENT SESSIONS

1:15–2:30 p.m.

NATIONAL HARBOR 5

Convention Center, Level 3

Levels of Experience: Novice

333 The 10 Myths of Social Justice

◆◆ Theoretical Model ◆◆

The term “social justice” is being used (and misused) on college and university campus more and more these days. 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? In this program, the 10 myths of social justice will be shared as well as an assessment that can be used to measure your campus’ commitment to inclusion, equity and social justice. “Injustice anywhere is a threat to justice everywhere!”

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

1:15–2:30 p.m.

MAGNOLIA 1

Hotel Level 2

Levels of Experience: All

334 Key Elements of a Culturally-Sensitive Leadership: Learning From Community Colleges in Texas

◆◆ Case Studies/Model Programs ◆◆

THE PELL INSTITUTE
for the Study of Opportunity in Higher Education

In this session, The Pell Institute for the Study of Opportunity in Higher Education will present findings from its recent report, “Bridging the Gaps to Success: Promising Practices for Promoting Transfer among Low-Income and First-Generation Students.” The session will provide recommendations for implementing successful programs and practices identified in the report that contribute to a successful transfer of culture. This session should particularly benefit practitioners at community colleges who are interested in better retaining and transferring their low-income, first-generation and underrepresented students.

Abby Miller, Research Project Manager, the Pell Institute—Washington, DC Abby.miller@pellinstitute.org

Chandra Taylor Smith, Director, the Pell Institute; Vice President of Research, Council for Opportunity in Education—Washington, DC Chandra.taylor-smith@pellinstitute.org <http://pellinstitute.org/>

1:15–2:30 p.m.

NATIONAL HARBOR 4

Convention Center, Level 2

Levels of Experience: Intermediate

335 Toward a Male Student Imperative in Higher Education: Race, Gender, and Ethnicity Revealed

◆◆ Policy Issues ◆◆

This session will present research papers focused on declining enrollment, retention, and completion across racial groups of male students attending colleges and universities. More specifically, papers theorize and present relevant research on college trends, experiences, and outcomes of these student groups. The session ends with proposed strategies for policy and practice in higher education with respect to serving male students in higher education. This session should particularly benefit the following participants: (1) individuals who are interested in declining enrollment, retention, and completion among male student groups in higher education; (2) practitioners in student and Academic Affairs and higher education, who experience raced and gendered trends in serving college students; (3) college teaching faculties interested in how male students learn the ways in which race and ethnicity matters; (4) researchers who study men’s issues in higher education, gender disparities among college students, and/or the intersections of men’s gender with race, ethnicity, and culture; and (5) graduate students and advanced undergraduates in the experiences of male college students across race and ethnicity. This session entails a scholarly conversation, including all aspects of empirical work—namely, theory, methodology, and data analysis. Session attendees who possess, at minimum, a working knowledge of research design may find the conversation more accessible. Potential desired attendees include college faculty, college administrators, higher education auxiliary or partnering organization administrators, researchers, graduate students, undergraduate students with research training, doctoral degree recipients, and consumers of research in higher education.

T. Elon Dancy II, Ph.D., Assistant Professor, Jeannine Rainbolt College of Education, The University of Oklahoma—Norman, Oklahoma tedancy@ou.edu

James Earl Davis, Ph.D., Professor, College of Education, Temple University—Philadelphia, Pennsylvania jdavis21@temple.edu

Lorenzo L. Esters, Ed.D., Vice President, Office for Access and the Advancement of Public Black Universities, Association of Public and Land-grant Universities—Washington, DC lesters@aplu.org

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

1:15–2:30 p.m.

BALTIMORE 5

Hotel Level 2

Levels of Experience: **Intermediate****336 Planning and Evaluation: How to Successfully Implement a Peer Mentor Program That Aids Students in Adjusting to the First- and Second-Year**

◆◆ Case Studies/Model Programs ◆◆

The session will build upon past programs about developing a peer mentor program. This session examines how peer mentoring is utilized and evaluated in the Academic Advancement Program (AAP). AAP uses peer mentoring to help retain and improve the quality of life of first and second-year students of color, low income students, and first generation students. Participants will learn how AAP's peer mentor program facilitates the fundamentals of the Wisconsin Idea and LEAP learning outcomes for first and second-year students. Presenters will share their insights on how to integrate larger, benchmark goals of a university or student services program with a peer mentor program. They will discuss the program's expansion to second-year students and will also talk about an innovative way to evaluate a peer mentor program's success that goes beyond GPA and retention statistics. This session should particularly benefit those who are interested in peer mentor programming, first- and second-year programming, or those who work with underrepresented students. This session may be particularly beneficial to those who work with an already-established peer mentor program, but who are looking for new ideas about how to expand, redesign, or evaluate their efforts.

Katie Friend, Coordinator, Tutorial & Engagement, Academic Advancement Program, University of Wisconsin—Madison, Wisconsin
kfriend@issaa.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

Cristina Springfield, Information Resources Specialist, Academic Advancement Program, University of Wisconsin—Madison, Wisconsin
springfield@wisc.edu

1:15–2:30 p.m.

ANNAPOLIS 1

Hotel Level 2

Levels of Experience: **Intermediate and Advanced****337 How to Create Racial Harmony in Residence Halls**

◆◆ Training of Trainers ◆◆

This session is a training session designed to educate trainers on the proper tools and knowledge being utilized to develop, create, and maintain racial harmony in increasingly culturally diverse residence halls at colleges and universities across the United States. At my place of employment, we have several resident advisors (RA) classes that focus on the issue of creating and maintaining racial harmony in a residence hall where culturally diverse people may meet, live, and share space. By fostering racial harmony in residence halls, we would be creating a socially sensitive environment in where students reach across racial and ethnic divisions to create lasting friendships and to develop a sense of community. This session should particularly benefit participants who are interested in combating racial strife on college and university campuses by developing the proper tools and knowledge attributed to promoting racial harmony and bringing these skills back to their home institutions to train their residential advisors in the area of creating and promoting a model residence hall in where people of diverse backgrounds can coexist in peace, happiness, and harmony. By doing this, I believe graduates of culturally diverse schools should be able to apply these lessons to the real world.

Thuan Thi Nguyen, Coordinator, Residence Education, and Resident Advisor Program Coordinator, Office of Residence Life, Gallaudet University—Washington, DC
huan.nguyen@gallaudet.edu

1:15–2:30 p.m.

ANNAPOLIS 2

Hotel Level 2

Levels of Experience: **Novice****338 Encountering Texts: The Multicultural Theatre Project, Pedagogy and Student Retention**

◆◆ Case Studies/Model Programs ◆◆

The significance of minority literature as fertile testing ground for raising and seeking to answer questions about difference is undisputed. How can these texts be used to create a learning environment that heightens students' level of engagement in the teaching and learning process? The Multicultural Theatre Project is a theatrical experience that provides an environment where students explore issues of diversity intellectually, emotionally, and spiritually. Literary and historical texts are used to address issues related to race, class, gender, and religion. Students literally inhabit and further investigate the questions raised by these texts through the process of producing an original theatrical event.

This session will examine this innovative project and share what we have learned. The research context for this project began with a James Irvine Foundation Campus Diversity Initiative grant at Pepperdine University. Based on the analysis of qualitative data, the theatrical process enhanced critical self-reflection, cognitive and affective learning. This strategy was also successful in advancing student retention and leadership, particularly for students of color. This session should particularly benefit participants who are interested in developing leadership in minority students, practitioners who provide direct services to minority students, and those who are concerned with retention of minority populations.

Joi Carr, Ph.D., Assistant Professor of English, Humanities Division, Pepperdine University—Malibu, California
joi.carr@pepperdine.edu

1:15–2:30 p.m.

BALTIMORE 2

Hotel Level 2

Levels of Experience: **Novice and Intermediate****339 AGiYa/Mujer/Woman Coalition: Women Building Their Future**

◆◆ Case Studies/Model Programs ◆◆

This session examines a program entitled the AGiYa/Mujer/Woman Cohort (A/M/W). AGiYa/Mujer/Woman Cohort contributes to female student education and engagement through programming, which allows female students to learn about and appreciate each other's diversity. It demonstrates how to navigate academic and professional situations as a female, the effects of body image and self-esteem both professionally and personally, why practice social justice in the 21st Century, how to build meaningful professional networks, how to develop and refine leadership skills, how to develop and refine cultural competency, as well as explains and models the intercultural ideal as a way of lifelong learning and professional development. This program is open to undergraduates as well as graduate and professional female students including student organizations. A/M/W promotes co-curricular learning and enhances cross-cultural understanding. This program provides a safe space for informal debate and dialogue. This session should particularly benefit participants who are interested in the developing programs for female students as a tool for personal as well as professional development and growth, for professionals wanting to develop cultural competency in their student constituencies, groups or organizations, and for professionals who want to create safe spaces for students to debate and explore the issues facing female students in the 21st century.

Candi Krisch, Intercultural Specialist/Liaison to American Indian/Indigenous Student Initiatives, Multicultural Center, Ohio State University—Columbus, Ohio

Indra Leyva-Santiago, Intercultural Specialist/Liaison to Hispanic/Latino Student Initiatives, Multicultural Center, Ohio State University—Columbus, Ohio
ilevasantiago@studentlife.osu.edu

1:15–2:30 p.m.

BALTIMORE 4

Hotel Level 2

Levels of Experience: All

340 Race-Conscious Student Engagement in Enriching Educational Experiences

◆◆ Theoretical Model ◆◆

The concept of race-conscious student engagement as a method for increasing the participation of undergraduate students of color in enriching educational experiences will be introduced in this session. Given the racial differences in what is known as “high-impact” activities, the presenters will describe institutional factors that sustain lower rates of engagement among racial minority students. Throughout the presentation, educational actions and philosophies that characterize race-conscious educational practice will be explained, and practical strategies aimed at closing racial gaps in engagement will be offered. Presenters will make clear how students and various institutional agents (White faculties, administrators of color, etc.) on predominantly white campuses simultaneously benefit when race-conscious engagement practices are employed. This session should particularly benefit NCORE attendees who are interested in purposefully engaging students of color through rich educational opportunities, inside and outside the classroom, as well as institutional leaders concerned with closing racial gaps in college student achievement.

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

Keon McGuire, Doctoral Student, Philosophy, Higher Education and Africana Studies, University of Pennsylvania—Philadelphia, Pennsylvania keon@gse.upenn.edu

1:15–2:30 p.m.

AZALEA 3

Hotel Level 2

Levels of Experience: Novice

341 New Connections: Increasing Diversity of Robert Wood Johnson Foundation (RWJF) Programming

◆◆ Case Studies/Model Programs ◆◆

This session presents the ongoing efforts of New Connections: Increasing the Diversity of RWJF Programming which is a national program that works with scholars from groups historically underrepresented in RWJF research and evaluation activities. New Connections provides research funding as well as career development and mentoring for researchers and evaluators from historically underrepresented groups such as racial and ethnic minority groups, low-income communities, and first-generation college graduates. The session offers perspective on the program’s work with a diverse group of New Connections grantees and alumni that are junior and mid-career faculty members at a variety of colleges and universities across the country. New Connections program staff will discuss the rationale behind the program and their efforts to address the professional development needs of grantees, alumni, and network members. New Connections grantees and alumni will detail their experiences in the program. While the New Connections program is targeted to diverse researchers and evaluators in fields related to health and health care, the session should be of interest to diverse junior and mid-career faculty conducting research and/or evaluation across any number of fields and disciplines.

Edith G. Arrington, Ph.D., Deputy Director, New Connections: Increasing Diversity of RWJF Programming, OMG Center for Collaborative Learning—Philadelphia, Pennsylvania earrington@rwjf-newconnections.org

Taiwana Messam, Policy Analyst Fellow, Robert Wood Johnson Foundation—Princeton, New Jersey tmessam@rwjf.org

Sharon Norris-Shelton, Program Consultant, New Connections: Increasing Diversity of RWJF Programming—Belleville, Michigan snorris@rwjf-newconnections.org

Debra Joy Perez, Ph.D., Senior Program Officer, Robert Wood Johnson Foundation—Princeton, New Jersey dperez@rwjf.org

Gertrude J. Spilka, Program Director, New Connections: Increasing Diversity of RWJF Programming; and Executive Director, OMG Center for Collaborative Learning—Philadelphia, Pennsylvania gerri@omgcenter.org

Howard M. Walters, Project Coordinator, New Connections: Increasing Diversity of RWJF Programming, OMG Center for Collaborative Learning—Philadelphia, Pennsylvania howard@omgcenter.org

1:15–2:30 p.m.

ANNAPOLIS 4

Hotel Level 2

Levels of Experience: Novice

342 An Inside Look at Core Curricular Components and Student Voices for a Successful Technology Precollege Diversity Program

◆◆ Curricular/Pedagogical Models ◆◆

In this session take a journey through the developmental process of making a long-term, 4-year technology curriculum for a diverse group of high school students from all over the city of Madison, WI. Take an inside look at projects created by students, blog entries and writing by students, and much more about what our innovative program is doing to give these students very valuable training to get ahead. The IT Academy has service learning components, internships, long-term and short-term technology projects, and lots of fun sprinkled throughout! This session should particularly benefit people interested in any of the following: educational strategy, technology in the classroom, leadership and thoughtfulness of youth, innovation and creative thinking, as well as those who are interested in diverse populations emerging into a campus-scene lacking in diversity.

A.J. Daughtry Krill, Coordinator, Technology Curriculum, IT Academy Precollege Program, University of Wisconsin—Madison, Wisconsin ajkrill@doit.wisc.edu

1:15–2:30 p.m.

BALTIMORE 3

Hotel Level 2

Levels of Experience: All

343 Early College High School Initiative: An Academic Collaboration Connecting an Urban State University and an Urban Public School Focusing on Teaching, Learning, Curriculum Transformation, and Professional Development

◆◆ Case Studies/Model Programs ◆◆

The Crispus Attucks Medical Magnet High School (CAMMHS) - IUPUI Early College Entrance Initiative, offers innovative educational choices that respond to the unique interests and talents of students, celebrate cultural and ethnic diversity, and foster student achievement. For many years the IUPUI Early College Entrance programs have been effective in helping students customize their educational programs and experience academic success.

This session will focus on the development of this early college entrance initiative for high school students who have been admitted to the university through the IUPUI SPAN Division—Early College Entrance Initiative. Following the successful completion of the Medical Magnet Learning Community, students enroll in regular IUPUI courses taught by full-time faculty alongside regular IUPUI full-time students for full college credit. The development of this learning community, educational goals and objectives, along with lessons learned will be shared with participants. Assessment of this innovative program will be shared along with future early college plans. Through this model, we are developing a collaborative initiative that makes a huge difference by impacting the student academic success rate in subsequent college courses, and will facilitate the increase in the number of students from less-represented populations who enroll in and successfully complete courses in the STEM areas. Additionally, the faculties of CAMMHS and IUPUI will become partners in inquiry by impacting teaching and learning, and offering experiences, internships, and mentoring for students. This collaboration will create a solid pathway for students to matriculate to IUPUI and for parent support through information about college and college readiness.

J.R. Russell, Ph.D., Director of SPAN Division - Early College Entrance Programs; University College, Indiana University - Purdue University Indianapolis—Indianapolis, Indiana jrrussel@iupui.edu

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

1:15–3:00 p.m.
NATIONAL HARBOR 1
Convention Center, Level 3

FILM PREVIEW AND DISCUSSION

a day without a mexican

344 *A Day Without a Mexican*

The satirical, documentary-style depiction of what it would be like if Latinos inexplicably and spontaneously disappeared without a trace from California.

Sergio Arau, Director
Yareli Arizmendi, Actor/
Screenwriter



“How do you make the invisible, visible? You take it away.”

One morning California wakes up to find that one third of its population has disappeared. As the day goes by we discover that the characteristic that links the 14 million disappeared is their Hispanic background. This is the premise of the film *A Day Without A Mexican* that was released in 2004. As filmmakers we felt, beginning in 1994 with California's Prop 187, that the half-truths constantly repeated in immigration discussions needed to be clarified. Using our artistic voice we intended to give form to a strong sentiment of discomfort we perceived in the Latino immigrant community but which up to now has had no clear shape, no loud voice. We believe that immigration reform is the civil rights struggle of our time. It is a struggle that affects all of us with its impact on the economic, social and cultural fabric of our society.

All artists dream of changing the world. Our goal is to create work that is relevant to our times. If our work has encouraged social change, that is the ultimate satisfaction. In making this film, our objective was to open the dialogue on the issue of immigration by including factual information and alternative views that would change the terms of the discussion. This in the hope of having the Latino community take its rightful place as an important contributor and player in the history and future of the United States. The film was meant as a fable, a warning to be heeded. Today, the fable has come to life. As we see reality and our imagination become one, we want to encourage people to participate in the struggle as they are able. We will be documenting the process and the outcome in hopes of furthering the discussion of the contribution made to our society and economy by not just the Latino immigrants but all immigrants. That these contributions increase productivity and raise the standard of living for all of us.

“*A Day without a Mexican*,” distributed by Mexico's Televisa Cine, is a co-production of Videocine, Altavista Films, Cinopolis and Spain's Plural Entertainment. <http://www adaywithoutamexican.com/dos.html>

1:15–4:15 p.m.
MAGNOLIA 2
Hotel Level 2

MAJOR WORKSHOP

345 Hip Hop Pedagogy as Praxis for Transforming Consciousness and Engagement in Education

Hip Hop! Is it the people, the clothes, the dialect, or the artistic expression? Is it urban America, an industry of a culture? Is it a way of being—acting, thinking, living? What or who is Hip Hop? Why is it critical for today's educators to afford Hip Hop the same respect afforded to other generations defined by their historical and sociopolitical context? Hip Hop is a cultural movement: a continuous phenomenon and ever adapting form of being and expression that presently speaks to the psyche of many, but sourced in the historic struggle of oppressed people forgotten by a system that ignored conditions of racism and hardships of urban poverty. Rooted in the late 70s and early 80s as a form of resistance to oppressive conditions, Hip Hop has over the past three decades shaped and informed the values and ideas of many folk associated with and implicated in education. In many ways, Hip Hop culture had recently, more than before, managed to permeate and exert its way into the soul of academia and helped cultivate a collective of students and educators alike to conceptualize Hip Hop as a means for teaching, learning, and raising consciousness. Giving the rise in interest and use of Hip Hop in education, we aim to provide diverse perspectives on the intersections of Hip Hop culture, the academy and activism and how Hip Hop can be effectively utilized as an educational pedagogy both in form and content. Inquiries addressed include: how exactly are folk in education in particular assigning meaning to and interpreting Hip Hop? How can we more deeply comprehend Hip Hop culture and the value it offers for teaching and learning in education? And, in what ways specifically could Hip Hop pedagogy inform an educational praxis? In this session, participants will be engaged in critical dialogue through different interactive and heuristic activities, including spoken word and poetry, music, reflective exercise, and multimedia analysis to explore issues of oppression, privilege, equity, and knowledge representation in education.

This interactive, fun, yet thought provoking session combines various elements of Hip Hop to: (1) Demystify misperceptions surrounding Hip Hop culture and provide clarity to the meaning, delivery, and role of Hip Hop in its different educational contexts; (2) demonstrate how Hip Hop in its broader social context has been commoditized and exploited as tool of imperial ideology to endorse racial and gender supremacy; (3) demonstrate how to integrate and infuse Hip Hop as a tool for examining social justice issues, engage activism, and cultivate a culture of consciousness in education; and (4) offer practical strategies and examples that show how Hip Hop could be utilized as a tool for educational advancement and critical engagement.

Amer Ahmed, Associate Director, Multi-Ethnic Student Affairs, University of Michigan; member, Speak Out: the Institute for Democratic Education and Culture—Ann Arbor, Michigan

Michael Benitez Jr., Doctoral Student, Educational Leadership and Policy Studies and Graduate and Research Assistant, Vice President for Student Affairs, Iowa State University; member, Speak Out: the Institute for Democratic Education and Culture—Ames, Iowa rebelintellect4@yahoo.com

D.J. Kuttin Kandi, Program Assistant, Women's Center at the University of California, San Diego—San Diego, California

Ariel Luckey, Founder and Director, The Free Land Project; member, Speak Out: the Institute for Democratic Education and Culture—Oakland, California

Ise Lyfe, Executive Director, Lyfe Productives; member, Speak Out: the Institute for Democratic Education and Culture—Oakland, California

PART II

1:15–4:15 p.m.

AZALEA 1

Hotel Level 2

MAJOR WORKSHOP**346 Knowing How and When to Use Our Privilege as a Tool to Become Better Allies**

(For workshop description, see Index 309)

1:15–4:15 p.m.

3-HOUR CONCURRENT SESSIONS

1:15–4:15 p.m.

MAGNOLIA 3

Hotel Level 2

347 Let's Get Real About Racism: What People of Color Can't Say and Whites Won't Ask

◆◆ Interactive Training ◆◆

In this revolutionary experiential session, Let's Get Real, we offer the kind of conversations seldom approached in most diversity experiences. We examine some of the fears and stereotypes that prevent us from having a truly open and authentic conversation with each other. We also explore what people of color can't say and whites are afraid to ask and the reasons why. And, in the process, we practice how to effectively and compassionately hear the answers to these questions and ways to expand the conversation through curiosity, reflection and action. This session provides a forum for participants to discover conscious and unconscious ways in which racism has affected their lives. It is experientially based and designed to foster a deeper understanding and appreciation of our differences. Through the use of film clips, role play, discussion, and a variety of diversity exercises, participants will learn: (1) effective cross cultural communication and listening techniques; (2) meaningful, authentic ways of responding; (3) how to create compassionate avenues for conversations to grow and develop; (4) ways to assess our intent and impact on others; (5) facilitation skills to adapt to a variety of diverse environments; (6) 9 Healthy Ways to Communicate; (7) to understand the effects of personal history, on behavior and attitude of individuals; (8) to listen to and explore personal experiences and perspectives from participants of diverse ethnicities; (9) to understand how differences in race can affect relationships, communication and behavior; and (10) to compassionately listen to, validate and acknowledge the emotional impact of racism on an individual, group and community. We must have a relationship based on respect and understanding, reflection and curiosity where our differences and our similarities are embraced, valued, useful and integrated into the very fabric of our workplaces, communities, schools and governmental institutions. Awareness and participating in holidays is just the beginning. What is required is an ongoing dialogue and relationship with each other.

About the Facilitator: Lee Mun Wah has developed a technique called *The Art of Mindful Facilitation*—a unique way of relating and observing from an Asian and Buddhist perspective. Lee Mun Wah believes that teaching skills to his audiences is essential to practicing diversity work. Throughout the seminar he points out different communication techniques and asks the audience to practice them throughout the session. In that way, when the participants finish his seminars, they have a vast array of skills that will apply to their particular work and community.

For information about the book, *Let's Get Real: What People of Color Can't Say & Whites Won't Ask*, can be found at:
<http://www.stirfryseminars.com/letsgetreal/>

1:15–4:15 p.m.

NATIONAL HARBOR 12

Convention Center, Level 3

Levels of Experience: **Intermediate and Advanced****348 A CAMPUS OF DIFFERENCE™: An Anti-Bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute**

◆◆ Interactive Training ◆◆

This interactive diversity training session will model and highlight the A CAMPUS OF DIFFERENCE™ anti-bias and diversity training program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute. The A WORLD OF DIFFERENCE® Institute is a market leader in the development and delivery of anti-bias education and diversity training resources. Human relations and education professionals design training modules and produce curricula that provide the necessary skills, knowledge and awareness to promote and sustain inclusive and respectful school, college, work and home environments. Customized to meet the changing needs of a wide range of audiences, programs are available to schools, universities, corporations, community organizations and law enforcement agencies. A CAMPUS OF DIFFERENCE™ provides practical, experiential, hands-on training with skills to challenge prejudice, discrimination and all forms of bigotry to foster intergroup understanding, to equip participants to live and work in a diverse world, and to create inclusive learning environments. This session should particularly benefit participants who have a deep commitment to diversity as part of their overall institutional mission and want to create an inclusive college campus community and learning environment for all faculty, staff, administrators and students on campus.



Tanya Odom, ADL Training Specialist and Facilitator, Anti-Defamation League, A WORLD OF DIFFERENCE® Institute—Los Angeles, California

1:15–4:15 p.m.

NATIONAL HARBOR 7

Convention Center, Level 3

Levels of Experience: **All****349 Teaching for Change: Overcoming Stereotypical Representations of American Indians**

◆◆ Interactive Training ◆◆

This interactive presentation engages participants in an examination of how American Indians are represented in the educational system and popular culture, the educational implications of these representations, and the effects they have on Native and non-Native communities. Participants will: analyze images and excerpts from materials from PK-20 educational settings and popular culture; build skills related to identifying and constructively responding to these messages in common contexts; evaluate the explicit and implicit messages associated with these images and passages; and consider how their meanings serve as implicit context for media coverage, public policy decisions, education, health care, and other issues. Special attention will be paid to the impact these messages have on our everyday interactions and how to capitalize on teachable moments. This session should particularly benefit those engaged in teaching and learning, especially in programs in education, social work, and ethnic studies; those who are involved in diversity, campus climate, and social justice initiatives; and those who work with American Indian students, organizations, or communities. The interactive, constructivist approach accommodates a broad range of skill levels and can serve as a template for addressing issues of stereotyping and invisibility for virtually any group.

J P Leary, American Indian Studies Consultant, 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

1:15–4:15 p.m.

NATIONAL HARBOR 13

Convention Center, Level 3

Level of Experience: **Intermediate and Advanced****350 Study to Improve Recruitment, Retention, Progression to Graduation for Hispanic and Latino Students at Kennesaw State University**

◆◆ Research/Assessment/Evaluation ◆◆

Kennesaw State University was awarded a \$660,000 grant to develop strategies aimed at improving the recruitment, retention and graduation of Hispanic and Latino students at the university. Additionally, the project produced a set of recommendations that could have the potential for replication by the University System of Georgia's 34 other institutions. KSU partnered with Bain & Company—a global management-consulting firm—to carry out the study from November 2009 to February 2010. Bain worked closely with KSU officials to develop a business model for addressing the recruitment, retention, progression and graduation of Hispanic and Latino students, who represent less than 5 percent of the KSU's 22,380 students. This session is designed to describe this initiative, including the strategy developed to carry out such a study and will present the audience with information related to the methodology used, findings, recommendations, and lessons learned. This session should particularly benefit persons interested in: (1) institutional recruitment and retention activities; (2) the success of Hispanic and Latino students; (3) methods and metrics for assessing and evaluating retention and graduation activities; and (4) the delivery of services in the areas of enrollment management (e.g., admissions, financial aid, registrar) and academic affairs.

Lynn S. Castle, Manager, Bain & Company, Inc.—Atlanta, Georgia Lynn.Castle@bain.com

Jennifer A. Wade-Berg, Ph.D., Chief Diversity Officer, Office of Diversity & Inclusion, Kennesaw State University—Kennesaw, Georgia jwadeber@kennesaw.edu

Valerie Whittlesey, Ph.D., Associate Vice President, Academic Affairs, Kennesaw State University—Kennesaw, Georgia Vwhittle@kennesaw.edu

1:15–4:15 p.m.

POTOMAC BALLROOM 3

Convention Center, Level 2

Level of Experience: **Intermediate****351 Educating for Transformation and Change: Building Cultural Competency From the Inside Out**

◆◆ Curricular/Pedagogical Models ◆◆

Many educational opportunities centered on building the cultural competence of participants, who have limited scope, focusing solely on “the other,” seeing oppression operating only at the personal and interpersonal levels, and by failing to create a learning environment that both supports and challenges participants to investigate and transform their individual understanding of issues related to power and privilege.

Educating for Transformation and Change: Building Cultural Competency from the Inside Out will explore how to develop powerful and engaging learning opportunities with the focus on viewing cultural competency across a continuum of development and as a lifelong process of growth and change. Additionally, the session will explore how cultural competency and transformational education can foster critical consciousness and the creation of learning environments that are both supportive and challenging so that participants have opportunities to question their assumptions and broaden their view of complex issues. Insights and lessons learned from the facilitator's experience in developing and designing cultural competency and transformational education programs will also be provided. This session should particularly benefit those who are providing leadership to diversity/multicultural initiatives and training programs within departments and units, human resource professionals, and those who are interested in multicultural training curriculum development.

Karen Pace, Program Leader—Children, Youth, Families and Communities, Michigan State University Extension—East Lansing, Michigan pace1@msu.edu

Dionardo Pizaña, Diversity and Personnel Specialist, Michigan State University Extension—East Lansing, Michigan pizanad@msu.edu

PART II

1:30–3:30 p.m.

POTOMAC BALLROOM 2

Convention Center, Level 2

For PART I, see Index 306

PRESIDENTS SYMPOSIUM**352 Roundtable Discussion by University Presidents**

Over the past four decades, affirmative action, inclusive academic excellence 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 will present the most recent data showing this under-representation for the various groups, discuss the wide-ranging challenges faced by the presidents on their respective campuses, and describe strategies and programs designed to encourage and prepare faculty and staff to pursue career paths and opportunities leading to higher level administrative positions.

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

A panel of presidents represent a wide variety of institutions, ranging from HBCUs to comprehensive universities to research universities. They will share their personal experiences, including the unique challenges, hurdles, and pitfalls faced as leaders in each of their institutions. Among other issues, they will discuss:

- Their motivation to seek higher level administrative positions.
- The career paths they followed in reaching the presidency and their preparation for the position.
- The changing demographics in their institutions and the challenges of these changes.
- Some of the other major challenges faced, or are facing, and how they overcame or are in the process of overcoming them.
- Current and developing programs designed to encourage and prepare African Americans, Asian Americans, and Hispanic Americans to pursue career paths leading to higher level administrative positions in higher education.

Tomás D. Morales, Ph.D., President, College of Staten Island; City University of New York; Former Vice President for Academic Affairs, California State Polytechnic University—Pomona, California

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—Washington, DC

Sidney A. Ribeau, Ph.D., President, Howard University—Washington, DC

Bob H. Suzuki, Ph.D., President *Emeritus*, California State Polytechnic University—Pomona, California

1:30–3:30 p.m.

POTOMAC BALLROOM 5

Convention Center, Level 2

MAJOR WORKSHOP**353 Reclaiming the Education Doctorate: A Report From Carnegie Project on the Education Doctorate**

This session will report out on the innovative thinking and designs that have been generated from two-dozen colleges and universities that committed themselves to working together to undertake a critical examination of the doctorate in education with a particular focus on the highest degree that leads to careers in professional practice. The intent of this project is to redesign and transform doctoral education for the advanced preparation of school practitioners and clinical faculty, academic leaders and professional staff for the nation's schools and colleges and the organizations that support them. This session will outline the first three years of the project including a discussion of the history and need for a rethinking of the EdD, a review the key design decisions made by 25 consortium colleges and schools of education, and a description of “proofing sites” that demonstrate best practices for the design and implementation of professional practice preparation programs in education.

David G. Imig, Ph.D., Program Director, National Carnegie Project on the Education Doctorate (CPED); Professor of Practice, Curriculum and Instruction, College of Education, University of Maryland—College Park, Maryland dimig@umd.edu
Jill A. Perry, Ph.D., Program Director, Carnegie Foundation Project on the Education Doctorate—College Park, Maryland jperry5@umd.edu

1:30–3:30 p.m.

POTOMAC BALLROOM 1
 Convention Center, Level 2

MAJOR WORKSHOP

354 Affirmative Action Programs for Minority Students: Right in Theory, Wrong in Practice

The use of race-sensitive criteria in college admissions continues to be controversial, with critics leveling several charges against it, most notably that these policies set minority students up for failure either because they are not qualified to succeed and are admitted with lesser qualifications, or that students feel stigmatized by such policies, also resulting in lowered academic performance. This session will examine the degree to which these critiques are supported by empirical evidence, based on research from the National Longitudinal Survey of Freshmen. Results suggest that it is not the policies per se, but rather the institutions' implementation of said policies that can be detrimental to the academic performance of disadvantaged minority students.

Camille Zubrinsky Charles, Ph.D., Professor of Sociology, and the Edmund J. and Louise W. Kahn Term Professor in the Social Sciences; Director, Center for Africana Studies, University of Pennsylvania—Philadelphia, Pennsylvania

For Book(s) by Camille Zubrinsky Charles, please visit the NCORE® Book Exhibit (Teaching for Change)

1:30–3:30 p.m.

ANNAPOLIS 3
 Hotel Level 2

MAJOR WORKSHOP

355 Negotiating Membership and Belonging on Campus: Identity, Privilege and the Dynamics of Community 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, 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 in their intent, unless they are based on an understanding of the complex and nuanced ways that people maintain identity while partaking in community. When we use the word community to group individuals based on our assumptions of their commonalities, we are often seen as both disrespectful to those involved and clueless about the ways in which issues such as perceived race, ethnicity, class, nationality, color, and gender are negotiated on campus. By examining more carefully the ways and reasons people opt in or opt out of participation in “community,” we can better understand how to create living and sustaining relationships on campus. 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. It often seems to be assumed that if you are on campus, you see yourself and others see you as part of the learning community. We refer to “communities of color,” often with an intent to describe a group of people that are assumed to have a unified set of values, needs and aspirations because on sharing similarities in 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, respected, 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 the issue.

This session will involve participants in an exploration of the how and when we see ourselves as members of a community, and 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 engage in exercises they can use on their own campuses to explore these issues and to examine policies and practices based on new understandings.

Carl E. James, Ph.D., Professor and Director of the York Centre on Education and Community, York University, Toronto, Canada

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

1:30–3:30 p.m.

2-HOUR CONCURRENT SESSIONS

1:30–3:30 p.m.

NATIONAL HARBOR 6
 Convention Center, Level 3

356 Diversity & Research: A Critical Partnership for the Future

A growing body of empirical evidence has established how diversity enhances learning outcomes for college students, as well as provides other benefits to the campus community. Indeed, the vitality of our increasingly diverse nation will eventually depend upon students educated in these higher education institutions to fuel the nation's economy and to cultivate its moral and civic life. Thus, research and assessment data are critical elements in efforts to evaluate the need for, and create change.

The Diversity & Research: A Critical Partnership for the Future presentation is being convened to explore research, assessment, and planning issues in relation to diversity. This session will focus on three broad issues: (1) what data are important for institutions to collect in light of court challenges and the political environment in which the post-Supreme Court decision puts higher education institutions; (2) what research is taking place in various institutions that are responding to these challenges; and (3) what should be the role of faculty and staffs of color regarding diversity research, and how can units that have a focus on students of color in recruitment, admissions, retention, and climate issues use research/assessment as critical tools in advancing and expanding their goals, thereby “owning and telling the stories.” This session is of special significance to administrators, faculty, institutional researchers, and individuals involved in multicultural programming and assessment, trying to examine ways to implement their campus' diversity initiatives and demonstrate the benefits of their efforts.

John Matlock, Ph.D., Associate Vice Provost and Director, Office of Academic Multicultural Initiative, University of Michigan—Ann Arbor, Michigan matlock@umich.edu

Katrina C. Wade-Golden, Ph.D., Senior Research Scientist, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan wlm@umich.edu

1:30–3:30 p.m.

MAGNOLIA 1
 Hotel Level 2

357 Moving Your Diversity Dialogue From Talk To ACTION!—Diversity Education As You Have Never Seen It!

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

Steven T. Birdine, President/CEO, Affirmations in Action—Laurel, Maryland
sbirdine1@aol.com

1:30–3:30 p.m.

BALTIMORE 1

Hotel Level 2

358 Bias Incidents and Hate Crimes on Campus:

Theoretical Frameworks and Strategies for Response

The recent period has witnessed an increase of bias incidents and hate crimes, both in society and on campus. This session is designed to enhance one's skills in recognizing and responding to bias incidents and hate crimes. Participants will have the opportunity to gain a better understanding of how one's conscious and unconscious biases and prejudices can inadvertently impact the way in which these incidents are perceived, handled and processed. The session will engage participants in critical dialogues about bias and hate, the impact they have on the victim, the victimizer as well as the community climate. Participants will develop skills and share strategies for effectively responding to such incidents.

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

1:30–3:30 p.m.

NATIONAL HARBOR 8

Convention Center, Level 3

359 Racial Identity in Multiracial People: Updated Models and their Application to Teaching, Counseling, and Advising Students

Much has changed since early models of racial identity development in Multiracial people first appeared. Multiracial people are more prominently represented in American cultural and political arenas. Additional research produced larger, more in-depth literature on multiracial people. Academic departments offer classes on multiracial issues, and support a growing number of multiracial scholars. Increasing numbers of students identify themselves as multiracial, and student groups for these populations are not uncommon on campuses.

This interactive session presents updated multiracial identity models, and addresses questions such as: How have models of identity development incorporated societal and cultural changes related to multiracial people? Can they still be useful to faculty, counselors, and staff in understanding the experiences of multiracial student? What additional work is required of those who teach, counsel, and work with today's multiracial students? Using presentation, large and small group discussion, case studies, and sharing of experiences and resources, participants gain a greater understanding of multiracial identity and issues on today's campuses.

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

2:30–4:00 p.m.

POTOMAC BALLROOM 4

Convention Center, Level 2

A CONVERSATION WITH GLORIA LADSON-BILLINGS



360 Justification: Multicultural Education and Critical Race Theory

Gloria Ladson-Billings, Ph.D., Kellner Family Chair in Urban Education, and Professor of Curriculum and Instruction and Educational Policy Studies, University of Wisconsin—Madison, Wisconsin gjladson@wisc.edu

Professor Gloria Ladson-Billings' academic areas of interest are educational anthropology, cultural studies, and critical race theory applications to education. Her on-campus affiliations is with African Studies Program. Dr. Ladson-Billings has received several honors and Awards such as: Honorary Doctorate, Umeå University, Sweden; 2003-2004 Fellow at Center for Advanced Study in the Behavioral Sciences; George and Louise Spindler Award from the Council on Anthropology and Education (November 2004); Palmer O. Johnson Award (1995); and Spencer Post-Doctoral Fellowship (1989). Gloria Ladson-Billings

current and recent professional activities are offices held in National Professional Associations, President-Elect, AERA (2004-2005); Editorial Board Memberships, Educational Policy, Urban Education, Pedagogies. Dr. Ladson-Billings' professional affiliates are with American Anthropological Association and National Council of Teachers of English. Her research affiliate is with the Minority Student Achievement Network. Current research projects include: Du Bois and education (book length project); and Lives of African American Teacher Educators (project funded by Spencer small-grant program). Professor Ladson-Billings' publications include: *Beyond the Big House: African American Educators on Teacher Education* (New York: Teachers College Press, in press); *Landing on the wrong note: The Price We Paid for Brown. Educational Researcher*, 33(7), 3-13; *New Directions in Multicultural Education: Complexities, Boundaries, and Critical Race Theory*, in James A. Banks and Cherry A. McGee Banks (Eds.)

For Book(s) by Gloria Ladson-Billings, please visit the NCORE® Book Exhibit (Teaching for Change)

2:30–4:00 p.m.

POTOMAC BALLROOM 6

Convention Center, Level 2

SPECIAL FEATURE PRESENTATION



361 Improving the Lives of African Americans and Other Communities of Color by Expanding Their Participation

in the Areas of Politics and Public Policy

Joint Center for Political and Economic Studies—Washington, DC

<http://www.jointcenter.org/>

This year marks the 40th Anniversary of the Joint Center for Political and Economic Studies (Joint Center), one of the nation's leading research and public policy organizations and the only one primarily focused on the concerns of African Americans and other people of color. Through high quality research and informed analysis of critical public policy debates, the Joint Center seeks to improve the socioeconomic and health status of African Americans. Elected and appointed officials at all levels of government, as well private sector leaders, look to the Joint Center for innovative leadership and evidence-based perspectives on expanding opportunity and building a better and more just society.

To address the increasing complexity of challenges facing communities of color, the Joint Center has reorganized and reinvigorated its approaches around key institutes, which serve as centers of excellence for research and analysis in critical policy areas. These now include the Joint Center's Health Policy Institute (HPI) and Media and Technology Institute (MTI). HPI has delivered vital findings on racial inequities within the current health system to inform recent efforts to enact health care reform. Likewise, MTI has helped drive ongoing efforts by government and industry to expand broadband access to under-served populations and areas of the country. In addition, the Joint Center's Commission to Engage African Americans on Climate Change has taken the lead in providing African American perspectives on global warming. With more than 10,000 African Americans serving in elected office today, the Joint Center continues to provide these leaders with rigorous research findings, timely polling data, policy analysis and alternatives as well as networking opportunities. Widely known as the nation's most reliable source of information on the black electorate, the Joint Center contributes to a wider understanding of the role of civic and political participation in making America a better place and creating a more hopeful future for all its citizens.

David Bositis, Ph.D., Senior Political Analyst, Joint Center for Political and Economic Studies—Washington, DC

Brian Smedley, Ph.D., Vice President and Director, Health Policy Institute, Joint Center for Political and Economic Studies—Washington, DC

Nicol Turner-Lee, Ph.D., Vice President and Director, Media and Technology Institute, Joint Center for Political and Economic Studies—Washington, DC

Gina E. Wood, Director of Policy and Planning, Joint Center for Political and Economic Studies—Washington, DC gwood@jointcenter.org

Closing Remarks: **Ralph B. Everett**, President and CEO, Joint Center for Political and Economic Studies—Washington, DC

2:45–4:00 p.m.

75-MINUTE CONCURRENT SESSIONS

2:45–4:00 p.m.

AZALEA 2

Hotel Level 2

Levels of Experience: **Intermediate and Advanced****362 The Next Steps: Identifying the Missing Metric for Strategically Advancing our Diversity Goals**

◆◆ Case Studies/Model Programs ◆◆

What are the activities ongoing on your campus that seek to support diversity, and how effective are these activities? A tough, but tremendously important question, which the answers to think strategically are necessary about diversity.

This session will describe philosophical and logistical next steps for institutions concerned with advancing diversity. Presenters will reference to “next steps,” since nearly every institution has undergone the laborious process of counting heads, and dissecting this data by race, gender, country of origin, etc. While this data is important, it only tells part of the story. By completing an audit of diversity initiatives, leadership can take a more enlightened approach to understanding what strengths and opportunities exist on their campus. Further, this data has tremendous utility for all campus constituents, by: illuminating another data point for a deeper understanding of the campus climate; capitalizing on opportunities to create new diversity initiatives for populations which are underserved by current initiatives; and creating opportunities for collaboration between units while eliminating duplicative efforts. This session should particularly benefit leaders charged with being strategic in advancing diversity holistically, including chief diversity officers and administrators charged with campus diversity efforts, as well as student affairs and diversity practitioners.

David McIntosh, Coordinator, Campus Diversity Initiatives, Office of the Vice President and Associate Provost for Diversity, Texas A&M University—College Station, Texas davefmac@tamu.edu

Becky Pettitt, Ph.D., Assistant Vice President for Diversity, Office of the Vice President and Associate Provost for Diversity, Texas A&M University—College Station, Texas becky@tamu.edu

Christine Stanley, Ph.D., Vice President and Associate Provost for Diversity, Office of the Vice President and Associate Provost for Diversity, Texas A&M University—College Station, Texas cstanley@tamu.edu

2:45–4:00 p.m.

NATIONAL HARBOR 5

Convention Center, Level 3

Levels of Experience: **All****363 Portz Summer Scholars: Recruiting High-Achieving Ethnic Minority Students**

◆◆ Case Studies/Model Programs ◆◆

The Honors College at the University of Maryland provides living and learning academic experiences for high achieving undergraduates. The Portz Summer Scholars Program is a recent residential summer program initiative designed to recruit some of the brightest black, Latino/a and American Indian students in the mid-Atlantic region.

Presenters will share a summer program model that has been well received and successful toward recruiting underrepresented high-achieving students. This session should particularly benefit college administrators and staff who are interested in developing programs to attract and yield high achieving collegians to their campuses.

Traci L.M. Dula, Assistant Director of Admissions, Honors College, University of Maryland—College Park, Maryland tdula@umd.edu

Krystle Joyner, Recruitment Coordinator, University of Maryland—College Park, Maryland

2:45–4:00 p.m.

ANNAPOLIS 2

Hotel Level 2

Levels of Experience: **Intermediate****364 “Off-Campus Connections”: Service Learning Courses and Programs to Build Student Appreciation for Diversity**

◆◆ Case Studies/Model Programs ◆◆

This session will cover four successful service learning courses/programs developing student appreciation for diversity. These off-campus courses/programs include mentoring immigrant children, reading with at-risk junior high students, serving meals to the homeless in Chicago, New Orleans, and Des Moines as well as tutoring inner-city New Orleans high school students. Students from a predominantly white Midwest liberal arts college are learning to value diversity by working with individuals from different ethnic, socioeconomic and national backgrounds. Presenters will explain the concepts, goals and design of several off-campus service learning programs and will discuss how they could be extended to other types of colleges and universities. One program, which has run successfully for more than 12 semesters, will show how college students mentor young immigrant elementary students in conjunction with an academic course in the social sciences. The specifics of an “anti-bullying” program for college students and at-risk middle school students will be explained. The session will present research measuring the effectiveness of the courses with qualitative and quantitative data. This session should particularly benefit faculty members, student organizations, and student development personnel who want to increase student appreciation and tolerance of people from diverse ethnic and socioeconomic backgrounds.

Carolyn E. Dallinger, J.D., Associate Professor, of Criminal Justice and Social Work, Simpson College—Indianola, Iowa carolyn.dallinger@simpson.edu

Walter A. Lain, J.D., Assistant Dean, Multicultural and International Affairs, Simpson College—Indianola, Iowa walter.lain@simpson.edu

2:45–4:00 p.m.

ANNAPOLIS 4

Hotel Level 2

Levels of Experience: **Novice****365 Symbolic Interaction Theory as an Approach to Mentoring Students of Color at Community Colleges**

◆◆ Theoretical Model ◆◆

This interactive session focuses on mentoring students of color in the community college setting through a Symbolic Interactionist approach. Details on the origin and present use of mentoring will provide unique insights for participants. Engaging workshop activities will be used to further attendees understanding of the Symbolic Interaction theory and its application. A review of the assumptions of Symbolic Interaction theory will reveal significant implications for mentoring programs. This session should particularly benefit attendees interested in using theory to understand the goals of mentoring and its potential impact on students’ self-concept and behavior, and also those interested in using these insights to inform mentoring program practices.

J. Edward Stevenson, Graduate Student, Arts in Communication Studies, California State University—Northridge, California Stevenson_je@yahoo.com

2:45–4:00 p.m.

AZALEA 3

Hotel Level 2

Levels of Experience: **Intermediate****366 Where do WE fit in? The Puzzling Task of Community Building at a Predominantly White Institution**

◆◆ Case Studies/Model Programs ◆◆

This session presents the challenging issue of building and maintaining a shared commitment to diversity among students, staff, faculty, and community members at a Predominantly White Institution. Supporting the development of multicultural competency among student leaders can be challenging. This session explores how some student leaders, after experiencing NCORE in 2009 tried to build and maintain a shared commitment to diversity among students, staff, faculty, and community members at a predominantly white institution. Several strategies were employed: poetry and spoken word, residence life cultural programming and diversity training. How do we raise awareness of such cultural differences amongst students, faculty and staff on campus? How do we increase communication among cultures? These questions, and many more will be discussed in depth, as well as supplemented with the experienced perspectives of the presenters. This session should benefit those seeking to develop innovative ways to raise awareness in student leaders of diversified multicultural settings.

Corrine J. Carthell, Area Coordinator, Office of Residence Life, University of Dayton—Dayton, Ohio carthell@notes.udayton.edu

Sarah Harris, Graduate Student, Business Administration, University of Dayton—Dayton, Ohio sarahesharris@gmail.com

Soleil Verse, Undergraduate Student, English and French Major, University of Dayton—Dayton, Ohio verseso@notes.udayton.edu

2:45–4:00 p.m.

BALTIMORE 2

Hotel Level 2

Levels of Experience: **Novice and Intermediate****367 PUSHing Past the Barriers: An Innovative Approach to Fostering Multiculturalism Across the Curriculum**

◆◆ Case Studies/Model Programs ◆◆

This session should particularly benefit diversity officers who are involved in curriculum transformation. This session offers an innovative approach to fostering multiculturalism across the curriculum. Using a case study format, the presentation will highlight a Minority Health Month project entitled, “The Village Has Spoken: Let the Healing Begin.” This event was held at Wright State University in Dayton, Ohio and examines violence as a public health issue. As such, activities focused on exploring interpersonal violence from an interdisciplinary perspective that focused on prevention and intervention. Multicultural education was selected as the conceptual framework for the foundation upon which to develop the curricular, as well as co-curricular activities. Research supports that multicultural education seeks to provide students with a more accurate and comprehensive knowledge of subject matter that facilitates the enhancement of students’ academic achievement and critical thinking applied to social problems. In essence, curricular transformation promotes institutional transformation, resulting in better preparation for students to live and work in a global society.

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

2:45–4:00 p.m.

ANNAPOLIS 1

Hotel Level 2

Levels of Experience: **Intermediate and Advanced****368 In Search of Someone Just Like Me? Recruiting Strategies for the 21st Century**

◆◆ Training of Trainers ◆◆

This interactive session explains a creative approach to train the trainers and individuals in the organization in order to effectively recruit and retain employees in the organization. By using your own internal resources in the organization, this training highlights some ideas on how to effectively use some of your Human Resource talents to train the staff before search committees start their work. This session also explains the importance of understanding legal

compliance, affirmative action, diversity, equal employment opportunity, and recruitment techniques. It has been proven that today’s recruitment cannot only depend on well suited advertising ads and without the involvement of talented individuals who can find the right candidate, as well as individuals who are members of search committees who can achieve the university goals. Presenters will provide tips to take back to your institution and become hands on to achieve your recruitment results. This session should particularly benefit participants who are responsible for or involved in the recruitment and retention of a diverse and qualified workforce.

Bonita Prewitt, Assistant Director, EEO/AA, University of Akron—Akron, Ohio bprewitt@uakron.edu

Gaston Reinoso, Director, Employment & EEO/ES, University of Akron—Akron, Ohio greinos@uakron.edu

Deborah L. Roper, Director, Learning, Development & Communication Services, University of Akron—Akron, Ohio roper@uakron.edu

2:45–4:15 p.m.

90-MINUTE CONCURRENT SESSIONS

2:45–4:15 p.m.

NATIONAL HARBOR 4

Convention Center, Level 3

Levels of Experience: **Intermediate****369 A Good Return on Your Investment: The Benefits of Training Students to Become Agents of Social Change**

◆◆ Interactive Training ◆◆

This session examines the paradigm shift of the Egan Hope Scholars Program at DePaul University from a community service focus to a community activism and social change focus. Students of the program experience four years of hands-on community development and advocacy training while serving marginalized communities in the inner city.

This session will provide information on the history of this program as well as the recent progress and successes of the program. This session should particularly benefit participants who value civic engagement among students, staffs who work with students that are committed to social change, and students with a propensity to change the world. In addition, participants will be given steps to basic organizing that can be shared with their students. If your campus is quiet and devoid of student movements or protest, come and find out how to energize students around various societal issues in a constructive manner. Help your students become civically engaged agents of social change.

Jeff Brown, Assistant Director, Office of Multicultural Student Affairs, DePaul University—Chicago, Illinois jbrown56@depaul.edu

2:45–4:15 p.m.

MAGNOLIA 1

Hotel Level 2

Levels of Experience: **Advanced****370 Using Campus Climate Studies to Build Institutional Capacity and Advance Educational Change**

◆◆ Long- and Short-Range Planning ◆◆

This session examines the ways in which leaders can use campus climate studies to build institutional capacity and advance educational change. The findings of effective campus climate studies conducted at institutions across the United States will be examined and linked to evidence-based and theoretically-sound initiatives that played a role in building institutional capacity and advancing change across colleges and universities. This session should particularly benefit participants who are charged with providing leadership in the areas of organizational development and institutional transformation with a focus on helping colleges and universities achieve inclusive excellence and, thereby, increasing student learning outcomes.

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

2:45–4:15 p.m.

BALTIMORE 5

Hotel Level 2

Levels of Experience: **Intermediate****371 Social Justice Pedagogy Across the Curriculum**

◆◆ Curricular/Pedagogical Models ◆◆

In this session, presenters as contributors to the essay collection *Social Justice Education: Inviting Faculty to Transform their Institutions* (Stylus, 2010), will present five pedagogical models from disciplines across the curriculum within a faculty development framework. This session should particularly benefit administrators, faculty and faculty developers from the social sciences, languages, mathematics, teacher education, literature and writing. Presenters will discuss experiences of applying social justice and liberatory education theory in classrooms and communities. Pedagogical models include academic activism, social justice, storytelling, deliberative dialogue and citizen-scholar discourse. Presenters will offer concrete suggestions for creating active learning environments which are open to controversy, safe for disagreement, and that balance both the emotional and cognitive components of learning. These models are flexible and can be adapted across the curriculum. Faculty developers will find them useful in stimulating colleagues to address social justice issues and pedagogies in classes even beyond the required course in diversity.

Lee Anne Bell, Ph.D., Professor, Director of the Education Program, Barnard College, Columbia University—New York, New York lbell@barnard.edu

Glen David Kuecker, Ph.D., Associate Professor, Political Science Department, DePauw University—Greencastle, Indiana gkuecker@depauw.edu

Kamakshi Murti, Ph.D., Professor of German, *Emerita*, Middlebury College—Middlebury, Vermont kmurti@middlebury.edu

Rob Root, Ph.D., Associate Professor, Mathematics Department, Lafayette College—Easton, Pennsylvania robroot@lafayette.edu

Kathleen Skubikowski, Ph.D., Associate Professor of English, and Assistant Dean for Instruction, Middlebury College—Middlebury, Vermont skubikow@middlebury.edu

Catharine Wright, Lecturer in Writing, Acting Associate Director of Writing, Middlebury College—Middlebury, Vermont cwwright@middlebury.edu

2:45–4:15 p.m.

BALTIMORE 4

Hotel Level 2

Levels of Experience: **Intermediate****372 Revisiting the Great Debate in 2010: Barack Obama's America versus W.E.B. Du Bois's Color Line: A Debate on Race and Ethnicity on Campus and in the Greater Society**

◆◆ Interactive Training ◆◆

At the turn of the twentieth century, Booker T. Washington and W.E.B. Du Bois debated the best course of advancement for African Americans in the context of the larger society. Today, a similar, but more complex, debate continues across America on Race and Ethnicity.

"There is not an African-American America, a Latino America and a white America. There is the United States of America." - Barack Obama. "The problem of the twentieth century is the problem of the color-line...the relation of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea..." - W.E.B. Du Bois.

Drawing from America's storied sociology and rich cultural legacy on race, this session will feature a Lincoln-Douglass-style debate and discussion on race and ethnicity in America in the 21st century. This session should particularly benefit students, faculty, and administrators who seek to find a balance between the oneness of an Obama America and the value in recognizing the individual racial, ethnic, and cultural identities of people of color. Participants are encouraged to replicate this formal debate and discussion model to facilitate civil discussion on race/ethnicity, enhance positive cross-cultural engagement, and foster better multi-cultural understanding on campus.

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

Cheryl Thompson, Health Communications Specialist, Agency for Healthcare Research and Quality -U.S., Department of Health and Human Services (not officially representing US government)—Washington, DC cherylspeaks@yahoo.com

Adriane Thompson-Bradshaw, Vice President for Student Affairs, Ohio Northern University—Ada, Ohio a-thompson@onu.edu

4:30–5:15 p.m.

POTOMAC BALLROOM A and B

Convention Center, Level 2

AFTERNOON CONFERENCE PLENARY SESSION**373 Keynote Address:****College Opportunity for Minorities in the 21st Century**

Arnold L. Mitchem, Ph.D., President, Council for Opportunity in Education (COE)—Washington, DC

Dr. Arnold Mitchem has been a voice for low-income, first-generation students, and individuals with disabilities his entire career. Thanks to his work, the federally funded TRIO Programs (the largest discretionary program in the U.S. Department of Education) have expanded by nearly 400% and now serve more than 872,000 students at 1,200 colleges and universities. Dr. Mitchem graduated from the University of Southern Colorado in 1965. Before receiving his Ph.D. in Foundations of Education at Marquette University in 1981, he studied European History as a Woodrow Wilson Fellow at the University of Wisconsin. He began his career on the History faculty at Marquette University in Milwaukee. In 1969 he was named Director of the Educational Opportunity Program at Marquette, serving in that role until 1986, when he relocated to Washington, DC to represent low-income and disabled students nationally. Dr. Mitchem is the first and only President of the Council for Opportunity in Education. 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. He currently serves on the Board of Trustees of Marquette University. Dr. Mitchem has been awarded Honorary Doctorates from eight universities, including: St. Louis University; CUNY-Lehman College in New York; DePaul University; and the University of Liverpool, England.

5:25–6:15 p.m.

POTOMAC BALLROOM A and B

Convention Center, Level 2

AFTERNOON CONFERENCE PLENARY SESSION**374 Keynote Address:****What Are You? The Changing Face of America**

Kip Fulbeck, Renowned Artist exploring Identity, Spoken Word Performer, Slam Poet, and Professor of Art, Affiliate Faculty in Asian American Studies and Film & Media Studies, University of California—Santa Barbara, California

Kip Fulbeck is an American artist, slam poet and filmmaker. He is the author of *Permanence: Tattoo Portraits; Part Asian, 100% Hapa; Paper Bullets: A Fictional Autobiography*, and the upcoming *Mixed: Portraits of Multiracial Kids*, as well as the director of a dozen short films including *Banana Split* and *Lilo & Me*. Kip has been featured on CNN, MTV, and PBS, and has performed and exhibited in over 20 countries. He speaks nationwide on identity, multiraciality and pop culture — mixing together spoken word, stand-up comedy, political activism, and personal stories. A challenging and inspirational teacher, Kip is a professor of Art at the University of California, Santa Barbara, where he is the recipient of the university's Distinguished Teaching Award. He is also an avid surfer, guitar player, motorcycle rider, ocean lifeguard, and pug enthusiast. A complete overachiever despite being only half Chinese, he is also a world-ranked Masters swimmer. For more information about Kip, please visit <http://www.seaweedproductions.com/>

NCORE® would like to acknowledge Roth Talent Agency sponsorship for Kip Fulbeck participation and Presentation at NCORE® 2010.
<http://www.rothtalent.com>

For Kip Fulbeck (Hapa) Exhibit, please visit NCORE® Exhibit Hall (Thursday, June 3 and Friday, June 4)

5:30–7:00 p.m.

POTOMAC BALLROOM 6
 Convention Center, Level 2

JDOTT SUMMIT MEETING



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

6:30–7:30 p.m.

POTOMAC BALLROOM 4
 Convention Center, Level 2

MULTIRACIAL/MULTIETHNIC CAUCUS

376 During the NCORE® 2010 the Multiracial/Multiethnic caucus will meet to discuss a series of issues of interest to the group.

For other meetings of the Multiracial/Multiethnic Caucus group, see Index 128, 211, 473.

POTOMAC BALLROOM 1
 Convention Center, Level 2

NDNCORE CAUCUS

Five meetings are hosted by the Native Delegates of NCORE. The caucus group organized during the NCORE® 2007 conference. During the NCORE® 2010 the Native Delegates will meet to discuss a series of issues of interest to Native Americans in Higher Education.

6:30–7:30 p.m.

377 Networking Meeting

For other meetings of the NDNCORE, see index 002, 129, 213, 474.

POTOMAC BALLROOM 2
 Convention Center, Level 2

LATINO/A CAUCUS

Five meetings are hosted by the Latino/a Caucus Groups organized during the NCORE® conference. During NCORE® 2010 the Latino/a caucus will meet to discuss a series of issues affecting Latino/a faculty, administrators, staff, and students in higher education.

6:30–8:00 p.m.

378 Meeting and Roundtable Discussion (Social to Follow)

For other meetings of the Latino/a Caucus, see Index 131, 210, 475.

POTOMAC BALLROOM 3
 Convention Center, Level 2

APINCORE (Asian/Pacific Islander American) Caucus

During the NCORE® 2010, there are four meetings hosted by the APINCORE Caucus group.

6:30–8:30 p.m.

379 Future Planning and Hot Topics Discussion

(No-host Dinner Social to Follow)

For other meetings of the APINCORE Caucus group, see Index 127, 209, 472.

POTOMAC BALLROOM 6
 Convention Center, Level 2

AFRICAN AMERICAN/BLACK CAUCUS

Four meetings are hosted by JDOTT for African American/Black Caucus group meetings.

7:00–8:00 p.m.

380 Future Planning

8:00–10:00 p.m.

Network Gathering/Social

For other meetings of the African American/Black Caucus, see Index 134, 208.

8:00–9:30 p.m.

POTOMAC BALLROOM A and B
 Convention Center, Level 2

EVENING CONFERENCE PLENARY SESSION



381 Keynote Address:

Colorblindness and Its Consequences: How Ignoring Race Deepens the Racial Divide

Tim Wise, Leading Anti-Racism Educator, Activist, and Author—Nashville, Tennessee

Tim Wise is among the most prominent anti-racist writers and activists in the U.S., having spoken to over 300,000 people in 48 states, and on over 400 college campuses. He has trained teachers as well as corporate, government, media, entertainment, military, and law enforcement officials on methods for dismantling racism in their institutions, and has served as a consultant for plaintiff's attorneys in federal discrimination cases in New York and Washington State. In Summer 2005, Wise served as adjunct faculty at the Smith College, School of Social Work in Northampton, MA, where he co-taught a Master's level class on Racism in the United States. From 1999 to 2003, Wise served as an advisor to the Fisk University Race Relations Institute and in the early '90s was Associate Director of the Louisiana Coalition Against Racism and Nazism (the largest of many groups responsible for the political defeat of neo-Nazi David Duke). Wise's most recent book is *Between Barack and a Hard Place: Challenging Racism, Privilege and Denial in the Age of Obama* (City Lights), which explores the issues of race within the context of the Obama presidency. He is also the author of *White Like Me: Reflections on Race from a Privileged Son* (Soft Skull Press), *Affirmative Action: Racial Preference in Black and White* (Routledge) and collection of his essays, *Speaking Treason Fluently: Anti-Racist Reflections from an Angry White Male* (Soft Skull Press). Wise received the 2002 National Youth Advocacy Coalition's Social Justice Impact Award in recognition of his contributions to the struggle for equity, as well as the 2001 British Diversity Award for best feature column on race and diversity issues. Wise received his B.A. from Tulane University and antiracism training from the People's Institute for Survival and Beyond, both in New Orleans.

NCORE® would like to acknowledge SpeakOut sponsorship for Tim Wise participation and presentation at NCORE® 2010. www.speakoutnow.org

NOTES

THURSDAY, JUNE 3

DAY AT A GLANCE • FRIDAY, JUNE 4

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. NAC SUB-COMMITTEE MEETINGS

8:00 a.m.–1:00 p.m.

404. THE AFRO-CENTRIC TOUR OF WASHINGTON, DC

9:00–9:45 a.m.

405. CONFERENCE MORNING PLENARY SESSION

Keynote Address: Envisioning Beyond Ourselves: *El Futuro*—Juliet V. García

10:00–11:00 a.m.

406. Book Signing and Informal Dialogue—Juliet V. García

10:00 a.m.–noon

407. MAJOR WORKSHOP

The Complex Mandate of a Chief Diversity Officer

408. MAJOR WORKSHOP

Deaf Culture and Race: Gallaudet University, Washington, DC

409. MAJOR WORKSHOP

PART I—Tunnel of Oppression

410. MAJOR WORKSHOP

PART I—The “N” Word and Beyond: Unpacking the Social Oppressions Imbedded Within Our Language—Challenging the Popularity of Dysfunctional Pop Culture Communication Within Media/ Images and Language

2-Hour Concurrent Sessions

411. PART I—The Best of All Worlds: A Teaching/Training Model, Strategies and Measures to Achieve the Transformation of Health and Behavioral Healthcare Professionals’ World Views to Reduce Disparities When Caring for Diverse Populations

412. Transforming Racial Trauma: Exploring New Approaches for Undoing Unconscious Racism, Internalized Oppression and Social Paralysis

10:30–11:45 a.m.

75-Minute Concurrent Sessions

413. The University of Dayton Gospel Choir and Gospel Music Workshop as Models For Cross-cultural Understanding

414. Learning in 4-Directions: An Indigenous Model for Multicultural Teaching and Learning

415. Mixed Race Students’ Campus Racial Climate in the Obama Era: Co-Curricular Influences at a Research University

416. The Personal and Academic Impact of Pre-College Mentoring Programs on Middle and High School Students

417. Islam: Beyond the Myths, Breaking Down the Barriers

418. Recruiting and Retaining Underrepresented Students at a Predominantly White Institution

10:30 a.m.–noon

419. *A CONVERSATION WITH DARYL E. CHUBIN*

“Visible” Diversity and the University

420. *A CONVERSATION WITH BARBARA R. ARNWINE*

Race and The Summer of 2009 – Challenges Remain!

421. *A CONVERSATION WITH MICHELLE ASHA COOPER*

Ensuring Access and Completion for All Students: Challenges and Opportunities for Institutional Leaders

422. SPECIAL FEATURE PRESENTATION

Virginia Gears Up to Support Hispanics in Higher Education

423. SPECIAL FEATURE PRESENTATION

The Creative Community College: Leading Change Through Innovation

424. SPECIAL FEATURE PRESENTATION

Hip-Hop and the Politics, Hip-Hop and Race

425. SPECIAL FEATURE PRESENTATION

Dispatches From Battles Over College Access

426. SPECIAL FEATURE PRESENTATION

Intersection of Mathematics, Gender, Language, and Cultural Meaning

427. MAJOR WORKSHOP

Higher Education Collaboration With Industry: Strengthen Your Enterprise Learning Through Strategic Partnerships

Film Preview and Discussion

428. *Living on the Fault Line, Where Race and Family Meet*

90-Minute Concurrent Sessions

429. Conversations Between Blacks and Jews: A Case Study of a Multi-Identity Intergroup Dialogue

430. Developmental and Pedagogical Issues in Race-Conscious Teaching and Learning

431. Black Men Managing Self-Doubt in Higher Education: An Interactive Panel of Doctoral Students, Faculty and Administrators

432. For Colored 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

433. The Case Against Grandma: Cultural Personalism: Empowering the Patient in the Elimination of Health Disparities

434. Excellence Through Inclusion: Awareness and Skills Training for Staff at a Predominantly White Institution

1:15–2:30 p.m.

Film Previews and Discussions

435. *New Muslim Cool*

75-Minute Concurrent Sessions

436. Civil Rights Pilgrimage—the Impact of Class-Based Immersion Experience on Multicultural Competence on a Homogenous Campus

437. Operationalizing the Collaborative Office Model: A Framework for Diversity Leadership

438. Working Toward Becoming More Culturally Competent: The Healthcare Provider’s Challenge

439. Students of Color Experiencing and Surviving Racism in Classrooms on a Predominantly White Campus

440. Hostile Instances: Strategies for Responding to Non-inclusive Campus Events

DAY AT A GLANCE • FRIDAY, JUNE 4

441. A Time and a Place: Social Justice in a Doctoral Program

442. The University Diversity Council (UDC): Methods for Improving Campus-Wide Diversity Initiatives at a Comprehensive State University

1:15–4:15 p.m.

MAJOR WORKSHOP

443. PART II—Tunnel of Oppression

MAJOR WORKSHOP

444. PART II—The “N” Word and Beyond: Unpacking the Social Oppressions Imbedded Within Our Language—Challenging the Popularity of Dysfunctional Pop Culture Communication Within Media/Images and Language

Film Preview and Discussion

445. *The Color of Fear*: A 15th Anniversary

3-Hour Concurrent Sessions

446. PART II—The Best of All Worlds: A Teaching/Training Model, Strategies and Measures to Achieve the Transformation of Health and Behavioral Healthcare Professionals’ World Views to Reduce Disparities When Caring for Diverse Populations

447. Diversity Strategic Planning and Leadership: Implementing a Model for Institutionalized, Empowered and Sustainable Coalitions and Collaborations

448. Just How Important is Diversity In Higher Education? Stories From The Frontlines

449. Overcoming Racial Barriers on Campus Through Witnessing Whiteness

450. Reframing Pedagogy: Race, Environment, and Contemplative Education

1:30–3:30 p.m.

451. **SPECIAL FEATURE PRESENTATION**

A Panel Discussion: Presentation by Tribal College Presidents

452. **SPECIAL FEATURE PRESENTATION**

Answering the Call: African American Women in Higher Education Leadership

453. **MAJOR WORKSHOP**

Bridging the Diversity Divide: Globalization and Reciprocal Empowerment in Higher Education

454. **SPECIAL FEATURE PRESENTATION**

Issues in Higher Education: Protecting Your Rights

MAJOR WORKSHOP

455. Racial Paranoia: The Unintended Consequences of Political Correctness

SPECIAL FEATURE PRESENTATION

456. Is Everybody Stupid?

MAJOR WORKSHOP

457. Understanding and Negotiating Silencing and Marginalization in the African-European Diaspora: A Case Study in Film—The Complex Survival of Black Holocaust Survivors, Post World War II Afro-Germans and American Expatriates

458. **MAJOR WORKSHOP**

Intersectionality: A Grounded and Holistic Approach to Identity Development

2-Hour Concurrent Sessions

459. Good Practices in Mentoring of Under-Represented Students, Faculty, and Staff

460. The Student Success Institute: Engaging Students as Equity-Grounded Agents, Architects, and Partners for Inclusive Excellence

2:30–4:00 p.m.

461. **A CONVERSATION WITH SARITA E. BROWN**

The Educational Condition of Latino College Students

462. **A CONVERSATION WITH MAB SEGREST**

Whiteness and Sanity

2:45–4:00 p.m.

75-Minute Concurrent Sessions

463. Hip Hop 101: The Psychology of Hip Hop—Survivalist Turned Into Consumers

464. Identifying and Working With College Student Resistance to the “Prejudice + Power” Definition of Racism

465. Birthing the Doctoral Dissertation: Reality, Revelations, and Resources for Student of Color in Doctoral Programs

466. Identity and Misrecognition in African American Literature

2:45–4:15 p.m.

467. **SPECIAL FEATURE PRESENTATION**

Asian Americans and Pacific Islanders: Contesting the Boundaries of Race in American Higher Education

90-Minute Concurrent Sessions

468. Using Media Technology to Promote Diversity in the College and Community

469. An Anatomy of Diversity Strategic Plan: A Framework to Foster Diversity at Penn State: 2010-15

4:30–5:15 p.m.

470. **AFTERNOON CONFERENCE PLENARY SESSION**

Keynote Address: How I Became an Indigenous American Immigrant—Sherman Alexie

5:15–6:00 p.m.

471. **BOOK SIGNING AND INFORMAL DIALOGUE—SHERMAN ALEXIE**

6:00–7:00 p.m.

472. **APINCORE (Asian/Pacific Islander American) Caucus**

473. **Multiracial/Multiethnic Caucus**

474. **NDNCORE Caucus**

6:00–7:30 p.m.

475. **Latino/a Caucus**

7:30–8:30 p.m.

476. **EVENING SPECIAL EVENT**

The People Speak Live: Voices of a People’s History of the United States

7:30–10:00 p.m.

477. **EVENING SPECIAL EVENT**

“Honor the Spirit” Pow Wow

10:00 p.m.–1:00 a.m.

478. **JDOTT-Sponsored Dance**

FRIDAY, JUNE 4, 2010

7:30–9:00 a.m.

POTOMAC BALLROOM A and B FOYER
Convention Center, Level 2

401 Continental Breakfast

7:30 a.m.–6:00 p.m.

EXHIBIT HALL D
Convention Center, Level 1

EXHIBITOR SHOWCASE AND RESOURCE CENTER

402 (For more information on Exhibitor Showcase, see Index 207)

For a comprehensive listing of Exhibitors and their services, see page 98.

7:45–8:45 a.m.

POTOMAC BALLROOM 1, 2, 3, 4
Convention Center, Level 2

NATIONAL ADVISORY COMMITTEE (NAC)

403 Sub-Committee Meetings

There are four 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 NACORE® National Advisory Committee (NAC), see Index 003

For other meeting days and times, see index 212, 303.

8:00 a.m.–1:00 p.m.

NCORE® 2010 EDUCATIONAL TOUR



404 THE AFRO-CENTRIC TOUR OF WASHINGTON, DC

There are many tours of Washington, DC that feature familiar historic and political monuments, and the major museums. This type of DC History Tour provides a unique view. It gives a glimpse of the people who made and

still make up the majority of residents here in the city, but who have not necessarily been part of the national stage that is associated with DC.

Cost: \$30 (per person) **Advance registration required**

Dress Code: Wear casual clothing and comfortable shoes. The Tour will leave the bus at various sites.

This tour is limited to 50 participants on the first come first served basis.

The Afro-Centric Tour of Washington, DC will feature landmark churches, the Frederick Douglas home and museum in Anacostia www.nps.gov/history/museum/exhibits/douglass/houseTour.html, the Thurgood Marshall Center <http://www.thurgoodmarshallcenter.org/index.html> and the historic 50 years old Black-owned Ben's Chili Bowl in the neighborhood of the "Great Black Way" i.e., the bustling U-Street & Florida Avenue corridor <http://www.benschilibowl.com/ordereze/Default.aspx>, famous educational sites, like Mary McLeod Bethune's legacy stature, and the only monument to Black civil war heroes, educators of national stature and home to performance artists, like the world-famous, Duke Ellington. Included are accounts of "the real story behind" some historical facts you think you know! This is a rare opportunity to get a glimpse of the historical accomplishments of the Washington DC residents whose contributions to the city and the nation are often unrecognized. International contributors to the growth of the city are also included.

The two guides for this exciting experience are well qualified, **Dr. Edward Smith**, a Professor at The American University, Director of the Department of American Studies, and Assistant to the Dean of the College of Arts and Sciences, a Civil War scholar and a Resident Associate of the Smithsonian Institute. **Dr. Janice D.M. Mitchell**, Professor in the Department of Foreign Languages, Literatures & Cultures at Gallaudet University. They are 3rd and 4th generation native Washingtonians, which who provide exceptional perspectives to the history of the nation's capital, a predominately African American metropolis with a rich cultural history that often remains behind the scenes for the usual visitor and tourist.

9:00–9:45 a.m.

POTOMAC BALLROOM A and B
Convention Center, Level 2

MORNING CONFERENCE PLENARY SESSION

405 Keynote Address:



Envisioning Beyond Ourselves: *El Futuro*

Juliet V. Garcia, Ph.D., President, University of Texas—Brownsville, Texas

Dr. Juliet V. Garcia joined The University of Texas System as President of The University of Texas at Brownsville (UTB) in 1992 after serving as President of Texas Southmost College (TSC) for six years. While at TSC, she was recognized as the first Mexican American woman in the nation to become president of a college or of a university. Dr. Garcia is responsible for leading the development of the unique partnership between UTB, then an upper-level university, with TSC, a community college. The Partnership was designed to consolidate resources, increase efficiency, eliminate transfer barriers for students, and provide improved higher education opportunities for the people of the Lower Rio Grande Valley in South Texas. Southern Association of Colleges and Schools (SACS) lauded the first Partnership of its kind in the southern region of the nation, commending "the entire university community for its vision and courage in creating the UTB/TSC Partnership," and praise by pointing out that the Partnership's "comprehensive, seamless educational opportunities...will serve the citizens of this area well for many years to come." The Partnership known as UTB/TSC offers a full range of occupational-technical, continuing education, and community education programs with certificate and associate degrees traditional to the community college. In addition, UTB/TSC also offers baccalaureate and masters degrees traditional to a university. During her tenure as president of UTB/TSC student performance has improved dramatically as reflected by the increase in degrees awarded. Dr. Garcia was voted Outstanding Alumnus by The University of Texas at Austin's College of Communications, Outstanding Young Texas Ex by The University of Texas-Ex Association and received the National Network of Hispanic Women Hall of Fame Education Award. In 1993, she was named by *Hispanic Business Magazine* as one of the nation's 100 Most Influential Hispanics. In 1994, she received the American Association of Higher Education Hispanic Caucus Award for Distinguished Leadership in Higher Education and the Outstanding Texas Leader Award. In 1995, she was recognized as being among the Most Influential Hispanic Women of Texas by *Texas Hispanic Magazine*. Dr. Garcia was inducted into the Texas Women's Hall of Fame for lifetime achievement in education (Fall 2000); chaired a conference hosted by Harvard on Access Denied, a publication of the Advisory Committee to Congress on Student Financial Aid (Spring 2001). She is featured in multiple issues of *Hispanic Business* as one of the 100 Most Influential Hispanics. Dr. Garcia has served as Chair of the American Council on Education, served on the National Advisory Council on Institutional Quality and Integrity and as a Commissioner on the White House Initiative on Educational Excellence for Hispanic

Americans. Dr. García was selected to participate in the South Africa Project by The American Council on Education, USAID, and Ford Foundation to assist universities in South Africa after the end of apartheid. Dr. García currently serves on the Board of Directors for the Ford Foundation, Campus Compact, JP Morgan Chase Rio Grande Valley, Public Welfare Foundation, and the Kenedy Memorial Foundation. She is Vice Chair of the Carnegie Foundation for the Advancement of Teaching and former Chair of the Advisory Committee to Congress on Student Financial Assistance.

10:00–11:00 a.m.

POTOMAC BALLROOM A and B
Convention Center, Level 2

BOOK SIGNING AND INFORMAL DIALOGUE

406 Juliet V. García

10:00 a.m.–noon

ANNAPOLIS 3
Hotel Level 2

MAJOR WORKSHOP

407 The Complex Mandate of a Chief Diversity Officer

Perhaps more than any other top campus administrator, the chief diversity officer is a lightning rod for criticism. Of course, some people simply oppose efforts to increase access, equity, multiculturalism, and inclusion. But even people committed to diversity can object to the presence of these officers. Some critics believe that hiring a chief diversity officer removes the responsibility for diversity and inclusion from the university's president, other leaders, faculty members, and the campus as a whole. The institution now has a "diversity messiah," who is singularly responsible for advancing campus-diversity efforts and is nothing more than a symbolic figurehead. Others believe that, in the interest of political correctness, the officer will encourage the admission of students who are not well qualified, and the hiring of faculty members whose scholarship does not meet the institution's standards. Many of those criticisms stem from an incomplete or misguided understanding of the context, mission, and role of the chief diversity officer.

This session dispels these myths and presents qualitative and quantitative research from the presenters continuing efforts to understand, define, and present strategies to optimize the chief diversity officers' role in higher education and across all areas of organizational life. Featured in this session will be current trends in the development and evolution of chief diversity officer positions; strategies for documenting CDO position role impact; key principles for hiring and selecting staff and officers to work in these units; and benefits as well as challenges associated with the three primary CDO archetypes of vertical structure, the collaborative officer, unit based, and the portfolio divisional models. Finally, this session will cast the higher education CDO role in comparative context to other CDO roles in the corporate and nonprofit sectors. The session is intended for leaders of all experience levels interested in chief diversity officers, diversity and organizational change, and other topics of relevance to the development, design, and optimization of the CDO role in higher education and across other industry sectors.

The presenters, Dr. Williams and Dr. Wade-Golden are authors of the well received *Chief Diversity Officer: A Primer for A College and University Presidents* (American Council of Education in 2008) and the forthcoming book, the *Chief Diversity Officer: Strategy, Structure, and Change Management* (Stylus Publishing Press, scheduled for release in Fall 2010).

Damon A. Williams, Ph.D., Chief Diversity Officer and Vice Provost, Diversity and Climate, University of Wisconsin—Madison, Wisconsin damonawilliams1@me.com
Katrina C. Wade-Golden, Ph.D., Senior Research Scientist, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan wlm@umich.edu

10:00 a.m.–noon

ANNAPOLIS 2
Hotel Level 2

MAJOR WORKSHOP

408 Deaf Culture and Race: Gallaudet University, Washington, DC



It is estimated that there are some 18,000 deaf and hard of hearing students in higher education programs around the country.

Presenters will explore the subject of race and disability with their lens specifically focused on the discrimination that deaf people face given their disability is normally invisible until one notices the hearing aid, cochlear implant or the "talking hands."

Dr. Bauman will discuss the discrimination that deaf and hard of hearing people encounter because of environments designed for those who can hear. He will show a documentary film on Audism narrated by deaf and hard of hearing people from various ethnic and cultural backgrounds. Each story is a poignant reminder of the difficulties that hearing parents of deaf children and their children often experience often because of ignorance or because they received the wrong information.

Dr. McCaskill will discuss the development of a sign language used by black deaf students in the schools for the deaf that were set up in the segregated South. Segregation did not exclude deaf people and as a result, a very unique sign language developed among black deaf people in the southern schools for the deaf. Dr. McCaskill will also discuss the transition period after *Brown v. Board of Education*, when black schools for the deaf closed and black students were moved to the white school. She will show how this affected the development of a separate and unequal deaf world that is a microcosm of the hearing world.

Mr. Dunn will provide a historical overview of the impact of segregation on black deaf people and efforts throughout the years to fight for equality and dignity. He will discuss the relationship of black deaf people and the black hearing community and the interactions of both in the communities they share. He will also discuss the relationship between the white deaf community and the black deaf community beginning with the establishment of the first school for black deaf children in North Carolina in 1857 until the present.

Dirksen Bauman, Ph.D., Professor, Department of ASL/Deaf Studies, Gallaudet University—Washington, DC h-dirksen.bauman@gallaudet.edu

Lindsay Dunn, Educational Program Manager, Professor, Department of ASL/Deaf Studies, Gallaudet University—Washington, DC lindsay.dunn@gallaudet.edu

Carolyn McCaskill, Ph.D., Associate Professor, Department of ASL/Deaf Studies, Gallaudet University—Washington, DC carolyn.mccaskill@gallaudet.edu

PART I

10:00 a.m.–noon

NATIONAL HARBOR 4 and 5
Convention Center, Level 3

PART II continues 1:15–4:15 p.m. (see Index 443)

MAJOR WORKSHOP



409 Tunnel of Oppression

The **Tunnel of Oppression** program is designed to create an awareness of different types of oppression, and its effects, within society and the campus community.

The Tunnel of Oppression is a program that was adapted by several staff members from Student Residential Programs at Western Illinois University. The primary goal of the project is to create an experiential program for students, staff, and faculty. The program is supposed to challenge the senses and feeling of participants in a safe environment. After going through the experience, participants will process what they saw and

felt with trained professional counselors. Though the program is targeted to the campus community, the program could be open to anyone that would like to attend. Participants are walked through a variety of experiences to expose them to different kinds of oppression including racism, homophobia, sexism, ablism, classism, and anti-semitism. The program also incorporated issues of body image, domestic violence, and hate speech. The Tunnel is designed to increase the level of sensory images as participants progressed through the experience.

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

PART I

10:00 a.m.–noon

NATIONAL HARBOR 6

Convention Center, Level 3

PART II continues 1:15–4:15 p.m. (see Index 444)

MAJOR WORKSHOP

410 The “N” Word and Beyond: Unpacking the Social Oppressions Imbedded Within Our Language—Challenging the Popularity of Dysfunctional Pop Culture Communication Within Media/Images and Language

PART I—This session will center the larger conversation on dysfunctional language by using the “N” word as a point of departure. We take a look at the history of the “N” word utilizing Randall Kennedy’s popular and controversial book along with film clips from TV shows (Boston Public & Dave Chappelle); film clips (Bamboozled, Any Given Sunday, Chris Rock’s “Bring the Pain,” Rosewood, Jungle Fever, Pulp Fiction, and School Daze). The session will challenge participants to examine their personal and professional histories with the “N” word, examine when and/or how they were first introduced to the word and to explore the pictures and different feelings associated with the word. We will look at how current events, media, popular music and movies have used “N” over the years and whether the word has influence or impacted the millennial generation. Presenters will attempt to engage the audience in an exercise of answering provocative questions, including:

- How is the word used in music, media, and movies?
- Does it still generate the same reaction, incite the same feelings, and raise the same issues and concerns it did throughout the 20th Century?
- How does the word reflect Du Bois’ existential question concerning black folk’s “problem” status?
- What is the word’s relationship to Du Bois’ notions of “double consciousness” and the “inevitability of the black criminal?”
- Could anyone ever be completely comfortable with everyone using the “N” word everywhere?
- How does the “N” word differ from or parallel the use of other problematic terms?

We will ascertain which camp the participants identify with the most—the eradicationists who believe, at the very least, the word should be obliterated from the American lexicon—or the regulationists who allow for its usage within certain regimented contexts. Lastly, the morning session will situate the need and importance of understanding the various realities associated with the “N” word, with recommendations on how to challenge and encourage all people, but specifically young people, about the ramifications of casual or uninformed usage of this extremely troublesome word.

Eddie Moore Jr., Ph.D., Director of Diversity, The Bush School—Seattle, Washington Eddie.MooreJr@bush.edu <http://www.bush.edu/ourschool/diversityEddie.asp>

J.W. Wiley, Director, Center for Diversity and Lecturer in Philosophy and Interdisciplinary Studies, State University of New York—Plattsburgh; Founder, Xamining Diversity Consulting www.xaminingdiversity.com

10:00 a.m.–noon

2-HOUR CONCURRENT SESSIONS

PART I

10:00 a.m.–noon

AZALEA 3

Hotel Level 2

PART II continues 1:15–4:15 p.m. (see Index 446)

Levels of Experience: **Intermediate and Advanced**

411 The Best of All Worlds: A Teaching/Training Model, Strategies and Measures to Achieve the Transformation of Health and Behavioral Healthcare Professionals’ World Views to Reduce Disparities When Caring for Diverse Populations

◆◆ 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. The key is working through hindrances emanating from the clash of world views. One aspect involves students who feel they must mask or deny their cultural heritages to become a professional. The 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 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 such as 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.

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

Anita Pernell-Arnold, PRIME Executive Council Chairperson; Senior Faculty, PRIME Institute, College of Medicine, Behavioral Healthcare Education, Drexel University—St. Petersburg, Florida arvappa8@aol.com

Brenda J. Weaver, PRIME Executive Council Member; Senior Faculty, PRIME Institute, College of Medicine, Behavioral Healthcare Education, Drexel University—Philadelphia, Pennsylvania bweaver@drexelmed.edu

10:00 a.m.–noon

MAGNOLIA 1

Hotel Level 2

Levels of Experience: **Advanced**

412 Transforming Racial Trauma: Exploring New Approaches for Undoing Unconscious Racism, Internalized Oppression and Social Paralysis

This is an advanced session and will best benefit veteran diversity and social justice educators, graduate-level social science researchers and professional multicultural development staff.

This is a program about making changes. It is about changing rigid patterns of guilt, defensiveness and denial, into self-respecting conscience, accountability, and compassionate solidarity. It is about changing patterns of hopelessness, helplessness and chronic discouragement into fierce and empowered passion for social justice and inclusive community. It is about changing everyday stress into mental flexibility and toughness with supple emotional resilience. These changes have often been very painful and difficult to achieve, until now.

This program will introduce participants to a body of new research into the linguistic and neurophysiological structure of beliefs and traumas. It will cover the social traumas associated with the “addictive” patterns of unconscious racism and internalized oppression. Participants will learn how we get “stuck” in emotional and cognitive ruts dug by the institutionalized dynamics of domination. They will also learn how negative beliefs and traumas imposed by oppressive socialization change our physiology and “hijack” our hearts, minds, and behavior. Participants will learn new skills, based on the latest cognitive and neurosomatic (body-based) research, for interrupting the patterns of oppressive beliefs and disempowered behavior. These skills will uncover the linguistic and neurophysiological roots of these patterns and liberate bodymind/souls for joyful resourceful action in the service of personal, organizational, and social transformation.

Victor Lee Lewis, Co-Director of The Center for Diversity Leadership; co-author with Hugh Vasquez of *Lessons from the Color of Fear*, a contributor to *Crash Course: Reflections on the Film “Crash” for Critical Dialogues about Race, Power and Privilege*; —Berkeley, California Victor@DiversityCoach.Org

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

10:30–11:45 a.m.

ANNAPOLIS 1

Hotel Level 2

Levels of Experience: **All**

413 The University of Dayton Gospel Choir and Gospel Music Workshop as Models For Cross-cultural Understanding

◆◆ Case Studies/Model Programs ◆◆

This session will describe the benefits of the gospel choir at a Midwestern, predominantly white institution in developing cross-cultural understanding. The session will also address the impact of on-going gospel music workshops designed to encourage students to “step inside” African American culture. The presenter will discuss the many ways the gospel choir and workshop sessions taught by scholar-performers trained in both traditional academic programs, as well as the academy of the black church provide windows into cross-cultural understanding and border-crossing within cultures. This session should particularly benefit those students, staff and faculty whose campuses have gospel choirs that have never been fully explored as partners in their diversity efforts.

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

10:30–11:45 a.m.

NATIONAL HARBOR 8

Convention Center, Level 3

Levels of Experience: **All**

414 Learning in 4-Directions: An Indigenous Model for Multicultural Teaching and Learning

◆◆ Curricular/Pedagogical Models ◆◆

This interactive session examines the relationships between cultural epistemologies, and state educational mandates and contemporary educational theory by utilizing a new conceptual framework based on an understanding of American Indian medicine wheel teachings. Participants will engage in the framework by examining the relationships between mindsets, knowledge, skills, and assessment processes as they pertain to individual professional development and educational responsibilities. Particular attention will be paid to American Indian epistemologies and content; however, the framework can serve as a model for building understanding in other cultural contexts. This session should particularly benefit those who teach or those who learn and are seeking a new lens through which to approach either; however, it will particularly benefit individuals who are in education or ethnic studies programs at either the K-12 or college level, or individuals who work with or for American Indian communities.

Ryan N. Comfort, Coordinator, American Indian Curriculum Services Coordinator, University of Wisconsin—Madison, Wisconsin rnccomfort@education.wisc.edu

10:30–11:45 a.m.

ANNAPOLIS 4

Hotel Level 2

Levels of Experience: **Intermediate**

415 Mixed Race Students’ Campus Racial Climate in the Obama Era: Co-Curricular Influences at a Research University

◆◆ Research/Assessment/Evaluation ◆◆

In an age of a growing mixed race population, institutions of higher education must rise to the challenge of effectively educating a more complex diverse student body. This session explores the campus racial climate from the perspective of mixed race students at a large, structurally diverse, public research institution in the southwest. Research findings focus on the influences of co-curricular activities, informal peer interactions, student affairs programming and institutional administration on the climate for these students. Supportive and marginalizing experiences will be presented, as findings reflect the heterogeneity of this population as well as the various patterns of multiracial identity. This session should particularly benefit practitioners who advise monoracial and multiracial students/organizations, develop social justice programming and intergroup coalition building, address social/collective identity development, work in residential life, are affiliated with research departments, work in admissions and retention, and who interact with diverse students more broadly across campus.

Chelsea Guillermo Wann, Research Analyst, Higher Education Research Institute, Graduate School of Education & Information Studies, University of California—Los Angeles, California cguillermo@ucla.edu

10:30–11:45 a.m.

BALTIMORE 1

Hotel Level 2

Levels of Experience: **Novice and Intermediate**

416 The Personal and Academic Impact of Pre-College Mentoring Programs on Middle and High School Students

◆◆ Case Studies/Model Programs ◆◆

This session will outline the steps needed to develop and maintain a pre-college access program for underrepresented students in the greater Eau Claire area. Presenters will share insights and lessons learned in the development of Bloodguilt Beginnings, the newly established pre-college access program at the University of Wisconsin-Eau Claire. Attention will be given to potential

program duplication for other campuses. Findings from the faculty-student collaborative research project will be shared with the audience and will demonstrate the impact of a mentoring program that focuses on the enhancement of college knowledge and provides the students with the tools needed to succeed in post-secondary education. This session should particularly benefit those who are interested in developing a long-term mentoring program on their campus, a long-term pre-college access program, the impact of such programs on underrepresented students, and campuses who are struggling with diversity issues as a result of a relatively homogeneous student population.

Rogelio Encizo, Undergraduate Student, Business Professions Major; Student Intern, Blugold Beginnings, University of Wisconsin—Eau Claire, Wisconsin encizor@uwec.edu
Sarah Gonzalez, Undergraduate Student, Psychology Major; Student Intern, Blugold Beginnings, University of Wisconsin—Eau Claire, Wisconsin gonzalesk@uwec.edu
Lissa Martinez, Coordinator, Blugold Beginnings Program—Eau Claire, Wisconsin
Cara Shimon, Undergraduate Student, Management Major; Student Intern, Blugold Beginnings, University of Wisconsin—Eau Claire, Wisconsin shimoncm@uwec.edu
Jodi Thesing-Ritter, Ph.D., Associate Dean of Students, University of Wisconsin—Eau Claire, Wisconsin thesinjm@uwec.edu

10:30–11:45 a.m.

MAGNOLIA 3

Hotel Level 2

Levels of Experience: **Novice and Intermediate**

417 Islam: Beyond the Myths, Breaking Down the Barriers

◆◆ Theoretical Model ◆◆

The post-9/11 era in the U.S. has exposed and enhanced a significant degree of prejudice and bigotry toward Muslim people. In the Presidential election of 2008, the suspicion of Barack Obama of being a Muslim highlighted how acceptable it is in American society to find something inherently problematic and suspicious with someone who is even suspected to be Muslim. At the same time, most non-Muslims in the U.S. know little about the actual religion of Islam and its followers. The reality is that it takes minimal information to break down the myths that many carry toward this religion with more than 1.4 billion followers. What are the tenants of the faith and who are its followers? What implications does a lack of knowledge of Islam and Muslims in the United States have on our campuses and workplace environments? How do advocates for diversity, social justice and inclusion challenge the dominant narratives about Muslims framed by popular media? This session should particularly benefit participants seeking reliable information about Muslims, the religion of Islam and the socio-political and historical context needed to understand the dynamics of the so-called “Islam vs. the West” dynamic.

Amer Ahmed, Associate Director, Multi-Ethnic Student Affairs, University of Michigan; and member of Speak Out: the Institute for Democratic Education and Culture—Ann Arbor, Michigan amahmed@umich.edu

10:30–11:45 p.m.

BALTIMORE 4

Hotel Level 2

Levels of Experience: **All**

418 Recruiting and Retaining Underrepresented Students at a Predominantly White Institution

◆◆ Case Studies/Model Programs ◆◆

This session promotes three programs, the Provost Leadership Undergraduate Scholarship (PLUS) Retention program, Providing Peer Opportunities for Diverse Students (P²ODS), and the Summer Enrichment Experience (SEE) which aim to recruit and retain underrepresented students at Auburn University and in an effort to achieve an inclusive academic environment for students. The Educational Opportunity Resource Center in the Office of Diversity and Multicultural Affairs has developed these programs to recruit and retain underrepresented students at Auburn University. Information on the history, implementation and success of PLUS, P²ODS, SEE will be presented. This session should particularly benefit participants who are interested in successful strategies of retention programs, practitioners who are interested in starting a retention program at a predominantly white institution, and students who are interested in mentoring underrepresented students.

Charria Campbell, Coordinator, Diversity Initiatives for Recruitment and Retention, Auburn University—Auburn, Alabama campbcy@auburn.edu

Jocelyn Vickers, Coordinator, Diversity Initiatives for Peer Mentoring & Global Connections, Auburn University—Auburn, Alabama wilchji@auburn.edu

10:30 a.m.–noon

POTOMAC BALLROOM 4

Convention Center, Level 2

A CONVERSATION WITH DARYL E. CHUBIN



419 “Visible” Diversity and the University

Daryl E. Chubin, Ph.D., Director, Center for Advancing Science & Engineering Capacity, American Association for the Advancement of Science (AAAS)—Washington, DC



The American Association for the Advancement of Science is an international non-profit organization dedicated to advancing science around the world by serving as educator, leader, spokesperson, and professional association. In addition to organizing membership activities, AAAS publishes the journal *Science*, as well as many scientific newsletters, books and reports, and spearheads programs that raise the bar of understanding for science worldwide. <http://www.aaas.org>

Daryl E. Chubin became founding Director in 2004. Prior to that, he was Senior Vice President for Research, Policy & Programs at the National Action Council for Minorities in Engineering after nearly 15 years in federal service. Posts included Senior Policy Officer for the National Science Board; Division Director for Research, Evaluation and Communication at the National Science Foundation; and Assistant Director for Social and Behavioral Sciences (and Education) at the White House Office of Science and Technology Policy. He began his federal career in 1986 at the congressional Office of Technology Assessment (Science, Education, and Transportation Program until 1993). He has also served on the faculty of four universities, 1972–86, achieving the rank of Professor at the Georgia Institute of Technology. Dr. Chubin is the author of eight books and numerous policy reports and articles on science policy, education policy and evaluation, and careers and workforce development in science and engineering. He is a AAAS Fellow, a Fellow of the Association for Women in Science, a 2006 QEM Giant of Science, a Sigma Xi Distinguished Lecturer 2007–2009, recipient of the Washington Academy of Sciences’ 2008 Social and Behavioral Sciences Award.

For book(s) by Daryl Chubin, please visit the NCORE® Exhibit Booth (Teaching for Change)

10:30 a.m.–noon

POTOMAC BALLROOM 5

Convention Center, Level 2

A CONVERSATION WITH BARBARA R. ARNWINE



420 Race and The Summer of 2009 – Challenges Remain!

Barbara R. Arnwine, J.D., Executive Director, Lawyers’ Committee for Civil Rights Under Law—Washington, DC



Lawyers Committee for Civil Rights Under Law is a non-profit, national civil rights legal organization that represents victims of race, national origin, and gender discrimination. It focuses on case matters including employment discrimination, voting rights, equal educational opportunities, fair housing, environmental justice, and other civil rights matters. Lawyers Committee for Civil Rights Under Law was founded in 1963 and is based in Washington, District of Columbia. <http://www.lawyerscommittee.org>

Barbara R. Arnwine is internationally renowned for contributions on critical justice issues including the passage of the landmark Civil Rights Act of 1991. A graduate of Scripps College and Duke University School of Law, she continues to champion civil rights issues nationally and internationally in the areas of housing, fair lending, community development, employment, voting, education, and environmental justice. A prominent leader in the civil rights community, Ms. Arnwine also continues to fight for the preservation of affirmative action and diversity programs. In addition to Ms. Arnwine’s in-

strumental work leading to the passage of the 1991 Civil Rights Act, she has served in numerous other well-renowned capacities. In 1995, she served as the national convener of the National Conference on African American Women and the Law and subsequently led a delegation to the United Nations NGO Forum and Fourth World Conference on Women in Beijing. Ms. Arnwine's efforts there contributed to a United Nations Platform for Action that provides protection for women who confront multiple forms of discrimination. In 2000, she convened the third national conference of African American Women in the Law in Washington, DC. In 2001, she represented African descendants from the Americas in helping to draft provisions of the program for action of the UN World Conference Against Racism, Racial Discrimination, Xenophobia (WCAR) and related Intolerance in Durban, South Africa. In 2004 and 2008, Ms. Arnwine was a prominent leader of the non-partisan Election Protection Coalition. Under her leadership, Election Protection continues to thrive today, assisting hundreds of thousands of voters, many of whom are historically disenfranchised, to exercise the fundamental right to vote. Ms. Arnwine has received countless national, regional and local awards including the Keeper of the Flame Award from the Boston Lawyers' Committee in 2009. In 2008, she was selected as a prestigious Rockwood Institute Leadership Fellow. Ms. Arnwine is also the recipient of the National Bar Association's Equal Justice Award and the C. Francis Stradford Award in 2007, the highest honor bestowed by that organization. In 2002, Ms. Arnwine received the Charlotte E. Ray Award from the Greater Washington Area Chapter, Women Lawyers Division of the National Bar Association. She has penned numerous articles and is regularly quoted by and featured with media outlets such as the *New York Times*, *NBC Network News*, *U.S. News & World Report*, *McClatchy Newspapers*, *Sirius Satellite Radio*, the *Michael Baisden Show*, *BET*, *TV One* and other major national media including African American newspapers, magazines, radio stations, and Web sites.

10:30 a.m.—noon

POTOMAC BALLROOM 6
Convention Center, Level 2

A CONVERSATION WITH MICHELLE ASHA COOPER



421 Ensuring Access and Completion for All Students: Challenges and Opportunities for Institutional Leaders

Michelle Asha Cooper, Ph.D., President, Institute for Higher Education Policy (IHEP)—Washington, DC



The Institute for Higher Education Policy (IHEP) is an independent, nonprofit organization that is dedicated to access and success in postsecondary education around the world. Based in Washington, DC, IHEP uses unique research and innovative programs to inform key decision makers who shape public policy and support economic and social development. <http://www.ihep.org>

While leading one of the world's premier research and policy centers, Michelle Asha Cooper oversees the organization's expansive research portfolio and innovative programmatic activities focusing on access and success, accountability, diversity, finance, and global impact. Cooper works with IHEP staff, some of the most respected professionals in the public policy and research fields, to develop new ideas and approaches to help low-income, minority, and other historically underrepresented populations gain access to and achieve success in postsecondary education. In September 2008, Cooper became the second IHEP president. She is an emerging and respected education leader who believes ensuring equal educational opportunities, particularly for historically underrepresented groups, is a moral and social imperative. With a career dedicated to and rooted in the post-secondary community, Cooper is committed to identifying new solutions for our nation's most pressing educational concerns. Through her role at IHEP, Cooper plans to leverage IHEP's existing work—including the Alliance for Equity in Education, National Articulation and Transfer Network, Global Policy Fellows Program, and Global Center on Private Financing of Higher Education—to probe additional research questions and identify strategies for persistent problems to college access and success around the world. She is also intent on using these successful initiatives as a springboard to

better inform the policymaking process on key educational issues such as academic preparation and college readiness, college costs and financial aid, accountability, state and institutional financing, and capacity. Most recently, Cooper served as the deputy director for the Advisory Committee on Student Financial Assistance (Advisory Committee) at the U.S. Department of Education. The Advisory Committee is an independent, nonpartisan committee created by Congress to provide advice and counsel to Congress and the Secretary of Education on higher education and student aid policy. In this position, she interacted with policymakers, oversaw all policy research activities, and managed day-to-day operations. Before joining the Advisory Committee, Cooper held various leadership positions at the Association of American Colleges and Universities, Council for Independent Colleges, and King's College. She is also the 2002 recipient of the National Education Association's Excellence in the Academy New Scholar Award.

10:30 a.m.—noon

POTOMAC BALLROOM 3
Convention Center, Level 2

SPECIAL FEATURE PRESENTATION

422 Virginia Gears Up to Support Hispanics in Higher Education

Our southern states have experienced considerable demographic changes in the last decade. As Latinos continue to migrate to the region, a landscape dating from our early days as an independent nation has evolved so that now, in a growing number of communities, tortillas and cornbread can be found alongside chicharrones and pork rinds. Knowing the importance of education, both to the Latino community and to the potential contributions this people can make to the Commonwealth of Virginia, a small group of Latino and non-Latino higher education faculty and administrators worked on the possibility of creating a state-wide network organization designed to work towards full participation in higher education by Virginia's Latino population.

This presentation describes the journey of the Virginia Latino Higher Education Network (VALHEN) from a state of "vision" to a working reality. At www.valhen.org VALHEN is a volunteer-run, state-wide, non-profit 501c3 organization, designed to serve as a networking structure for individuals in colleges, universities, and the community-at-large, to communicate, advocate, organize, research, and identify resources which support and work towards the success of Latinos in higher education. VALHEN supports, promotes, and advocates for Latino success and advancement in higher education, for the benefit and betterment of the Commonwealth of Virginia.

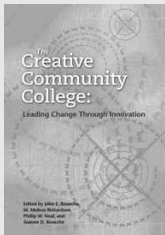


Maricel Quintana-Baker, Ph.D., President, Virginia Latino Higher Education Network (VALHEN); Associate Director, Academic Affairs and Planning, State Council of Higher Education for Virginia—Richmond, Virginia MaricelQuintanaBaker@schev.edu <http://valhen.org/board>



Carlos Campo, Ph.D., Board Member, Virginia Latino Higher Education Network (VALHEN); President-Elect, Regent University—Virginia Beach, Virginia ccampo@regent.edu http://www.regent.edu/about_us/leadership/campo.cfm

10:30 a.m.–noon

POTOMAC BALLROOM 2
Convention Center, Level 2**SPECIAL FEATURE PRESENTATION****423 The Creative Community College: Leading Change Through Innovation**

Community colleges have been at the forefront of the national agenda to expand higher education opportunities for all American citizens. Hear from national leaders about how community colleges are responding to this national priority.

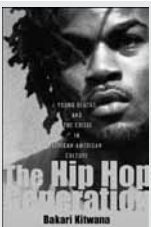
George R. Boggs, Ph.D., President and CEO, American Association of Community Colleges—Washington, DC <http://www.aacc.nche.edu>

J. Noah Brown, CEO and President, Association of Community Colleges Trustees (ACCT)—Washington, DC www.acct.org

Narcisa Polonio, Ed.D., Vice President, Education, Research and Board Leadership Services, Association of Community Colleges Trustees (ACCT)—Washington, DC npolonio@acct.org www.acct.org

For the book titled, *The Creative Community College: Leading Change Through Innovation*, please visit the NCORE® Exhibit Booth (Teaching for Change)

10:30 a.m.–noon

MAGNOLIA 2
Hotel Level 2**SPECIAL FEATURE PRESENTATION****424 Hip-Hop and the Politics, Hip-Hop and Race**

Bakari Kitwana 2002 book *The Hip-Hop Generation: Young Blacks and the Crisis in African American Culture*, which focuses on young Blacks born after the Civil Rights Movement, has been adopted as a course book in classrooms at over 100 colleges and universities.

http://aalbc.com/authors/Bakari_Kitwana.htm

Bakari Kitwana, Journalist, Activist, and Political Analyst whose commentary on politics and youth culture have been seen on the CNN, FOX News (the O'Reilly Factor), C-Span, PBS (The Tavis Smiley Show), and heard on NPR.



Bakari Kitwana has been the Executive Editor of The Source, the Editorial Director at 3rd World Press, and a music reviewer for NPR's "All Things Considered." He has lectured extensively on rap music and black youth culture, and his work has appeared in the *Village Voice*, *The Source*, and *The Progressive*. His previous book, *The Rap on Gangsta Rap*, is becoming a classic. As the author of *Why White Kids Love Hip-Hop*, Professor Kitwana notes that all kids of all colors love hip-hop. His point in writing the book was to raise questions about the ways the hip-hop generation and the millennium generation, both who have lived their entire lives in post-segregation America, are processing race in radically different ways than any generation of Americans. He believes the hip-hop generation has a lot to tell us about ways we address racial matters. The question *Why White Kids Love Hip-Hop?* forces us immediately to deal with the historical weight of race in America. On the surface people see hip-hop and race as nothing new. Bakari thinks the ways young white Americans are engaging hip-hop suggest something more. For more information about Bakari Kitwana, please visit www.rapsessions.org.

For book(s) by Bakari Kitwana, please visit the Exhibit Booth in NCORE® Exhibit Hall

10:30 a.m.–noon

AZALEA 1
Hotel Level 2**SPECIAL FEATURE PRESENTATION****425 Dispatches From Battles Over College Access**

Peter Schmidt, Senior Writer, *The Chronicle of Higher Education*—Washington, DC Peter.Schmidt@chronicle.com

Peter Schmidt is a senior writer at *The Chronicle of Higher Education*, where he covers affirmative action, state and federal higher-education policy, education research, historically black colleges and universities, and connections between schools and colleges. He previously covered school desegregation, urban education, immigrant education, and education research for *Education Week*. He also has reported for the *Associated Press*, the *Detroit Free Press*, the *Northern Virginia Daily*, and the *Ann Arbor News*, and he has written for the *Weekly Standard*, *Teacher Magazine*, and *Detroit Monthly Magazine*. His work has won awards from the Society of Professional Journalists, the Education Writers Association, the Virginia Press Association, and the National Council on Crime and Delinquency. His coverage of affirmative action won a special citation for beat reporting from the Education Writers Association in 2006.

10:30 a.m.–noon

POTOMAC BALLROOM 1
Convention Center, Level 2**SPECIAL FEATURE PRESENTATION****426 Intersection of Mathematics, Gender, Language, and Cultural Meaning**

Kathryn Kailikole, Ed.D., Director, Louis Stokes Institute, Council for Opportunity in Education—Washington, DC

The Stokes Institute was created under the auspices of the Washington, DC-based Council for Opportunity in Education. The institute's mission is to increase the participation of traditionally underrepresented demographic groups in science, technology, engineering, and math—the so-called STEM fields. Kailikole's institute will be looking to address these disadvantages at both the pre-college and college level in hopes of retaining low-income students in STEM fields. The Stokes Institute, which is based at the council's Washington headquarters, will support research as well as curriculum and professional development to improve STEM education for low-income, first-generation and minority students. The institute will work directly with TRIO and other educational opportunity programs, colleges and universities, community organizations, and government agencies to help them implement STEM initiatives. http://www.coenet.us/files/stokes_institute-Brochure.pdf

Dr. Kailikole's own experience as a college-math educator has shown that in many cases, low-income students enter college with an interest in and aptitude for STEM careers. Because these same students tend to enter college with both a greater financial need and "academic debt"—poor high-school preparation in STEM subjects—these students fall further behind their wealthier peers, semester after semester. "Eventually, they decide it's just too tough an uphill battle," Kailikole says, "and they either switch majors or drop out." Kathryn Kailikole has extensively studied the intersection of mathematics, gender, language, and cultural meaning. She holds a doctoral degree from the University of California-San Diego. Prior to joining COE, she taught mathematics at UC-San Diego, working particularly with freshman participating in college opportunity programs. Dr. Kailikole as a high school student participated in a pre-college opportunity program.

10:30 a.m.–noon

AZALEA 2
Hotel Level 2

MAJOR WORKSHOP

427 Higher Education Collaboration With Industry: Strengthen Your Enterprise Learning Through Strategic Partnerships

During this session, the participant will learn how to strengthen their enterprise learning through strategic academic partnerships. Through engaging discussion and case study examples, the participant will realize the benefits of complementing their internal training and learning programs for their workforce with academic partnerships. Creative ideas for partnering will be explored through practical applications and case studies. Finding the right educational partner and forming a mutually beneficial alliance is essential. At this session we discuss the steps to follow in approaching prospective academic partners and partner selection criteria. Participant will discover how to work effectively with colleges and universities to develop customized programs and courses that meet their organization's business needs and strengthen their enterprise learning programs. Also, participants will learn: (1) an approach to determine the role that higher education can play in complementing your enterprise learning programs, (2) criteria for selecting an academic partner, and (3) tools for fostering the successful implementation and management of an academic partnership.

Mary Ellen Caro, Ed.D., Executive Vice Provost, Thomas Edison State College—Trenton, New Jersey mcaro@tesc.edu

Sylvia G. Hamilton, MBA, Vice Provost, Office of Strategic Partnerships, Thomas Edison State College—Trenton, New Jersey

For Book(s) by Mary Ellen Caro and Sylvia Hamilton, please visit the NCORE® Book Exhibit (Teaching for Change)

10:30 a.m.–noon

NATIONAL HARBOR 1
Convention Center, Level 3

FILM PREVIEW AND DISCUSSION



428 *Living on the Fault Line, Where Race and Family Meet*

A film by Jeff Farber
Community Family Media, LLC

This film explores the intersection where family love meets racial injustice in the experience of transracial families created through adoption. An unflinching, open-hearted and hopeful look at race in America, it is an intimate portrait that reveals the challenges transracial families face as children of color grow up in communities where racial discrimination, stereotyping and white privilege are often unspoken and undeniable realities. It tells the untold story of transracial adoption, while revealing the complex and emotional story of institutional inequities and racial stereotyping intruding into the haven of family. The film profiles nine transracial families. The circumstances of these families vary—from traditional family, to single parent, to alternative lifestyle—with the children ranging in age from toddlers to young adults. Within the film the voices include parents, whose loving impulse to adopt place them in the position of unexpectedly having to face the institutional and unconscious racism of society; children of color who, although loved by their parents, are often misunderstood and out of place in their families and communities; and those professionals who understand the damaging effects of racism and white privilege and are trying to unmask its debilitating and often tragic consequences. The film is an important adjunct in education settings for courses, study groups, and workshops that are studying race, racism, white privilege, and contemporary American culture at the high school through college and university level. It is also an excellent resource for those involved in the adoption process, either as professionals in the field or as adoptive, or prospective adoptive parents. For more information about the film, filmmaker, or screening opportunities visit our website at www.onthefaultline.com or contact us at jfarberfilms@aol.com

10:30 a.m.–noon

90-MINUTE CONCURRENT SESSION

10:30 a.m.–noon

NATIONAL HARBOR 13
Convention Center, Level 3
Levels of Experience: **Novice**

429 Conversations Between Blacks and Jews: A Case Study of a Multi-Identity Intergroup Dialogue

◆◆ Case Studies/Model Programs ◆◆

In the fall of 2009, the Gallatin School of Individualized Study, the Center of Multicultural Programs and Education, the Center for Spiritual Life and the Bronfman Center for Jewish Student Life at New York University cosponsored a 1-credit Black/Jewish Intergroup Dialogue course driven by student initiative to create channels of communication between Black and Jewish students. Unlike traditional Intergroup Dialogues, this course was based on the idea of simultaneously discussing two identities, race and religion, by exploring the complicated historical and contemporary relationship between Black and Jewish identities; within the structure of Intergroup Dialogue.

This session will discuss the formation of this new dialogue course; including a review of Intergroup Dialogue pedagogy, the research behind the creation of an 8-week curriculum designed to address facilitating multi-identity Intergroup Dialogues, as well as the challenges and successes determined by careful assessment and evaluation. Using the Black/Jewish dialogue course at NYU as a case study we will identify future areas of inquiry pertinent to creating multi-identity Intergroup Dialogue programs. This session should particularly benefit any professional who seeks to create similar programs regarding Black/Jewish relations, or multi-identity Intergroup Dialogue programs.

Tanisha Barnes, Program Administrator, Diversity Education and Programming, Center for Multicultural Education and Programs (The Center), New York University—New York, New York tanisha.barnes@nyu.edu

Samantha Shapses Wertheim, Assistant Director of Student Life, Gallatin School of Individualized Study, New York University—New York, New York
samantha.shapses@nyu.edu

10:30 a.m.–noon

NATIONAL HARBOR 14
Convention Center, Level 3
Levels of Experience: **Novice**

430 Developmental and Pedagogical Issues in Race-Conscious Teaching and Learning

◆◆ Case Studies/Model Programs ◆◆

This session presents a programmatic case study designed to explore questions of student development, learning and teaching about race and racism, and institutional responsibility in higher education. The program is a three-week intensive travel study course focused on the Civil Rights Movement in the U.S. South. After familiarizing participants with the program's experiential approach and outlining the three-week syllabus, we will hear from students who participated in the 2009 program. They will reflect on specific aspects of the program that supported their self-understanding in terms of racial identity, their analysis of the workings of race and racism in U.S. society, and possibilities for race-conscious action in a racialized society. The session will highlight critical issues that arise in experiential education, and close the session with opportunity for session participants to discuss with others key issues that arise in the session. This session should particularly benefit administrators and faculty interested in ways of building students' critical perspectives on race and racism, Student Affairs professionals whose responsibility includes assuring that students of color have challenging learning experiences with diversity, and students who seek authentic learning communities in which to study race and racism in our society.

Colleen Bell, Ph.D., Professor, Conflict Studies, Hamline University—St. Paul, Minnesota cbell@hamline.edu

Everett Daily, Undergraduate Student, Communications Studies/Women's Studies Major, Denison University—Granville, Ohio daily_e@denison.edu

Erik Farley, Assistant Dean of Students and Director, Multicultural Affairs, Denison University—Granville, Ohio farleye@denison.edu

Fiona Kohrman, Undergraduate Student, American Studies Major, Denison University—Granville, Ohio fkohrman@macalester.edu

Daphne Martin, Undergrad Student, Spanish and History Major, Denison University—Granville, Ohio martin_dj@denison.edu

10:30 a.m.—noon

NATIONAL HARBOR 12

Convention Center, Level 3

Levels of Experience: **Intermediate and Advanced**

431 Black Men Managing Self-Doubt in Higher Education: An Interactive Panel of Doctoral Students, Faculty and Administrators

◆◆ Interactive Training ◆◆

Much has been written about the difficulties Black men face upon entering higher education. Most of the concentration, however, primarily centers on the experiences of undergraduate Black men. Shameful retention and graduation rates, low records of academic achievement, and high levels of disengagement in enriching educational experiences are all well documented phenomena. Comparatively very little known about the lived experiences of those Black men who persist through undergraduate degree attainment and move on to endure a new set of challenges as graduate students, administrators, and faculty. How do these men navigate their new predominantly White contexts? What strategies do they employ in order to successfully manage feelings of the self-doubt and anxieties around academic and professional abilities?

This panel discussion will offer insights into how Black male doctoral students, administrators, and faculty confront internalized fears of potential failure. This session should particularly benefit NCORE attendees concerned with retaining, supporting, and promoting Black men in higher education beyond the baccalaureate.

Jonathan Berhanu, Graduate Assistant, Graduate School of Education, University of Pennsylvania—Philadelphia, Pennsylvania jberhanu@gse.upenn.edu

Jonathan M. Cox, Assistant Director, Multicultural Affairs, Wake Forest University—Winston-Salem, North Carolina coxjm@wfu.edu

Charles H. F. Davis III, Graduate Assistant, Graduate School of Education, University of Pennsylvania—Philadelphia, Pennsylvania chadav@gse.upenn.edu

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

Keon McGuire, Doctoral Student, Graduate School of Education, University of Pennsylvania—Philadelphia, Pennsylvania keon@gse.upenn.edu

Robert N. Page, Office of Multicultural Affairs, Sabatini Multicultural Resource Center, University of Kansas—Lawrence, Kansas rpage@ku.edu

Stephen John Quaye, Ph.D., Assistant Professor of Higher Education, Department of Counseling and Psychological Services, University of Maryland—College Park, Maryland siquaye@umd.edu

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

10:30 a.m.—noon

NATIONAL HARBOR 7

Convention Center, Level 3

Levels of Experience: **Novice and Intermediate**

432 For Colored 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

◆◆ Theoretical Model ◆◆

This interactive session will explore the use of autoethnography as a valid theoretical model in academe to examine intersections 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*, this session will establish autoethnographic spoken word as a viable research tool. Participants will then 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 as well as 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 Cultural Resource Center, Wright State University—Dayton, Ohio Andrew-Bryce.Hudson@wright.edu

Brenda Ivelisse Maldonado, Multicultural and Retention Coordinator, Oregon Leadership Institute Coordinator, Portland Community College—Rock Creek—Portland, Oregon Brenda.Maldonado@pcc.edu

Dana Murray Patterson, Ph.D., Director, Bolinga Cultural Resource Center, Wright State University—Dayton, Ohio Dana.Patterson@wright.edu

10:30 a.m.—noon

BALTIMORE 3

Hotel Level 2

Levels of Experience: **Intermediate**

433 The Case Against Grandma: Cultural Personalism: Empowering the Patient in the Elimination of Health Disparities

◆◆ Interactive Training ◆◆

Did Grandma ever make you swallow sugar and turpentine for chest congestion—drink pot liquor for constipation? Ever had butter rubbed on a burn? Do you trust your health care? Do you feel worthy of receiving good and equal health care? The grandma's home remedies were organic and natural and for the most part did the job, but can you see how bad ideas can get passed from generation to generation along with the good—Turpentine? The same goes for positive and negative attitudes that trigger behaviors around interfacing with the health care system. Cultural Personalism for Health flips public health theories of social epidemiology on their head, placing more emphasis on the individual over the collective to properly identify the root causes of health disparities. Cultural Personalism for Health assigns more weight to the exploration and interpretation of cultural legacies and experiences of people of color as individuals, and as individuals situated in particular familial lineages and other social groupings, assessing unhealthy behaviors that result from poor self-perception, deficient self worth, and “learned inferiority.”

The goal of this session is to gradually move individuals into recognizing and proudly acknowledging their individual cultural legacies and social inheritances. In so doing they will then be able to understand the basic tenants of cultural personalism as they relate to disparate health care and poor health outcomes. This session should particularly benefit individuals interested in learning the social epidemiology of health disparities and seeking solutions that empower the individual for radically eliminating them.

Kenneth D. Johnson, Director, Center for Cultural Personalism in the Social Sciences—Sunnyvale, California kennethdjohnson@yahoo.com

Cheryl J. Thompson, M.S.P.H., Health Communications Specialist, Senior Researcher, Center for Cultural Personalism and the Social Sciences, Agency for Healthcare Research and Quality—U.S. Department of Health and Human Services (not officially representing U.S. government)—Washington, DC cherylspeaks@yahoo.com

10:30 a.m.–noon

BALTIMORE 2

Hotel Level 2

Levels of Experience: **Intermediate and Advanced****434 Excellence Through Inclusion: Awareness and Skills Training for Staff at a Predominantly White Institution**

◆◆ Case Studies/Model Programs ◆◆

The session presupposes experience with conducting diversity training and developing plans for advancing diversity at a university. Even people who have attended several NCORE conferences can benefit from a discussion of the role of different campus groups in promoting change, as well as from a discussion of pitfalls to avoid when individuals are planning mandatory training for staff.

The session will present a case study of a multi-phase diversity awareness and skills program that is primarily for staff at a predominantly white university. The program was part of an intensive campaign to improve the diversity climate at Central Michigan University that resulted from student activism. The session will focus on the components of the training itself; there is also a summary of the results of both quantitative and qualitative research on the campus climate for staff and faculty from under-represented groups. The concluding part is a discussion of the long-term results of the training and of ways in which this model could be implemented at other public universities. Throughout the presentation, the professional development program is situated within the context of university-wide efforts to achieve diversity. This session should particularly benefit participants who are interested in developing an inclusive climate that promotes the success of students and staff from under-represented groups, practitioners who develop and conduct professional development for staff, and students interested in promoting change at their institutions. Though the case study is set at a predominantly white institution, participants at more diverse institutions can benefit from a discussion of a holistic approach to advancing diversity.

Alexandra Ulana Klymyshyn, Ph.D., Director, Multicultural Education Center, Central Michigan University—Mount Pleasant, Michigan klymy1au@cmich.edu

Amy B. McGinnis, Director, Strategy and Organizational Development, Central Michigan University—Mount Pleasant, Michigan gambr1ab@cmich.edu

1:15–2:30 p.m.

NATIONAL HARBOR 1

Convention Center, Level 3

FILM PREVIEW AND DISCUSSIONS**435 New Muslim Cool**

The award-winning feature documentary
by Jennifer Maytorena Taylor

“*New Muslim Cool* possesses a kind of beauty that sneaks up on you. The film is an opportunity to access a closer view of human decency.”—*New York Times*.

“I look forward to showing it in my classroom in years to come and can hardly wait to hear what students might say about the intersections of race, class, gender, and religion that are highlighted in every frame.”—Sylvia Chan-Malik, Department of Ethnic Studies, UC Berkeley”

Puerto Rican American Muslim hip-hop artist Hamza Pérez quit dealing drugs when he converted 12 years ago. Now he's moved to Pittsburgh to start a Muslim community on the tough North Side. Raising his two kids alone, he seizes the chance for happiness in a second marriage. But when the FBI raids his mosque, Hamza must face new challenges, and he starts reaching for a more universal understanding of faith. *New Muslim Cool* takes viewers on Hamza's ride through the streets, projects and jail cells of urban America, following his spiritual journey to some surprising places in an ever-changing world.

Producer/Director **Jennifer Maytorena Taylor's** credits include the documentaries *Special Circumstances*, *Ramadan Primetime*, *Paulina*, *Home Front* and *Immigration*

Calculations, several series and segments for public television, and many short films. Her work has won numerous festival awards and two Emmys. She has held fellowships at the Banff Centre for the Arts, the Knight Center for Specialized Journalism, and the Sundance Institute Documentary Lab, and frequently serves as a guest lecturer and teacher in documentary film production. **For more information, please visit www.7thart.com**

1:15–2:30 p.m.

75-MINUTE CONCURRENT SESSION

1:15–2:30 p.m.

AZALEA 1

Hotel Level 2

Levels of Experience: **Novice and Intermediate****436 Civil Rights Pilgrimage—the Impact of Class-Based Immersion Experience on Multicultural Competence on a Homogenous Campus**

◆◆ 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 replication of this model on other campuses. Findings from the faculty/student collaborative research project will be shared with participants. These findings will demonstrate the impact of such a program on enhancement of multicultural competence of student participants. Extended onto those findings, participation in a class-based immersion experience will enhance ones' competence. 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.

Anthony Och, Undergraduate Student, Sociology Major; Student Coordinator, 2008-2009 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

Sarah Tweedale, Undergraduate Student, Sociology Major; Student Coordinator, 2010 Civil Rights Pilgrimage Project, University of Wisconsin—Eau Claire, Wisconsin tweedasa@uwec.edu

Ann Watson, Undergraduate Student, Social Work Major; Student Coordinator, Civil Rights Pilgrimage Project, University of Wisconsin—Eau Claire, Wisconsin watsonas@uwec.edu

1:15–2:30 p.m.

BALTIMORE 2

Hotel Level 2

Levels of Experience: **Intermediate****437 Operationalizing the Collaborative Office Model: A Framework for Diversity Leadership**

◆◆ Case Studies/Model Programs ◆◆

This session examines the process of implementing the diversity program at the College at Brockport, State University of New York (SUNY). Information on the background and rationale for choosing the Collaborative Office Model will be provided. Insights and lessons learned from the program's implementation will also be provided. Finally, this session will address outcomes from the program to date. This session should particularly benefit participants who are interested in the exploring organization behavior models as a framework for implementing their diversity programs in light of budget constraints. It should also be useful to those who provide diversity leadership or aspire to provide diversity leadership for their college campus or those who serve on diversity advisory committees.

Joel L. Frater, Ed.D., Assistant to the Provost for Diversity, State University of New York, the College at Brockport—Brockport, New York jfrater@brockport.edu

1:15–2:30 p.m.

BALTIMORE 4

Hotel Level 2

Levels of Experience: **Intermediate**

**438 Working Toward Becoming More Culturally Competent:
The Healthcare Provider's Challenge**

◆◆ Theoretical Model ◆◆

African Americans, Latinos, Native Americans, Pacific Islanders and some Asian Americans are disproportionately represented in lower socioeconomic ranks, in lower quality schools and in lower paying jobs. As a result, these and other factors tend to cause racial and ethnic minorities to receive lower quality healthcare than non-minorities even when access-related factor such as insurance status and income are controlled for. In addition, research (Nelson et.al, 2003) has shown that healthcare professionals are capable of and do develop misconceptions, misjudgments, and stereotypical views about patients they serve.

This session will discuss how a lack of awareness of these tendencies creates significant challenges for the healthcare system and can cause healthcare providers to make decisions regarding diagnoses, prognoses, illness, injuries, death and dying that adversely affect the quality of care for all patients, particularly racial and ethnic minorities. We will discuss these challenges and examine strategies for improving the human condition with providing racial and ethnic minorities with a higher quality of healthcare. This session should particularly benefit healthcare providers, health educators, counselors, social workers, consultants, chief diversity officers and administrators who want to understand the impact healthcare disparities will have on an increasingly diverse patient population and how to address this problem.

Samuel H. Hancock, Ed.D., LPC, Founder and CEO, Hancock, Hancock & Associates LLC (Management and Consulting Firm with area of specialization: Cultural Competency/Diversity Training)—Toledo, Ohio Samuel.hancock@bex.net

1:15–2:30 p.m.

BALTIMORE 5

Hotel Level 2

Levels of Experience: **All**

**439 Students of Color Experiencing and Surviving Racism
in Classrooms on a Predominantly White Campus**

◆◆ Curricular/Pedagogical Models ◆◆

Students of Color on predominantly white campuses continue to navigate and manage hostile classroom environments. Marginalization takes the form of isolation and alienation, stereotyping, discrimination, lacks of representation, lacks of intercultural interaction, avoidance, harassment, interracial stresses, pressure to assimilate, “white ignorance and interpersonal awkwardness” (Lewis, Chesler & Forman, p. 81), and white resentment (Cress, 2008; Harper and Hurtado, 2007; Lewis, Chesler & Forman, 2000; Solorzano, Ceja, & Yosso, 2000; Rankin and Reason, 2005). The purpose of this study is to explore classroom experiences of Students of Color on a predominantly White campus.

The session will highlight the voices of undergraduate students of color who provide specific examples of positive and negative classroom experiences from which faculty may learn. The student participants in the study also share their strategies for success and recommendations for faculty seeking to create welcoming and inclusive classrooms. This session should particularly benefit the faculty who teaches classes and mentor students of color on predominantly white campuses and faculty and administrators who provide training and development for classroom instructors. Students will also benefit from this session by understanding survival strategies and their peers' experiences. The session is designed to provide opportunities for discussion and interaction about strategies for improving the classroom climates, including strategies for gaining institutional commitment to improving the classroom racial climate outside of ethnic studies classrooms.

Dora Frias, Graduate Student, Student Affairs in Higher Education Program; Graduate Assistant, Training and Development, Lory Student Center, Colorado State University—Fort Collins, Colorado dora.frias@colostate.edu

Chris Linder, Director, Women's Programs and Studies; Instructor, Departments of Ethnic Studies and Women's Studies, Colorado State University—Fort Collins, Colorado chris.linder@colostate.edu

Bruce Smith, Ph.D., Director, Black/African American Cultural Center; Instructor, Department of Ethnic Studies, Colorado State University—Fort Collins, Colorado bruce.smith@colostate.edu

1:15–2:30 p.m.

BALTIMORE 3

Hotel Level 2

Levels of Experience: **Novice**

**440 Hostile Instances: Strategies for Responding to Non-
inclusive Campus Events**

◆◆ Case Studies/Model Programs ◆◆

The session is designed so that first time attendees, who are looking for a model to begin campus discussions in response to noninclusive campus events, will find the information useful for beginning dialogues between faculty and staff. Attendees looking for ways to move from discussion to direct action can replicate the multiple active strategies at their respective communities.

This session will explore how a community of faculty, staff, and graduate students can develop strategies that encourage students and faculty to embrace the diverse experiences and backgrounds of others on campus (in the classroom and beyond). This session takes an interactive approach to identifying noninclusive campus behaviors and developing strategies to respond to such behaviors. Participants will share instances from their own campuses and together the group will investigate options for problem-solving and suggest strategies to manage conflict. Presenters will share cases of hostile instances at one public university, responses and problem-solving strategies through a faculty learning community, and the reactions to these strategies from the campus community. Using examples provided by workshop participants, the presenters will use a structured discussion method to develop strategies for participants to bring back to their own campus. 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.

Stacy Brinkman, Assistant Librarian, Art & Architecture Library, Miami University—Oxford, Ohio brinkmsn@muohio.edu

Kathleen German, Ph.D., Professor of Media Studies, Department of Communication, Miami University—Oxford, Ohio germankm@muohio.edu

Kathy McMahon-Klosterman, Ed.D., Eminent Faculty Scholar for Community Engagement and Service; Associate CELT (Center for the Enhancement of Learning and Teaching); Associate Professor, Department of Educational Psychology, Miami University—Oxford, Ohio mcmahok@muohio.edu

Ronald Scott, Ph.D., Vice President for Diversity, Office of the President, Miami University—Oxford, Ohio scottrb@muohio.edu

Carolyn Slotten, Ph.D., Professor, Family Studies and Social Work, Miami University—Oxford, Ohio slottect@muohio.edu

1:15–2:30 p.m.

POTOMAC BALLROOM 5

Hotel Level 2

Levels of Experience: **Intermediate****441 A Time and a Place: Social Justice in a Doctoral Program**

◆◆ Research/Assessment/Evaluation ◆◆

This study investigated the source and level of understanding of social justice for 24 students in a doctoral program in higher and adult education serving Students Affairs and administrators at a metropolitan research university. Results indicate that 67 percent of these students already possessed a good understanding of social justice and a total of 96 percent felt prepared to work in diverse settings and 58 percent felt the doctoral program had an impact on their understanding of social justice. However, the survey also identified support for a dedicated course on theory and research in social justice, as well as greater use of service learning opportunities, and greater emphasis on reflection as ways to improve the program. The session will provide information on how CDOs perceive their role at the institution and their success with diversity initiatives. The study concludes although the doctoral students already possess a good understanding of social justice, there is opportunity for graduate programs to develop, expand, and deepen the understanding of their students of social justice issues by fostering peer dialogue and incorporating service learning opportunities.

The session will wrap up with a discussion and solicitation from audience members' ways in which diversity is viewed in higher education and how we can engage in multicultural dialogue on college campuses. The audience will be encouraged to offer their own perspectives and experiences, as well as share their ideas on diversity initiatives at their institution.

Jeffery L. Wilson, Ph.D., Assistant Professor, Higher and Adult Education, University of Memphis—Memphis, Tennessee J.L.Wilson@memphis.edu

1:15–2:30 p.m.

POTOMAC BALLROOM 4

Convention Center, Level 2

Level of Experience: **Intermediate****442 The University Diversity Council (UDC): Methods for Improving Campus-Wide Diversity Initiatives at a Comprehensive State University**

◆◆ Long-and Short-Range Planning ◆◆

UDC develops programs and works to establish meaningful partnerships for effective internal and external collaboration with the university.

This session examines best-practices as they relate to the development of a university-wide diversity council that represents multiple constituencies on the campus. An emphasis will be placed on the importance of coupling demographic data with the collaboration of various subcommittee and external stakeholders to achieve positive results. The importance of an institutional mission coupled with a progressive strategic plan will also be addressed. Additionally, this session will provide insight on successful methods of expanding cultural diversity in a manner that respects the dignity and worth of all individuals. This session should particularly benefit participants who are genuinely interested in furthering the diversity goals and objectives of their institutions, while involving others in the process. Individuals attending this session should have a basic understanding of the policies that govern the diversity objectives an institution and/or organization.

Andrea Henderson, Director for Equal Opportunity and Access, Western Illinois University—Macomb, Illinois AD-Henderson@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 for Academic Affairs, Western Illinois University—Macomb, Illinois RC-Williams@wiu.edu

PART II

1:15–4:15 p.m.

NATIONAL HARBOR 4 and 5

Convention Center, Level 3

MAJOR WORKSHOP**443 Tunnel of Oppression**

(For workshop description, see Index 409)

PART II

1:15–4:15 p.m.

NATIONAL HARBOR 6

Convention Center, Level 3

For PART I, see Index 410

MAJOR WORKSHOP**444 The “N” Word and Beyond: Unpacking the Social Oppressions Imbedded Within Our Language—Challenging the Popularity of Dysfunctional Pop Culture Communication Within Media/Images and Language**

Part II will once again utilize film clips (Smoking Aces, Alpha Dog, North Country, Sling Blade, In the Company of Men, Bobby) to further examine the pop culture overtones associated with other various forms of dehumanizing language (the “B” word, “C” word, “F” word, “G” word, “R” word, etc.) that transcend the use of the “N” word. We will explore the influence language has over identity development. We will create conversations that contribute to an examination of the poignancy and merit of often considered dysfunctional language that arguably can be considered “context driven.” We will endeavor to engage the communicative feasibility of defusing language by popularizing it. Lastly, we expect all participants in our two sessions to leave our conversation with a newfound appreciation of the power of language and its accompanying complexities when we underestimate its impact.

Eddie Moore Jr., Ph.D., Director of Diversity, The Bush School—Seattle, Washington. Eddie.MooreJr@bush.edu <http://www.bush.edu/ourschool/diversityEddie.asp>

J.W. Wiley, Director, Center for Diversity and Lecturer in Philosophy and Interdisciplinary Studies, State University of New York-Plattsburgh; Founder, Xamining Diversity Consulting www.xaminingdiversity.com

1:15–4:15 p.m.

MAGNOLIA 2

Hotel Level 2

FILM PREVIEW AND DISCUSSION**445 The Color of Fear: A 15th Anniversary**

The Color of Fear (TCOF) is one of the most powerful and widely used videos on race relations in the United States, and it has become an indispensable resource for multicultural educators. It is remarkable in its ability to awaken, inform, disturb and to heal. Presenters will model the use of principles of group learning and problem solving and provide help for dealing with difficult situations sometimes arising out of the use of this film. This session should particularly benefit classroom teachers, human resource officers, community activists and those who have never had the opportunity to see this groundbreaking film in its entirety.

Victor Lee Lewis, Co-Director of The Center for Diversity Leadership; Co-author with Hugh Vasquez of *Lessons from the Color of Fear*—Berkeley, California Victor@DiversityCoach.Org

Hugh Vasquez, Co-Director of the Center for Diversity Leadership—Berkeley, California HughVasquez@DiversityWork.Org

1:15–4:15 p.m.

3-HOUR CONCURRENT SESSIONS

PART II

1:15–4:15 p.m.

AZALEA 3

Hotel Level 2

Levels of Experience: **Intermediate and Advanced****446 The Best of All Worlds: A Teaching/Training Model, Strategies and Measures to Achieve the Transformation of Health and Behavioral Healthcare Professionals' World Views to Reduce Disparities When Caring for Diverse Populations**

(For workshop description, see Index 411)

1:15–4:15 p.m.

NATIONAL HARBOR 7

Convention Center, Level 3

Levels of Experience: **Intermediate****447 Diversity Strategic Planning and Leadership: Implementing a Model for Institutionalized, Empowered and Sustainable Coalitions and Collaborations**

◆◆ Long- and Short-Range Planning ◆◆

Implementing a strategic plan to address issues of diversity across a college/university is often a daunting task. The ability of Chief Diversity Officers—as well as multicultural, women's, LGBT, disability, and international, center/office directors—to negotiate the concerns of specific populations with defined issues and address increasingly heterogeneous issues which are challenging, but essential to the work of inclusion within our institutions of higher education.

The focus of this session is to help diversity practitioners understand the strategies needed to build models of leadership, coalition and collaboration that are sustainable. Models of coalition/collaboration are often used in the work of diversity/inclusion, but far too little attention is paid to the maintenance and institutionalization of such efforts. This session will define sustainability as that which can withstand senior administrative changes and shifting institutional paradigms. While we will address how strategic planning must fully engage historically relevant issues and remain attentive to expanding definitions of diversity within higher education, the goal is to help individuals execute models of inclusion that empower and build on the strengths of programs, centers, units, institutes and initiatives within a given institution, as well as to help practitioners develop lasting axes of diversity engagement. This session is designed for individuals in mid- to senior-level positions within a college or university who work on issues related to Institutional Diversity and Planning, Multiculturalism, Internationalization, Gender and LGBT issues.

Lisa M. Coleman, Ph.D., Chief Diversity Officer and Special Assistant to the President, Harvard University—Cambridge, Massachusetts lcole0@gmail.com

Dona Yarbrough, Ph.D., Director, Center for Women, Emory University—Atlanta, Georgia dona.yarbrough@emory.edu

1:15–4:15 p.m.

MAGNOLIA 3

Hotel Level 2

Levels of Experience: **Advanced****448 Just How Important is Diversity In Higher Education? Stories From The Frontlines**

◆◆ Policy Issues ◆◆

This session focus on the increasing hostility faced by equity/diversity practitioners, particularly mid-level to senior practitioners, across the country since the election of President Obama. It explores and deconstructs the current coordinated attacks being launched by the conservative right against all iterations of multicultural education and organizational development. It places special emphasis on the challenges faced by Chief Diversity Officers (CDO's) in public higher education, but will also explore challenges faced by administrators and faculty at all levels: in higher education and PK-12 schools, and in public and private institutional contexts. Two institutional case studies will be presented: the first illustrates the impact of compounding benign neglect toward equity/diversity efforts resulting from the state budget crises in an otherwise "diversity-friendly" institution; the second illustrates deliberate efforts being made to systematically dismantle diversity work, tenure, and public education as a whole being cultivated in a politically conservative state for proliferation nationwide. This session should particularly benefit equity and diversity educators—broadly defined—who has experienced attacks on their work and/or are concerned about their local or the national climate for diversity. Strategies for responding to these attacks/concerns will be developed in a constructive fashion with session attendees.

Mark Brimhall-Vargas, Doctoral Candidate, Educational Policy and Leadership Department; Associate Director, Office of Diversity and Inclusion, University of Maryland—College Park, Maryland brimhall@umd.edu

Christine Clark, Ed.D., Professor and Senior Scholar in Multicultural Education & Founding; and Vice President, Diversity and Inclusion, University of Nevada—Las Vegas, Nevada chris.clark.unlv@me.com

1:15–4:15 p.m.

MAGNOLIA 1

Hotel Level 2

Levels of Experience: **Intermediate and Advanced****449 Overcoming Racial Barriers on Campus Through Witnessing Whiteness**

◆◆ Curricular/Pedagogical Models ◆◆

Does your campus community need to enhance its understanding of white privilege? Would your campus climate improve if more faculty, staff, and students worked together to develop an antiracist practice?

This session explores a new curriculum supporting racial equity and diversity initiatives on campus. Participants learn about the goals, scope, orientation, and development process of a 11-part workshop series. Suggestions for implementation deriving from principles of grassroots organizing will allow participants to consider how the series can be used as a cyclical process that expands a campus community's capacity to enact new initiatives. An in-depth exploration of workshop plans offers participants an opportunity to determine how the series might benefit their campus community. Finally, participants experience one of the experiential exercises in the series. This session should particularly benefit faculty, staff, and students of any rank or status who are motivated to begin dialogues on white privilege. The series serves as a companion curriculum to the book, *Witnessing Whiteness*, and all plans, facilitator notes, and support resources are available to participants at no cost.

Shelly Tochluk, Ph.D., Chair, Education Department, Mount St. Mary's College—Los Angeles, California stochluk@msmc.la.edu

1:15–4:15 p.m.

NATIONAL HARBOR 8

Convention Center, Level 3

Levels of Experience: **Intermediate**

450 Reframing Pedagogy: Race, Environment, and Contemplative Education

◆◆ Curricular/Pedagogical Models ◆◆

To study diversity through contemplative education is to awaken a deeper understanding of ourselves and others, listening and responding to viewpoints that are different from our own, asking ourselves to examine assumptions, clarify our beliefs, and most importantly opening ourselves up to the many different ways that others live in the world. Moreover contemplative pedagogy implores educators to expand their disciplines and boundaries in a way that gets at the roots of awareness. We have found that examining the intersections between racism and ecological injustice provides a fertile ground for contemplative inquiry. In order to adopt a contemplative approach that is embedded in social action and 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 explores these intersections through contemplative pedagogical approaches and looks at instances of racial and ecological injustice locally and globally. It will include theory, interactive activities, and dialogue. This session is designed for teachers and learners interested in developing deeper understanding about teaching 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

Barbara Catbagan, Core Faculty and Coordinator, Diversity of Seminar, Undergraduate Education, Naropa University—Boulder, Colorado bcatbagan@naropa.edu

1:30–3:30 p.m.

POTOMAC BALLROOM 2

Convention Center, Level 2

SPECIAL FEATURE PRESENTATION

451 A Panel Discussion: Presentation by Tribal College Presidents



AIHEC is the collective spirit and unifying voice of our nation's Tribal Colleges and Universities (TCUs). AIHEC provides leadership and influences public policy on American Indian higher education issues through advocacy, research, and program initiatives; promotes and strengthens Native American languages, cultures, communities, and tribal nations; and through its unique position, serves member institutions and emerging TCUs. www.aihec.org

Carrie Billy, President, American Indian Higher Education Consortium—Alexandria, Virginia

Executive Committee Members and the Presidents of Tribal Colleges are being invited.

1:30–3:30 p.m.

POTOMAC BALLROOM 1

Convention Center, Level 2

SPECIAL FEATURE PRESENTATION

452 Answering the Call: African American Women in Higher Education Leadership

Although much has been written about leaders and leadership, we unfortunately know little about women, particularly minority women, who fill this particular role. Please join us to hear these African American women leaders whom they will present the stories, and the reflections on their paths to leadership. Some of these leaders are, or have been, college presidents; and others have devoted a good portion of their lives to leadership in higher education policy at state and/or national levels. Each has been the first woman, or first African American, or first African American woman in one or more of the positions of authority that she has held. Along the way, they have overcome the double bind of sexism and racism that can inhibit the professional attainment of African American women, particularly as they move toward the top of their professions. Although their pathways into leadership are different, definite similarities in their experiences, values, and beliefs emerge. Their values took root in the 1960s, a time of strong cohesion in the Black community, a time during which African Americans and women made great strides toward equality. They recognize that they owe their strength to the confidence and sense of empowerment instilled in each of them by parents and early role models. Several of them believe that their leadership skills were born out of their childhood experiences.



Debra Dabney Austin, Ed.D., Retired; Former Chancellor of the State of Florida University System, Provost and Academic Vice President, Florida A&M University—Tallahassee, Florida



Mamie Howard-Golladay, Ph.D., President, Sullivan County Community College—Loch Sheldrake, New York



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—Washington, DC



Jerry Sue Thornton, Ph.D., President, Cuyahoga Community College—Cleveland, Ohio



Belle S. Wheelan, Ph.D., President, Commission on Colleges of the Southern Association of Colleges and Schools—Decatur, Georgia



Beverly L. Bower, Ph.D., Don A. Buchholz Endowed Chair, Director, Bill J. Priest Center for Community College Education, Higher Education Program, College of Education, University of North Texas—Denton, Texas (**Co-Author and Moderator**)

For the book titled, *Answering the Call: African American Women in Higher Education Leadership* and other book(s) by presenters for this Special Feature, please visit Stylus Publishing, LLC Exhibit booth. www.Styluspub.com

1:30–3:30 p.m.

ANNAPOLIS 2

Hotel Level 2

MAJOR WORKSHOP**453 Bridging the Diversity Divide: Globalization and Reciprocal Empowerment in Higher Education**

Recognizing that globalization is a major unbalancing force against systemic discrimination in higher education, this session will explore how to overcome behavioral and organizational barriers to diversity within our campus environments through systematic organizational change. Specifically, the presenter will share a new lexicon for bridging the diversity divide, illustrate how its principles can drive the change effort and avoid potential minefields, and share research-based strategies for driving diversity progress through best practice examples.

Edna B. Chun, D.M., Vice President for Human Resources and Equity, Broward College—Fort Lauderdale, Florida echun@broward.edu

For Book(s) by Edna Chun, please visit the NCORE® Book Exhibit (Teaching for Change)

1:30–3:30 p.m.

POTOMAC BALLROOM 6

Convention Center, Level 2

SPECIAL FEATURE PRESENTATION**454 Issues in Higher Education: Protecting Your Rights**

Cary Nelson, Ph.D., President, American Association of University Professors (AAUP), and Professor of English and Jubilee Professor of Liberal Arts and Sciences, University of Illinois—Urbana Champaign, Illinois



The AAUP's purpose is to advance academic freedom and shared governance, to define fundamental professional values and standards for higher education, and to ensure higher education's contribution to the common good. www.aaup.org

In April, **Cary Nelson**, a well-known scholar-activist, was elected president of the AAUP for a two-year term. He has served on the AAUP's national Council for ten years, the last six as second vice president. An author or editor of twenty-five books and the author of 150 articles, in such books as *Manifesto of a Tenured Radical* (1997), *Academic Keywords: A Devil's Dictionary for Higher Education* (1999), and *Office Hours: Activism and Change in the Academy* (2004), the last two coauthored with Stephen Watt, Nelson has written widely on most of the major issues confronting the academy: academic freedom, collective bargaining, contingent labor, corporatization, globalization, the Internet, political correctness, sexual harassment, and the relationship between teaching and research.

1:30–3:30 p.m.

AZALEA 2

Hotel Level 2

MAJOR WORKSHOP**455 Racial Paranoia: The Unintended Consequences of Political Correctness**

It has been forty years since the civil rights movement brought legalized segregation to an end in America, but an undeniable racial divide still persists. Ironically, the election of America's first Black President even seems to deepen that rift in some ways.

In this session, scholar John L. Jackson Jr. offers a new paradigm for the way race, and racism, continue to infect our lives: suspicions of hid-

den racism rise even as blatant forms of discrimination subside. Drawing on his most recent book (and current events ranging from Hurricane Katrina to the arrest of Henry Louis Gates Jr.), Jackson will discuss the threat of race-based paranoia and its role in public conversation and debate today. He will also talk about how "racial paranoia" is cultivated, transferred, and reinforced—and why it isn't simply an example of African Americans being unreasonable and hypersensitive. Jackson's use of "paranoia" is not a concession to reactionary dismissals of Black skepticism (as misplaced and dysfunctional). Rather, it is a reclamation of the term as a potentially reasonable response to the surreal cultural logic of our contemporary racial moment. Moreover, he argues that Blacks who invoke racism to describe anything short of Black people being lynched from trees are already labeled "paranoid" anyway. Given that context, he maintains that being called "paranoid" for invoking subtler forms of race/racism isn't something to be feared.

John L. Jackson Jr., Ph.D., Richard Perry University Professor, Department of Anthropology, Annenberg School for Communication, University of Pennsylvania—Philadelphia, Pennsylvania www.racialparanoia.com www.anthromania.blogspot.com
The Agency Group LTD www.THEAGENCYGROUP.COM

For Book(s) by John Jackson, please visit the NCORE® Book Exhibit (Teaching for Change)

1:30–3:30 p.m.

NATIONAL HARBOR 12

Convention Center, Level 3

SPECIAL FEATURE PRESENTATION**456 Is Everybody Stupid?**

In *Is Everybody Stupid?*, Ise fuses spoken word with personal stories and photographs, photos from internet and magazine sources, statistics, and archival documents to challenge mass acceptance of media policy and priorities and those cultural manifestations which we might embrace even though they contradict our own values. This timely multi-media interactive presentation is a detailed look into American apathy, disengagement and ignorance. 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 powerful session will engage and transform participants with his critical and creative analysis.

Ise Lyfe, Executive Director, Lyfe Productions; member, Speak Out: the Institute for Democratic Education and Culture—Oakland, California

Ise is also Executive Director of Lyfe Productions, an educational/social marketing firm creating a popular culture of consciousness by finding ways to make both standard and alternative education provocative for young people growing up in the inner-city. Lyfe Productions facilitates teaching residencies in 8 San Francisco Bay Area schools and continues spreading his word at universities, high schools, middle schools, and various agencies throughout the United States and abroad. As one of the nation's premier spoken word artist and educator, grass-roots organizer, and role model—Ise Lyfe is garnering national attention both as a visionary artist and as a community leader. As an artist, Ise was named one of the Bay Area's Top 25 Under 35 by City Flight magazine and his 2006 debut album *spread the Word* drew national acclaim. Fusing spoken word and hip hop, Ise's unique style of delivery and powerful content grasps his audiences, deconstructing the facade of dominant narratives. His latest CD, *Prince Cometh*, is garnering raves from critics and fans alike and his forthcoming book, *Pistols and Prayers*, promises to continue attracting attention to this impressive young talent. From local and national poetry slams to Russell Simmons' Def Poetry Jam on HBO, Ise's performances also include over 60 universities all over the country and abroad, reaching as far as the United Kingdom and Ghana, West Africa. He has shared the stage with Dave Chappelle, Lauryn Hill, dead prez, E-40, Talib Kweli, Harry Belafonte, KRS-One, Saul Williams, Ben Harper and Erykah Badu, to name a few. For more information on Ise Lyfe, please visit the site at www.speakoutnow.org.

NCORE® would like to acknowledge SpeakOut sponsorship for Ise Lyfe participation and presentation at NCORE® 2010. www.speakoutnow.org

1:30–3:30 p.m.

ANNAPOLIS 4

Hotel Level 2

MAJOR WORKSHOP**457 Understanding and Negotiating Silencing and Marginalization in the African-European Diaspora: A Case Study in Film—The Complex Survival of Black Holocaust Survivors, Post World War II Afro-Germans and American Expatriates**

Internationalization of higher education necessitates the development of new ways of understanding how issues of race and ethnicity cross national borders. Examination of how these issues plays out in another national context can assist us in gaining insight into our own. One insightful approach to investigating race and ethnicity in the United States is to examine the parallels and contrasts of Black German and African American identity negotiation during the early part of the twentieth century and the second half approaching the present day. Scholars wishing to analyze the process of Black identity negotiation in Germany today are confronted with a society which continues to celebrate Blackness as exotic, but is uncomfortable to fully accepting Germans who are Black. For generations this contradiction has contributed to the actual negation of a Black German identity within German society. One way to shed light on the complex process of Black German identity negotiation is to revisit the historic roots of the Black German population and examine how images of Blacks in German film have been used to manipulate mainstream society's attitudes. Documentary films address these issues directly by allowing Black Germans to tell their stories and present their histories to document the marginalization that has met them in today's Germany.

As educators and scholars, we have a responsibility to reclaim lost history and update our textbooks as we strive to promote dialogue and exchange projects between diverse diasporic communities. This session will provide a model for this process by examining the marginalized history of Black Holocaust survivors, post World War II Afro-Germans, and American expatriates.

Paulette Reed-Anderson, Ph.D., Department of European Ethnology, Humboldt University—Berlin, Germany

John W. Long, Ph.D., Professor *Emeritus*, Urban Studies, University of Illinois—Chicago, Illinois

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

Yvonne Poser, Ph.D., Professor of German, Department of Modern Languages, Howard University—Washington, DC

1:30–3:30 p.m.

ANNAPOLIS 1

Hotel Level 2

MAJOR WORKSHOP**458 Intersectionality: A Grounded and Holistic Approach to Identity Development**

Historically, models of racial identity development describe how individuals achieve a sense of self in relation to race, racial groups, and racism. While providing important information for educators, counselors, researchers, and individuals, these theories highlight one aspect of a person's entire being, and were often constructed as sequences of developmental stages. The emerging perspective of intersectionality calls on newer models of social identity (race, gender, sexual orientation, etc.) to incorporate a more holistic and integrated approach to understanding a person's lived experience. Under this theoretical framework, identity development in one area (such as race) cannot be viewed as occurring outside of, or separate from the developmental processes of an individual's other social identities (such as gender, sexual orientation, and class). Using this paradigm, racial identity (or any other social identity) is seen as intersecting, influencing, and occurring simultaneously with other the social identity processes, which in turn are affected by the larger social and cultural structures, and dynamics of power and privilege.

This session introduces participants to the cutting edge framework of intersectionality. It provides an overview and analysis of core tenets of the approach, and examples of newer models that incorporate intersectionality—including models developed by the presenters. Discussion includes strategies for integrating an intersectional framework in future research and theory building, as well as in the counseling and advising of students. In addition, participants reflect on how other aspects of self (gender, class, sexual orientation, faith tradition, age, etc.) can be integrated into models that previously only spoke to the development of a racial identity.

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

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

1:30–3:30 p.m.

2-HOURS CONCURRENT SESSIONS

1:30–3:30 p.m.

ANNAPOLIS 3

Hotel Level 2

459 Good Practices in Mentoring of Under-Represented Students, Faculty, and Staff

This highly interactive session will use two discussion scenarios in order to focus on good and bad practices for mentoring majority and especially minority students, faculty, and staff. What extra stresses and complex social dynamics are typically experienced by those who find themselves in solo and in minority situations? How can mentors and supervisors be coached so they become sensitive to these extra pressures and take steps to reduce them? What self-help strategies can be adopted by solo and minority students, staff, and faculty to improve their success, satisfaction, and sense of belonging? This session will benefit students, faculty, and staff. The presenter has decades of experience not only in mentoring under-represented students, post-docs, faculty, staff, and supervisors but also in training leaders who wish to deepen their own skills and effectiveness as mentors of under-represented minorities. Workshop participants will have a chance to review Moody's new booklet *Mentoring Early-Stage Faculty*.

JoAnn Moody, Ph.D., J.D., Faculty Developer & Higher Education Consultant—San Diego, California joann.moody@earthlink.net www.DiversityOnCampus.com

1:30–3:30 p.m.

BALTIMORE 1

Hotel Level 2

Levels of Experience: All

460 The Student Success Institute: Engaging Students as Equity-Grounded Agents, Architects, and Partners for Inclusive Excellence

Higher education is being challenged on many fronts to not only address students' access issues but also major, longstanding disparities in student engagement, retention, and graduation. The Student Success Institute (SSI) is a systemic, semester-long social justice intervention. The SSI is creating a vibrant campuswide community of practice—students, faculty, staff, and administrators—who learn and work together to cultivate authentically inclusive and responsive teaching, learning, living and working environments that promote inclusive excellence and success for ALL students. Participants enroll as STUDENT-WORKFORCE (faculty/staff/administrator) PARTNERS, with a Student Success-focused campus project: one which activates and nurtures strategies to help students discover and live their purpose and passion in socially responsive and responsible ways while making exemplary academic progress. This campuswide forum convenes twice monthly and focuses on whole-student success—academic, personal, social, and professional.

The Institute's two key pillars are informed by an Integral Quadrant Model: capacity-building related to diversity, equity, multicultural development, inclusive excellence and social justice and capacity-building in culturally-/contextually-responsive, multilevel assessment as a developmental resource for ongoing self-development and program/course development.

This session offers a framework for engaging all sectors of a campus community that is grounded in self-in-context and “forcefield” assessments: self-to-self, self-to-others and self-to-systems. Such self-focused work is conducted in relation to more macro, systemic assessment processes in order to enhance the Institutional Forcefield of Preparedness and Readiness for Success-Journey Folks. All segments of a campus community are invited and engaged as EDUCATORS, regardless of official role or position: Everyone is an educator; Everyone is a learner!

Hazel Symonette, Ph.D., Program Development and Assessment Specialist, Multicultural Student Center, University of Wisconsin—Madison, Wisconsin
symonette@bascom.wisc.edu

2:30–4:00 p.m.
 POTOMAC BALLROOM 3
 Convention Center, Level 2

A CONVERSATION WITH SARITA E. BROWN



461 The Educational Condition of Latino College Students

Sarita E. Brown, President, Excelencia in Education (a 501(c)3—Washington, DC



Excelencia in Education, a not-for-profit organization working to accelerate Latino success in higher education by linking research, policy, and practice to serve Latino students.

Sarita Brown has spent more than two decades at prominent national educational institutions and at the highest levels of government working to implement effective strategies to raise academic achievement and opportunity for low-income and minority students. She started her career at the University of Texas at Austin by building a national model promoting minority success in graduate education. Coming to the nation's capital in 1993 to work for educational associations, Ms. Brown was appointed as Executive Director of the White House Initiative for Educational Excellence for Hispanic Americans under President Bill Clinton and U.S. Secretary of Education Richard Riley. Maintaining her commitment to improving the quality of education, Ms. Brown now applies her talents and experience to the not-for-profit sector and in 2004, co-founded *Excelencia* in Education.

2:30–4:00 p.m.
 NATIONAL HARBOR 13
 Convention Center, Level 3

A CONVERSATION WITH MAB SEGREST

462 Whiteness and Sanity



Mab Segrest, Ph.D., Chair, Gender and Women's Studies Department at Connecticut College—New London, Connecticut

Mab Segrest, Ph.D., a Scholar, Writer and Activist with three decades' experience in feminist, anti-racist, and lesbian/gay organizing. Currently, she chairs the Gender and Women's Studies Department at Connecticut College where she teaches courses in Gender and Women's Studies as well as a first-year seminar on post-colonial approaches to Southern literature. Segrest received her Ph.D. from Duke University in Modern British Literature in 1979. She taught at Campbell University in Buies Creek, NC, during and after completing graduate work. During this period she became active in lesbian-feminist political and cultural work in North Carolina and nationally. *My Mama's Dead Squirrel: Lesbian Essays on Southern Culture* (Firebrand Books, 1985) collects her work from this period. She left the academy in the early 1980s to work full-time in social movements for the next decade. She helped to found North Carolinians Against Racist and Religious Violence and worked in that organization (1983-1990) to rally citizens of the state against virulent neo-Nazi and Ku Klux Klan activity and an epidemic of hate violence. Segrest's 1995 book, *Memoir of a Race Traitor*, narrates this experience. It was named an Outstanding Book on

Human Rights in North America and was Editor's Choice for the Lambda Literary Awards. Segrest worked for the World Council of Churches, the Geneva-based Protestant ecumenical organization that represents over 300 million people worldwide, as Coordinator of the U.S. Contact Group of the WCC's Urban-Rural Mission (1992-2000). Segrest's third book is *Born to Belonging: Writings on Spirit and Justice* (Rutgers 2002). Segrest is also co-editor with Jacqui Alexander, Lisa Albrecht, and Sharon Day of *Sing, Whisper, Shout, Pray: Feminist Strategies for a Just World*, a collection of essays by Edgeworks Press, 2003. Segrest has founded, served on the boards of, and consulted with a wide range of social justice organizations over the past twenty-five years. She served on the Board of the Center for Democratic Renewal (1985-1998), and helped to write their manual, *When Hate Groups Come to Town*. Segrest was invited to write a chapter on “visibility and backlash,” one of four chapters in *A Question of Equality*, a companion volume to a four-part PBS series on lesbian and gay rights published by Schribners in 1995.

NCORE® would like to acknowledge SpeakOut's sponsorship for Mab Segrest participation and presentation at NCORE® 2010. www.speakoutnow.org

2:45–4:00 p.m.

75-MINUTE CONCURRENT SESSIONS

2:45–4:00 p.m.

AZALEA 1

Hotel Level 2

Levels of Experience: **Advanced**



463 Hip Hop 101: The Psychology of Hip Hop—Survivalist Turned Into Consumers

◆◆ Theoretical Model ◆◆

This thought provoking presentation examines Hip Hop and how the media shapes the global perceptions of African American men and women. The

PowerPoint presentation examines the impact of Hip Hop on mainstream culture and explores the influence of the Hip Hop subculture on urban and suburban environments, the African-American value system, consumerism, stereotypes, ethics, morality and much more. The session concludes with a slide show that celebrates the struggles, triumphs and history of African Americans. The video portion of the presentation (R&B and Hip Hop) takes the audience on the African American odyssey from slavery to present day. This session should particularly benefit those who have an affinity for the Hip Hop art form and an awareness of the immeasurable power of the media in shaping self-perceptions and the reinforcement of negative stereotypes.

John Rogers III, Director of Orientation, Wright State University—Dayton, Ohio
John.Rogers@wright.edu

2:45–4:00 p.m.

BALTIMORE 2

Hotel Level 2

Levels of experience: **Novice**

464 Identifying and Working With College Student Resistance to the “Prejudice + Power” Definition of Racism

◆◆ Curricular/Pedagogical Models ◆◆

This session examines the struggles of predominantly white college students when trying to understand the “prejudice + power” definition of racism. Early in the semester, definitions are offered for frequently used terms. Many students come to class with college level definitions for these terms and concepts. However, there is one term which nearly all students have a faulty understanding. The term is “racism.” The Standard English dictionary definition for racism is inadequate for facilitating a college level critical investigation that enables students to understand the historical, political, economic, pseudoscientific, and psychological aspects of race-based oppression. White students who desire to understand the prejudice + power definition typically pass through a four-phase learning process: resistance to the new definition, confusion over the concept of “power,”

resentment over the notion that only whites can be racist, and finally absorption, immediately followed by the desire to take action. This session should particularly benefit educators who work with white students as they help them understand more fully the historical and systemic nature of racism. Furthermore, this session will help reinforce the need for high school teachers to introduce the prejudice + power definition to students while they are in high school.

Aram deKoven, Ph.D., Assistant Professor of Education, University of Wisconsin—Eau Claire, Wisconsin dekovea@uwec.edu

2:45–4:00 p.m.

BALTIMORE 5

Hotel Level 2

Levels of Experience: **All**

465 Birthing the Doctoral Dissertation: Reality, Revelations, and Resources for Student of Color in Doctoral Programs

◆◆ Interactive Training ◆◆

Building on the analogy of childbirth, this timely session unearths the perils and pitfalls faced by students of color enrolled in doctoral programs. Presenters will provide real-life lessons derived from the lived experiences of doctoral students of color at predominantly White institutions. This interactive session will engage participants and provide insight into how to create a realistic “working plan” to triumphantly navigate through the doctoral program and successfully complete the dissertation process. This session should particularly benefit participants who are considering pursuing the doctoral degree as well as those currently enrolled in a program. The session would also be of great assistance to practitioners such as advisors, dissertation committee members, graduate school deans, and directors who are directly or indirectly engaged with doctoral students of color.

Carlton Pickron, Ed.D., Dean, Diversity and Affirmative Action, Westfield State College—Westfield, Massachusetts cpickron@wsc.ma.edu

Christina Swaidan, Ed.D., Assistant Professor, Art History Coordinator, Westfield State College—Westfield, Massachusetts cswaidan@wsc.ma.edu

2:45–4:00 p.m.

POTOMAC BALLROOM 4

Convention Center, Level 2

Levels of Experience: **Novice**

466 Identity and Misrecognition in African American Literature

◆◆ Research/Assessment/Evaluation ◆◆

When given proper consideration, literature is an optimal catalyst for social and cultural transformation. Using language in a textual medium, authors represent social circumstances (social, political, economic, etc.), consequently constructing a new relationship or awareness between the reader and the circumstance. This new relationship or awareness may inspire action and/or transforms current modes of being.

This session presents doctoral research that explores issues of racial identity development and misrecognition. It explicates and applies a newly devised method, Racial Identity Development Criticism, which is an interdisciplinary methodology that helps to establish the “health” of characters by classifying them on a spectrum ranging from unhealthy identity to healthy identity. Drawing on William Cross’s Nigrescence Racial Identity Theory (NRID) and Charles Taylor’s theory of misrecognition as well as techniques of cultural and literary analysis, Racial Identity Development Criticism (RIDC) will examine the development and depiction of African-American characters in fiction literature. This session should particularly benefit participants who are interested in the possible impact of literature on individual racial identity development. It should also be of particular interest to those concerned with multicultural education. Using a selected work of African-American fiction, I will demonstrate the applicability of RIDC.

Sha-shonda Porter, Doctoral Student, Interdisciplinary Studies; Assistant Professor of English, Union Institute & University/Tarrant County College-Northwest Campus—Dallas, Texas shashonda@aol.com

2:45–4:15 p.m.

BALTIMORE 4

Hotel Level 2

SPECIAL FEATURE PRESENTATION



467 Asian Americans and Pacific Islanders: Contesting the Boundaries of Race in American Higher Education

Robert Teranishi, Ph.D., Associate Professor, Higher Education, Steinhardt School of Culture, Education, and Human Development, New York University—New York, New York robert.teranishi@nyu.edu

Robert Teranishi is also Director of the National Commission on Asian American and Pacific Islander Research in Education, a faculty affiliate with the Steinhardt Institute for Higher Education Policy, and a consultant for the Ford Foundation’s Achieving Higher Education Access and Success initiative. Prior to his position at New York University, Teranishi was a National Institute for Mental Health postdoctoral fellow at the University of Pennsylvania’s W.E.B. Du Bois Research Institute. Teranishi’s research has been influential to federal, state, and institution policy related to college access, campus climate, and college affordability. Teranishi has provided congressional testimony regarding the Higher Education Reauthorization Act, No Child Left Behind, and state policy decisions related to college admissions. His research has also been solicited to inform U.S. Supreme Court decisions on affirmative action and school desegregation. Teranishi is the recipient of the 2010 Martin Luther King Jr. Faculty Award from NYU and was recently named one of the nation’s top “up-and-coming” leaders by *Diverse Issues in Higher Education*. He has a new book that will be released in the Fall 2010 titled, *Asians in the Ivory Tower: Contesting Boundaries of Race in American Higher Education* (Teachers College Press).

2:45–4:15 p.m.

90-MINUTE CONCURRENT SESSIONS

2:45–4:15 p.m.

BALTIMORE 3

Hotel Level 2

Levels of Experience: **Intermediate**

468 Using Media Technology to Promote Diversity in the College and Community

◆◆ Case Studies/Model Programs ◆◆

This fun and exciting session will offer insight into the collaboration between the Intercultural Center, Media Technology, and the community. It will illustrate how the Intercultural Center and Media Technology use electronic media to increase audience participation for the center’s multicultural programs and seminars, which in turn helps to connect the community college with the community. One of the outcomes of the collaboration between the two internal college departments is the show *Conversations*. This vehicle provided the opportunity to capitalize on internal talent, create more in-depth diversity viewing, and provide access that would otherwise be limited to the college participants. The technology and programming enhanced delivery of diversity education to the community at large. The facilitators will also present outcomes, goodwill and cost benefits of using this collaborative approach. This session should particularly benefit participants who wish to use innovative, cost-effective methods to increase awareness of diverse issues and capitalize on internal partnerships and talent. This session may also be of particular benefit to those interested in developing programs through media technology that extend to the community.

Barbara Clark-Evans, Director, Intercultural Center, Kansas City Kansas Community College—Kansas City, Kansas bclark@kckcc.edu

Michael Kimbrough, Director, Media Technology, Kansas City Kansas Community College—Kansas City, Kansas kimbr@kckcc.edu

Robin Torez, Assistant to the Dean, Institutional Services/Host of *Conversations*, Kansas City Kansas Community College—Kansas City, Kansas rtorez@kckcc.edu

2:45–4:15 p.m.

POTOMAC BALLROOM 5
Convention Center, Level 2

Levels of Experience: **Intermediate and Advanced**

469 An Anatomy of Diversity Strategic Plan: A Framework to Foster Diversity at Penn State: 2010-15

◆◆ Long- and Short-Range Planning ◆◆

Since 1998 Penn State has implemented diversity strategic planning under *A Framework to Foster Diversity at Penn State*, with strategic planning cycles running from 1998-2003, 2004-09, and now 2010-15.

This session will focus on essential principles in our planning, implementation and assessment process. Giving only brief background, our presentation will focus on our current emphasis on strengthening and streamlining unit planning, and reporting, including trends which prompted us to revamp, and lessons learned along the way. Drawing on our experience with the unit level planning of Penn State's 45 component colleges, campuses, and administrative units, we will discuss a mosaic of approaches to unit level goals, action items, outcomes and indicators. One significant aspect is developing strategic indicators to measure overall progress, rather than getting bogged down in "projectitis." Extensive information on Penn State's diversity strategic planning is available on our Web site at: www.equity.psu.edu. This session should particularly benefit those who are considering advancing diversity initiatives within an overall strategic planning context, who have begun implementation of diversity strategic planning, or who are responsible for assessing the impact of diversity planning.

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

4:30–5:15 p.m.

POTOMAC BALLROOM A and B
Convention Center, Level 2

AFTERNOON CONFERENCE PLENARY SESSION



470 Keynote Address:
How I Became an Indigenous American Immigrant

Sherman Alexie, Screenwriter, and best known as an Award-Winning Poet and Author whose works usually touch on his Native American experience. Sherman was named one of *The New Yorker's* 20 top writers for the 21st century. The world's first fast-talking and wisecracking mediagenic American-Indian superstar—Seattle, Washington

Sherman Alexie was named one of *The New Yorker's* 20 top writers for the 21st century. *The New York Times Book Review* described him as "one of the major lyric voices of our time." *Men's Journal* called him "the world's first fast-talking and wisecracking mediagenic American-Indian superstar." His first novel, *Reservation Blues*, won Booklist's Editors Choice Award for Fiction. *Indian Killer* was a *New York Times* Notable Book. *The Toughest Indian in the World* won the 2001 PEN/Malamud Award, honoring excellence in the art of storytelling. *Ten Little Indians* was a 2003 national bestseller and Publishers Weekly Book of the Year. Sherman's latest books include *Flight*, *The Absolutely True Diary of a Part-Time Indian*, a 2007 National Book Award winner in Young People's Literature, and *Face*, his first full collection of poems in nine years. His collection of short stories, *War Dances*, will be released in fall '09. Sherman Alexie wrote and produced the film, *Smoke Signals*, based on his book, *The Lone Ranger and Tonto Fistfight in Heaven*, which won the Audience Award and Filmmakers Trophy at the 1998 Sundance Film Festival. In 2002 Alexie made his directorial debut with *The Business of Fancydancing*.

He is currently working on a sequel to *The Lone Ranger and Tonto Fistfight in Heaven* entitled, *Fire with Fire*, and a sequel to *True Diary* entitled, *The Magic and Tragic Year of My Broken Thumb*. Alexie's stories are driven by a haunting lyricism and naked candor that cut to the heart of the human experience. With his humorous, revealing and exuberant works of art, he compels audiences to see the world for all of its pitfalls and possibilities.

NCORE® would like to acknowledge Royce Carlton Incorporated's sponsorship for Sherman Alexie's participation and presentation at NCORE® 2010. <http://www.roycecarlton.com>

For book(s) by Sherman Alexie, please visit the Royce Carlton Exhibit Booth in the NCORE® Exhibit Hall

5:15–6:00 p.m.

EXHIBIT HALL D
Convention Center, Level 1

BOOK SIGNING AND INFORMAL DIALOGUE

471 Sherman Alexie

AZALEA 1
Hotel Level 2

APINCORE (Asian/Pacific Islander American) Caucus

During the NCORE® 2010, there are four meetings hosted by the APINCORE Caucus group.

6:00–7:00 p.m.

472 APINCORE Co-Chair Nominations and Elections

For meetings of the APINCORE Caucus group, see Index 127, 209, 379.

6:00–7:00 p.m.

AZALEA 2
Hotel Level 2

MULTIRACIAL/MULTIETHNIC CAUCUS

473 During the NCORE® 2010 the Multiracial/Multiethnic caucus will meet to discuss a series of issues of interest to the group.

For other meetings of the Multiracial/Multiethnic Caucus group, see Index 128, 211, 376.

POTOMAC BALLROOM 1
Convention Center, Level 3

NDNCORE CAUCUS

Five meetings are hosted by the Native Delegates of NCORE. The caucus group organized during the NCORE® 2007 conference. During the NCORE® 2010 the Native Delegates will meet to discuss a series of issues of interest to Native Americans in Higher Education.

6:00–7:00 p.m.

474 Future Planning

For meetings of the NDNCORE, see index 002, 129, 213, 377.

AZALEA 3
Hotel Level 2

LATINO/A CAUCUS

Five meetings are hosted by the Latino/a Caucus Groups organized during the NCORE® conference. During NCORE® 2010 the Latino/a caucus will meet to discuss a series of issues affecting Latino/a faculty, administrators, staff, and students in higher education.

6:00–7:30 p.m.

475 Meeting and Roundtable Discussion (Social to Follow)

For meetings of the Latino/a Caucus, see Index 131, 210, 378.

7:30–8:30 p.m.

POTOMAC BALLROOM 2, 3, 4, 5
Convention Center, Level 2

EVENING SPECIAL EVENT



476 The People Speak Live: Voices of a People's History of the United States

Presenters:

Voices of a People's History of the United States <http://www.peopleshistory.us> and the Zinn Education Project <http://www.zinnedproject.org> proudly present a special performance of **THE PEOPLE SPEAK LIVE at NCORE 2010**.

Using dramatic and musical performances of the letters, diaries, songs and speeches of everyday Americans, this inspiring show gives voice to those who spoke up for social change throughout U.S. history, forging a nation from the bottom up with their insistence on equality and justice. Performers include educators, actors, poets, activists, and students, with narration by Dave Zirin, DC-based author and ESPN commentator.



Drawn from Howard Zinn and Anthony Arnove's book, *Voices of a People's History of the United States* the primary source companion volume to Zinn's acclaimed *A People's History of the United States*.

THE PEOPLE SPEAK LIVE brings to life the extraordinary history of ordinary people who built the movements that made the United States what it is today, ending slavery and Jim Crow, protesting war and the genocide of Native Americans, creating unions and the eight hour work day, advancing women's rights and gay liberation, and struggling to right wrongs of the day.

Founded in 2007 by acclaimed historian Howard Zinn with a group of artists, educators and activists, **VOICES OF A PEOPLE'S HISTORY OF THE UNITED STATES** <http://www.peopleshistory.us> is a non-profit social justice organization using performing arts and educational programs, based on primary source materials, to bring to life the extraordinary history of the ordinary people and movements that brought us whatever rights and freedoms we have in the United States today.



The ZINN EDUCATION PROJECT

<http://www.zinnedproject.org> promotes and supports the use of Howard Zinn's best-selling book *A People's History of the United States* and other materials for teaching a people's history in middle and high school classrooms across the country. The Zinn Education

Project is coordinated by two non-profit organizations, Rethinking Schools <http://www.rethinkingschools.org/> and Teaching for Change <http://teachingforchange.org/>. The project's goal is to introduce students to a more accurate, complex, and engaging understanding of United States history than is found in traditional textbooks and curricula. We believe that through taking a more engaging and more honest look at the past, we can help equip students with the analytical tools to make sense of – and improve – the world today.

7:30–10:00 p.m.

POTOMAC BALLROOM A
Convention Center, Level 2

EVENING SPECIAL EVENT



477 "Honor the Spirit" Pow Wow

NCORE and NDNCORE invites you to attend this Social Pow Wow intended to allow all participants to dance to the drum beats of the ancestors! This exciting cultural event will feature Native drum groups and dancers in their dance regalia. More importantly, it is an opportunity for all those interested in dancing or learning how to dance in a Pow Wow to take a healthy risk by joining us in the dance circle.

The Pow Wow is a rich Native 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 allow participants an opportunity to join the Pow Wow circle and dance!

10:00 p.m.–1:00 a.m.

POTOMAC BALLROOM B
Convention Center, Level 2

JDOTT-SPONSORED DANCE



478 Enjoy an evening of music and dance sponsored by the John D. O'Bryant National Think Tank for Black Professionals in Higher Education on Predominantly White Campuses (JDOTT), a national association that has developed through the efforts of members of NCORE's African American Networking Group.

DAY AT A GLANCE • SATURDAY, JUNE 5

9:00–11:30 a.m.

501. MAJOR WORKSHOP

Getting Culture: Incorporating Diversity Across the Curriculum

Film Preview and Discussion

502. *WPC 101*

503. MEET CHARLES HOLT

Finding Your Voice—Finding the Key to Your Voice: Unlocking the Door to Your Destiny

9:00 a.m.–noon

504. MAJOR WORKSHOP

Becoming a Sophisticated Change Agent: You've Got to Know the Terrain

3-Hour Concurrent Sessions

505. Waking Up at the Intersection of Privilege Systems: Using Critical Autobiography to Expose the Hidden Benefits of Race, Gender, and Sexual Identity Dominance

506. Unmasking the Mestizo: Exploring Race and Latino/a Identity

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

508. Intercultural Competence: A Pathway to Successful Systemic Changes and Problem Solving

9:30–11:30 a.m.

509. MAJOR WORKSHOP

Lies My Teacher Told Me and the Difference They Make on College Campuses

510. MAJOR WORKSHOP

An Open and Honest Discussion of Where We are and Where We're Going: Race and Identity in America and On Campus

511. INTERACTIVE DIALOGUE THROUGH INNOVATIVE COMEDY

The Black Jew Dialogues Innovative Comedy Deals With Prejudice And Multiculturalism

2-Hour Concurrent Sessions

512. GROUP BIAS—How Can We Help Students and Colleagues Recognize and Then Short-Circuit the Quick Assumptions They Make Regarding the Superiority of Some Groups and the Inferiority of Others?

513. Not Just Another Diversity Model: The Hoelting Ten Point Organizational Diversity Education Model and Organizational Diversity Learning Plan

514. The "Shock Doctrine" in Higher Education: The Neoliberal "Fix" and Alternative Visions

515. Exploring Identity Using Photo Elicitation Interviewing: A Participatory Exercise

10:00–11:30 a.m.

516. MAJOR WORKSHOP

What's a Straight White Male Doing in the Anti-Racist, Feminist, and Lesbian and Gay Liberation Movements?

517. *A Conversation With George Cushman*

From Doubt to Belief: Empowering Latino Students to Overcome Real and Perceived Barriers to College

518. *A CONVERSATION WITH GLENN ANDERSON*

Career and Professional Success in Academia for Black Professionals With Disabilities

519. SPECIAL FEATURE PRESENTATION

Building the New Haiti: Repaying Our Debt to the World's First Black Republic

520. MEET BILL FLETCHER JR.

21st Century Colorlines: Labor, African Americans, and Social Justice

521. MEET DJ KUTTIN KANDI

Poetry Spinning off the Wheelz of My Turntablez: From Turntablism, Poetry to Activism

522. SPECIAL FEATURE PRESENTATION

Strategies on Building Effective Undergraduate to Professional School Programs

90-Minute Concurrent Sessions

523. Transnational Identity

524. Further Developing Alternative Service Break (ASB) Opportunities to Increase the Engagement of Minority Students

525. Breaking Brokeback: Using Film to Teach Heterosexism, Homophobia, and Social Justice

526. The Mis Education of The Black Greek

527. The Bias Incident Response Team~ Response to and Recovery From Bias Related Incident on Campus From a Collaborative Approach

528. Stress & Isolation: Institutional Structures and Their Impact on Advisors Advising Students of Color

529. A Template of Social Justice Educational Training for Student Affairs Staff

530. Unsung Heroines, Untold Stories: Personal Reflections About the Bombing of the Sixteenth Street Baptist Church - A Turning Point in the Civil Rights Movement

531. Using Situational Judgment Tests (SJT) to Reduce Adverse Impact in Education and Employment Selection

11:45 a.m.–1:15 p.m.

532. LUNCHEON

533. SPECIAL LUNCHEON PRESENTATION

Life Lessons From Big Mama: How Tough Love Mothers Influence the Academic Success of Students and Faculty of Color Against All Odds—Dennis Rahiim Watson

DAY AT A GLANCE • SATURDAY, JUNE 5

1:30–3:00 p.m.

534. SPECIAL FEATURE PRESENTATION

Growing Latino Power and Influence

90-Minute Concurrent Sessions

535. Identity Politics and Whiteness in Latino/a Culture: Deconstructing Conditions of Race in “Pero Somos Latino/as” in the U.S.
536. Putting the Movement Back into Civil Rights Teaching While Addressing the Standards
537. Who’s Going to Work With These Students? Serving Underserved Marginalized Students
538. The Real World WSU
539. Everybody Wants to Go to Heaven But No One Wants to Die: How to Use Non-Cognitive Admissions Selection Criteria to Meet Affirmative Action Goals in College Admissions
540. (How) Does Dialogue Matter? Designing, Implementing and Evaluating a Large Scale Dialogue Project on Race and Whiteness
541. Reel Diversity: A Community Model for Teaching Difference and Social Justice
542. Surviving the Game: Success Strategies for College Athletes
543. Factors That Influence the Racial Identity of Black Students Attending a Predominantly White Institutions
544. The Key Ingredients to Retaining and Graduating Multicultural Males at Your Institution
545. When All Seems Hopeless: Accelerated Consciousness-Raising Program (ACRP) to the Rescue

546. Diversity Dinner Dialogues: Creating a Cultural Dialogue on Your Campus

547. Multiculturalism and Special Education: Quality Indicators for Preservice Teacher Preparation

548. A Lesson on Culture: A Collaborative Effort

1:30–3:30 p.m.

Film Preview and Discussion

549. *Herskovits at the Heart of Blackness*

Ariel Luckey’s Solo Hip Hop Theater Show

550. Free Land: Excavating the Legacy of Manifest Destiny and White Privilege Through Hip Hop Theater

2-Hour Concurrent Sessions

551. One More River to Cross: The Intersection of Race and Sexual Orientation in Today’s Society
552. HIV/AIDS, Gender, Race and Class: Understanding the Epidemic’s Role in the Lives of Women and Recognizing What We Can Do About It

4:00–4:45 p.m.

553. CLOSING CONFERENCE PLENARY SESSION

Keynote Address: Race, Racism, and Race Relations in America—Michael Eric Dyson

5:00–6:00 p.m.

554. Book Signing and Informal Dialogue—Michael Eric Dyson

SATURDAY, JUNE 5, 2010

9:00–11:30 a.m.

AZALEA 1
Hotel Level 2

MAJOR WORKSHOP

501 Getting Culture: Incorporating Diversity Across the Curriculum

Most classroom instructors and educational administrators have had little formal training in cultural diversity (sex, race, or sexual orientation issues, to name a few) or how these issues relate to the effective education of students and training of teachers. As a consequence, many educators learn how strongly such issues can impact students' learning experiences in the classroom either via "trial by fire", or less optimally, by unintentionally failing to recognize how these issues can impact students' learning experiences and needing to deal with the consequences and fallout. As well, many educators (being culturally diverse or not) may have not had the opportunity to understand their own issues with cultural diversity, be that either in terms of the impact of their personal perspectives or their "stimulus value" in the classroom. Finally, few educators have an in-depth awareness with the site specific diversity issues inherent across various educational settings (e.g., K-12, community college, four-year institutions, graduate level education) and how these issues can affect students (and faculty) as they transition through these levels.

This primarily interactive session will offer participants access to information on basic constructs in cultural diversity (e.g., identity models; majority culture privilege; institutional and personal levels of cultural oppression) and will also address (and discuss) administrative issues for those in leadership positions. Presenters will identify concrete and practical tips for integrating diversity into curricula in ways that are simple but effective. The session will focus on the opportunity for the sharing of audience members' and panelists' experiences as administrators and educators, as well as discussion in small groups for more focused examination of issues.

Regan A. R. Gurung, Ph.D., Professor, Department of Psychology, University of Wisconsin—Green Bay, Wisconsin gurungr@uwgb.edu

Loreto R. Prieto, Ph.D., Professor, Department of Psychology, and Director, U.S. Latino/a Studies Program, Iowa State University—Ames, Iowa lprieto@iastate.edu

For book(s) by Regan Gurung and Loreto Prieto, please visit Stylus Publishing, LLC Exhibit booth. www.Styluspub.com

9:00–11:30 a.m.

MAGNOLIA 1
Hotel Level 2

FILM PREVIEW AND DISCUSSION



502 WPC 101

White Privilege 101: Getting In On the Conversation is a compilation of personal interviews with keynote speakers, workshop presenters and participants from the conference on white privilege (WPC). Video Outline: The video has three sections: (1) Definition: What is white privilege? (2) Examples: What are some examples of white privilege? (3) Action: What can I do about white privilege?

Facilitator's Guide: A facilitator's guide provides background information on white privilege, classroom activities and a comprehensive resource list. The facilitator's guide is designed to provide facilitators with critical information issues of white privilege and white supremacy. The guide will enable facilitators to challenge, inform and work effectively with students/participants on understanding how privilege affects their everyday lives.

Credits: The WPC101 video was created by a team of folks to encourage/help people have a conversation about white supremacy, white privilege and oppression in a variety of venues. **This film is closed captioned.**

About the Facilitators:

Adam Burke, Producer and Instructor, Public Access TV—Iowa City, Iowa

Eddie Moore Jr., Ph.D., Director of Diversity, The Bush School—Seattle, Washington. <http://www.bush.edu/ourschool/diversityEddie.asp>

Valerie Garr, a former journalist; Director of Diversity Relations & Outreach, Office of Admissions, University of Iowa—Iowa City, Iowa

Annie Tucker, an Iowa City Mediator and Trainer (produced a short video on White Privilege as part of her Masters degree in Conflict Resolution from Antioch in 2001)—Iowa City, Iowa

Nancy Wright, Doctoral Student and instructor, Educational Policy and Leadership Studies Program, University of Iowa—Iowa City, Iowa

9:00–11:30 a.m.

ANNAPOLIS 2
Hotel Level 2

MEET CHARLES HOLT



503 Finding Your Voice—Finding the Key to Your Voice: Unlocking the Door to Your Destiny

Charles Holt, Charles Holt Production

Music and Storytelling have always been a vital part of Charles' life. However, despite growing up in the shadows of the Grand Ole Opry and country music in Nashville, a grandmother who insisted upon teaching him church hymns as a child, and being surrounded by a buffet of characters and self-proclaimed griots and narrators in the community, Charles never aspired to be a performing artist.

He dreamed of one day playing professional football. After graduating college, Charles worked out for several NFL scouts as defensive back and kick return specialist. Despite his valiant efforts and persistence he was neither drafted nor selected as a free agent and pursued a career in Corporate America for a few years until a friend saw his potential as a performing artist and entertainer. Charles' love for music and the stage began to unfold. In July 1996, led by his intuition, Charles left the comforts of living in the South for the bright lights of Broadway and the "Big Apple". He moved to New York with \$400 in his pocket and a heart full of dreams, knowing that something greater was awaiting his arrival. Charles has starred in some of the most celebrated and spectacular productions in American theatre history including *Jesus Christ Superstar*, *Smokey Joe's Cafe*, and *The Lion King*. He was the first African-American to play the role of "Rocky" in the European tour of *The Rocky Horror Picture Show*. For more information about Charles Holt, please visit the web site at <http://www.charlesholtproductions.com/index.php>

9:00 a.m.–noon

AZALEA 2
Hotel Level 2

MAJOR WORKSHOP

504 Becoming a Sophisticated Change Agent: You've Got to Know the Terrain

One of the most important skills for a social change agent is the ability to read what is going on in the organization, to do so with increasing accuracy, and to know what to do with the information once it has been uncovered. In this session, we will look at:

- How well do you really know your school and its readiness for change?
- Who makes decisions and how and when are they made?
- Who has real power and influence in the organization?
- What are the formal rules and what are the informal ones? How are they shared and with whom?
- If I don't know the answers to these questions, how can I find them out without letting everyone know I'm asking? And why is that important anyway?

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

9:00 a.m.–noon

3-HOUR CONCURRENT SESSIONS

9:00 a.m.–noon

NATIONAL HARBOR 4

Convention Center, Level 3

Levels of Experience: **Intermediate, Advanced****505 Waking Up at the Intersection of Privilege Systems: Using Critical Autobiography to Expose the Hidden Benefits of Race, Gender, and Sexual Identity Dominance**

◆◆ Theoretical Model ◆◆

This session explores the experience of multiple and intersecting oppressions through the theoretical lens of privilege. We will critically examine the privilege systems of race/ethnicity, gender, and sexual orientation from the perspective of the “beneficiaries” of these systems of institutionalized inequality. Using the method of autobiographical forensics, the presenters will report on what they learned about the nature of privilege and the nature of the developmental process by which they came to understand the unearned and previously unknown advantages bestowed upon them by social oppression. Participants will learn to identify privilege within and across identities and strata of society, interrogate the common features found in all privilege systems, deepen understanding about how and why privilege remains invisible to those whom it benefits, and identifies specific ways each of us can use our unearned advantage to weaken systems of unearned advantage. Presenters will share personal stories of “waking up” to privilege and facilitate group dialogue and personal reflection, and model multiple approaches for constructively interrogating social privilege as a community of learners. This session should particularly benefit institutional administrators and policy makers, classroom teachers, human resource officers, those in charge of student and faculty diversity recruitment and/or retention programs, curriculum designers, and anyone seeking a deeper understanding of the intersections of multiple privilege systems.

Victor Lee Lewis, Co-Director, Center for Diversity Leadership—Berkeley, California**Peggy McIntosh**, Ph.D., Associate Director, Wellesley Centers for Women, Wellesley College; co-Director of the United States S.E.E.D. Project on Inclusive Curriculum (Seeking Educational Equity and Diversity)—Wellesley, Massachusetts**Hugh Vasquez**, Co-Director, Center for Diversity Leadership—Berkeley, California

9:00 a.m.–noon

NATIONAL HARBOR 13

Convention Center, Level 3

Levels of Experience: **Intermediate****506 Unmasking the Mestizo: Exploring Race and Latino/a Identity**

◆◆ Theoretical Model ◆◆

This session will focus on both the institutional implications and personal relevancy of racial identification for Latinos/as. We will investigate the relationship between the mixed Spanish, indigenous and African elements which contribute to the common Latino/a identity of the mestizo. Through a greater understanding of the significance of racial identities like mestizo or Afro-Latino participants will learn the history behind the politics of race in Latin America and will be asked to question the prevalent assumptions of racial homogeneity reflected in the term, “Latino/a.” We will share how our experiences of Latino/a racial hierarchies have shaped the way we identify. This session should particularly benefit anyone who is confused about what it means to be Latino/a as opposed or in addition to racial identities such as Black or White. By understanding how race operates both in Latin America and in U.S. Latino/a communities, participants will be better equipped to navigate these issues of identity, heritage and hierarchy.

Christopher Rodriguez, early in his activist career tackle the problems of discrimination by recruiting minorities and women to integrate the construction trade unions in Connecticut and New York City area during the early seventies;

developed a personal interest in studying the Civil Rights issues of the African Diaspora in Latin America and organized one of the First Afro-Latino symposiums in partnership with the Puerto Rican and Latin American Studies Department at Brooklyn College. Mr. Rodriguez has facilitated meetings between Afro-Latino Civil Rights leaders from countries throughout Latin America and the members of the U.S. Congressional Black Caucus. Latino.Manifesto@yahoo.com

Roland Emerson Roebuck, Secretary, Virgin Islands Social History Associates (St. Croix African Roots Project)—Washington DC rolroebuck@aol.com**Isaac Gabriel Salgado**, Member, AmeriCorps VISTA, Montgomery County Executive’s Office of Community Partnerships—Rockville, Maryland gsalgado7@gmail.com**Jorge Zeballos**, Diversity Consultant; Latino Community Coordinator, Guilford College—High Point, North Carolina cholo62@nativeweb.net

9:00 a.m.–noon

NATIONAL HARBOR 12

Convention Center, Level 3

Levels of Experience: **All****507 AMERICA: Land of the Free? The Conception of Racism: Its Intention and Impact**

◆◆ Theoretical Model ◆◆

This is a session full of historical facts that you will not find 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 seeks to examine the beliefs of the founders of this country and how racism was intrinsically embedded in the foundation and fabric of American society. We will examine the dehumanization of historically oppressed groups, specifically African-Americans, in order to justify their 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. There are multiple opportunities to learn and to teach the history we learned, or did not learn, and how it impacts aspects of whom we are consciously and unconsciously.

Shvonne L. Johnson, Graduate Student, Department of History, (African Diaspora, and Public History) Bush Leadership Fellow, Howard University—Washington, DC shvonnjohnson@gmail.com

9:00 a.m.–noon

NATIONAL HARBOR 7

Convention Center, Level 3

Levels of Experience: **Intermediate****508 Intercultural Competence: A Pathway to Successful Systemic Changes and Problem Solving**

◆◆ Interactive Training ◆◆◆◆ Theoretical Model ◆◆

As institutions of higher education advance a mission that serves an increasingly culturally diverse student population, we must increase our cultural self-awareness before we can accurately understand cultural difference in others, and find effective ways to positively interact with people who are culturally different from us. Cultural knowledge, skills and ability to adapt one’s behavior to the cultural orientation of others is essential in achieving an inclusive campus.

In this highly interactive session, participants will learn how cultural awareness effects the way we communicate and manage conflict, and how this can impact the outcome of our interactions in and outside the classroom. Fundamentals of Human & Speech Communication will serve as our theoretical foundations. Participants will have an opportunity to take the *Intercultural Conflict Style (ICS) Inventory*, developed by Mitchell R. Hammer, and also to take away from the session their own individual profile and ICS Interpretive Guide. This session should particularly benefit individuals who teach and interact with a culturally diverse student body, supervise a culturally diverse workforce, or are in charge of facilitating diversity training for individuals on their campuses. **Due to the cost of the ICS Inventory, this session is limited to 50 participants—first come, first served basis.**

Luiza Melo Dreasher, Ph.D., Multicultural Liaison Officer and Academic Adviser, Iowa State University—Ames, Iowa maria@iastate.edu

Linda Morales, Interim Chief Diversity Officer, Salisbury University—Salisbury, Maryland lcmorales@salisbury.edu

9:30–11:30 a.m.
POTOMAC BALLROOM 1
Convention Center, Level 2

MAJOR WORKSHOP

509 Lies My Teacher Told Me and the Difference They Make on College Campuses

History is the worst-taught subject in K-12 education. As a result, students arrive on campus with unfortunate gaps in their knowledge, flat-out lies about the past, and no experience of using history to understand racial and ethnic differences in our society.

This session will present how mis-knowledge about the past afflicts even participants at NCORE. Then we will note related problems that plague college admissions; the expectations lay on students by faculty, staff, and each other; and ways that resulting student culture can make it hard to build community across racial lines. At the closed of this session, the presenter will offer specific suggestions for steps administrators, professors, and students can take to deal with these matters that stem from our past and our mislearning of it.

James (Jim) W. Loewen, Ph.D., Sociologist, Professor, and Author whose best known work is *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*—Washington, DC

NCORE® would like to acknowledge SpeakOut's sponsorship for James (Jim) Loewen participation and presentation at NCORE® 2010. www.speakoutnow.org

For book(s) by James Loewen, please visit the SpeakOut Exhibit Booth

9:30–11:30 a.m.
AZALEA 3
Hotel Level 2

MAJOR WORKSHOP

510 An Open and Honest Discussion of Where We are and Where We're Going: Race and Identity in America and On Campus

This highly interactive session seeks to create an environment where participants can speak openly about their perspectives, experiences, and questions related to how race and racial identities are viewed today. Using presentation, facilitated dialogue, and activities that promote deeper levels of introspection and discussion, we seek to gain greater understanding of how recent cultural and political changes affect how we view, discuss, and teach about race and identity. Participants are encouraged to actively grapple with larger questions rarely explored in larger groups such as: what constitutes race in today's society? How do current perspectives on the nature of racism influence how we think about racial identity? What language do we use to speak about race and identity when so many things are changing so quickly? Are the concepts of "race" and "racial identity" outdated to the term a "post-racial" America? Can individuals choose their own identity, regardless of their racial or ethnic background? To what extent are other identities (such as gender, sexual orientation, and class) relevant to discussions of race and racial identity? Join one of the original Black identity theorists, and one of the earliest Multiracial theorists in exploring emerging issues affecting the field of racial identity development today. Presenters also share insights gained from work on the second edition of their edited volume—*New Perspectives on Racial Identity Development*. Throughout this session, participants assist in testing, broadening, and evaluating this text, and the evolving field of racial identity development.

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

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

9:30–11:30 a.m.
ANNAPOLIS 3
Hotel Level 2

INTERACTIVE DIALOGUE THROUGH INNOVATIVE COMEDY



511 The Black Jew Dialogues Innovative Comedy Deals With Prejudice And Multiculturalism

For the last two and a half years The Black Jew Dialogues has gained a substantial following on college campuses across the country. The show combines sketch comedy, improved, and interactive video, which take the audience on a hysterical and poignant journey through many of our closest held beliefs (and mis-beliefs). The show was written by and features Emmy award-winning performer Ron Jones and Larry Jay Tish. Unlike most lecture-style programs the show was written as a theater piece, but as it toured around the U.S. and U.K., Jones and Tish were regularly being asked to bring the show to colleges, high schools, synagogues, and community organizations.

Ron and Larry wrote this fast-paced and provocative comedy to begin a new discussion about social justice and the changing face of race in America. In the short time it has been touring the program has earned a 2010 nomination for best Diversity Program in America by *Campus Activities Magazine*. It has been called "Chappelle's Show with a conscience." It not only sheds light on complicated issues in a way that resonates with young and old alike, but also gives them the opportunity to engage in a open and mature exchange of ideas with their peers as well as the actors, as each performance is followed by a discussion with the audience.

Ron Jones, Co-Creator/Performer, The Black Jew Dialogue

Larry Jay Tish, Co-Creator/Performer, The Black Jew Dialogue
<http://www.theblackjewdialogues.com>

9:30–11:30 a.m.

2-HOUR CONCURRENT SESSIONS

9:30–11:30 a.m.
ANNAPOLIS 1
Hotel Level 2

512 GROUP BIAS—How Can We Help Students and Colleagues Recognize and Then Short-Circuit the Quick Assumptions They Make Regarding the Superiority of Some Groups and the Inferiority of Others?

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. These biases are manifested in statements such as: "Well, I'd rather not have that guy in my study group, if you know what I mean," "I bet that Kaitlin was just having a bad hair day. She deserves the benefit of the doubt, doesn't she?," "I just wonder if Dr. Mercedes is really qualified to be our instructor. I'm going to check this out with the dean," "I can't see Dwayne fitting in here and being comfortable in our department." Operating at the unconscious level, negative and positive biases filter what we see through our expectations and greatly influence our actions. 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, student organizations, classrooms, and committee meetings. We can help our associates 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 (see <http://www.implicit.harvard.edu>) as well as insights derived from J.J. (Judy) Jackson's work as a chief diversity officer and from JoAnn Moody's national consulting and booklet *Rising Above Cognitive Errors: Guidelines for Search, Tenure Review, and other Evaluation Committees*.

JoAnn Moody, Ph.D., J.D., Faculty Developer & Higher Education Consultant—San Diego, California joann.moody@earthlink.net www.DiversityOnCampus.com

9:30–11:30 a.m.

NATIONAL HARBOR 5

Convention Center, Level 3

Levels of Experience: **Intermediate**

513 Not Just Another Diversity Model: The Hoelting Ten Point Organizational Diversity Education Model and Organizational Diversity Learning Plan

◆◆ Case Studies/Model Programs ◆◆

Locating Diversity Education products that are relevant and palatable for multi-racial/cultural audiences can be quite a chore. Higher education institutions in the public and private sectors have been deluged with innumerable diversity models. Many of these models have over promised and under-delivered, resulting in an atmosphere of doubt and frustration, crippling the organization's ability to positively affect the multicultural competence level of its employees. The Hoelting Model and Organizational Diversity Learning Plan provide answers to these challenges. The Hoelting Model provides practitioners a framework for incorporating a vibrant Diversity Education program that is adaptable to many organizational environments. From starting at the top to recognizing and celebrating successes and accomplishments, the Model is a step by step process that allows staff to stay focused and reduce the magnitude of issues and problems. It further challenges staff to maintain relationships and resolve matters before they escalate. Recognizing that diversity is an ongoing and developing process, the Organizational Diversity Learning Plan (ODLP) provide staff the opportunity to develop core diversity competencies through participation in workshops that address a wide range of topics, activities, and dialogue opportunities. The Plan is organized into three categories, self-awareness, knowledge building, and skill development. The ODLP was developed from research findings in Multicultural Competence in Student Affairs, by Pope, Reynolds, and Mueller.

This session will provide an overview of the history and development of the Hoelting Diversity Model and the Organizational Diversity Learning Plan, which includes a step by step process and tool that can be used to inspire dialogue and change mind sets. Participants will hear personal stories, important lessons learned, and discuss the versatility of the Model and Plan, and review current supporting initiatives. Learning outcomes: Participants will be able to create and implement a diversity learning plan unique to their organization. We believe this comprehensive Model has the potential to reduce the magnitude of issues and challenges that tend to arise in a diverse environment and encourages ongoing dialogue. This session should particularly benefit beginners, intermediates, and those who have been in the diversity business for several years. It will be of special interest to those who are unsettled, those who are seeking a diversity model for their organization, and those seeking to continue to improve their current diversity program.

Gloria Allen, Assistant Director, Division of Housing and Food Service, University of Texas—Austin, Texas gmallen@austin.utexas.edu

Philemon Brown, Senior Program Coordinator, Division of Housing and Food Service, University of Texas—Austin, Texas philemon@austin.utexas.edu

Floyd Hoelting, Ed.D., Executive Director, Division of Housing and Food Service, University of Texas—Austin, Texas Floydh@austin.utexas.edu

9:30–11:30 a.m.

NATIONAL HARBOR 6

Convention Center, Level 3

Levels of Experience: **Advanced**

514 The “Shock Doctrine” in Higher Education: The Neoliberal “Fix” and Alternative Visions

◆◆ Policy Issues ◆◆

This session should particularly benefit teacher educators, researchers, policy makers, administrators, faculty, and activists committed to social justice, with a common interest in the privatization and corporatization of higher education. Three teacher educators and one administrator present research illuminating how and why institutions of higher education are being reshaped into more hierarchical, inequitable, homogenous and undemocratic sites, and how systemic educational policies and practices are being orchestrated to meet neo-

liberal economic goals. Their research draws on Naomi Klein's *Shock Doctrine* (2008). Klein analyzes how real and manufactured social and economic crises have been used to promote a global, top-down, neo-liberal agenda of privatization and structural adjustment, intensifying inequalities, undermining democratic local control, and consolidating the centralization of corporate power. Presenters are also informed by additional critical multicultural, critical race theory, critical literacy, post-colonial, Freirean and Foucaultian critiques of neoliberalism. Their analysis focuses on several hegemonic policies and practices in education, including hyper-accountability in teacher education; standardization and corporatization of curriculum and pedagogy; re-segregation; and the obfuscation of efforts to ethnically diversify the faculty. The session also explores alternative, democratic visions of educational systems that put people first (Greider, 2009, Zinn, 2009), and are characterized by social justice and caring.

Roberta Ahlquist, Ph.D., Professor of Education, San Jose State University—San Jose, California Roberta.Ahlquist@sjsu.edu

Glyn Hughes, Ph.D., Director of Common Ground, University of Richmond—Richmond, Virginia ghughes@richmond.edu

Virginia Lea, Ph.D., Associate Professor of Education, Gettysburg College—Gettysburg, Pennsylvania lea@gettysburg.edu

Theresa Montano, Ph.D., Associate Professor, Chicana/o Studies, California State University-Northridge—Los Angeles, California theresamontano@csun.edu

9:30–11:30 a.m.

NATIONAL HARBOR 8

Convention Center, Level 3

Levels of Experience: **All**

515 Exploring Identity Using Photo Elicitation Interviewing: A Participatory Exercise

◆◆ Research/Assessment/Evaluation ◆◆

This interactive session will present an overview of a unique qualitative research methodology to understand identity: Photo Elicitation Interviewing (PEI). To understand how meaning is made around a topic, PEI incorporates photographs as tools into research interviews, allowing the researcher to engage the interviewee as a co-investigator. Together the researcher and interviewee examine photographs during the interview to uncover how the interviewee makes meaning around a topic, using the images to evoke access to rich, different, and/or untold stories. In this session, participants will learn about PEI and experience the PEI process first-hand from both the perspectives of a researcher and an interviewee. The presenter will discuss how PEI is used in her current research examining the culture of whiteness and higher education, noting how interviewees have reacted to the PEI process, describe the subject matter of photographs taken, and provide lessons learned. This session should particularly benefit those who are interested in learning how to use photographs in a variety of applications/settings to understand complex topics, such as identity, culture/climate, and their implications. Others who might benefit from this session include those interested in race, aspects of identity, novel qualitative research methods, and whiteness.

Jen S. Schoepke, Ph.D., Postdoctoral Researcher, University of Wisconsin—Madison, Wisconsin schoepke@bact.wisc.edu

10:00–11:30 a.m.

POTOMAC BALLROOM 2

Convention Center, Level 2

MAJOR WORKSHOP

516 What's a Straight White Male Doing in the Anti-Racist, Feminist, and Lesbian and Gay Liberation Movements?

How and why do whites work as effective allies in antiracist struggles? Focusing on whites working against racism while also exploring parallels with others working simultaneously against and from their own positions of privilege, this session develops strategies for anti-oppression education practices, especially with students from dominant groups. Sometimes you might not know it from the way people talk, but white people have a race, men have a gender,

and straights have a sexual orientation. Consciousness of myself and my people's place in the hierarchical scheme of things is essential for those in the mainstream to effectively embrace causes of social justice. We will explore how to make mainstream identities become alive for students, and thereby make effective alliance work possible.

For the book by Harry Brod, co-authored with Cooper Thompson and Emmett Schaefer, titled *White Men Challenging Racism: 35 Personal Stories*, please visit NCORE book agent exhibit (Teaching for Change)

Harry Brod, Ph.D., Professor of Philosophy and Humanities, Department of Philosophy and World Religions, University of Northern Iowa—Cedar Falls, Iowa

Karen Mitchell, Ph.D., Past President of Pedagogy and Theatre of the Oppressed; Director of UNI Interpreters Theatre; and Professor of Communication Studies, University of Northern Iowa—Cedar Falls, Iowa

10:00–11:30 a.m.
POTOMAC BALLROOM 3
Convention Center, Level 2

A CONVERSATION WITH GEORGE CUSHMAN



517 From Doubt to Belief: Empowering Latino Students to Overcome Real and Perceived Barriers to College

George W. Cushman, Vice President of Program, Hispanic College Fund Inc.—Washington, DC



College. Career. Community. The Hispanic College Fund embodies these principles while helping Hispanic high school and college students obtain college education and professional careers. We are a nonprofit that promotes students to explore and enter careers in business, science, technology, engineering, and math. <http://www.hispanicfund.org/mission-and-vision>

Founded in 1993, the Hispanic College Fund is a non-profit organization based in Washington, DC, with a mission to develop the next generation of Hispanic professionals. For 15 years, the Hispanic College Fund has provided educational, scholarship, and mentoring programs to students throughout the United States and Puerto Rico, establishing a career pipeline of talented and career-driven Hispanics who are trained in the fields of business, science, technology, engineering and math. The Hispanic College Fund has an annual budget of \$6 million with 20 full-time employees. In 2006, the Hispanic College Fund received the Brillante award for "Nonprofit of the Year" from the National Society of Hispanic MBAs, and in 2007 was recognized by *USA Today* as one of the nation's top 25 charities. In 2009, the organization was honored with Charity Navigator's highest rating for non-profit management and financial responsibility.

10:00–11:30 a.m.
POTOMAC BALLROOM 4
Convention Center, Level 2

A CONVERSATION WITH GLENN ANDERSON



518 Career and Professional Success in Academia for Black Professionals With Disabilities

Glenn B. Anderson, Ph.D., alumni, University; Professor, Interpreter Education Faculty, Department of Counseling, Rehabilitation and Adult Education, University of Arkansas—Little

Rock, Arkansas gbanderson@ualr.edu

Dr. Anderson began his professional career in 1970 as a VR counselor in Detroit with Michigan Rehabilitation Services. In 1972 he joined the Deafness Research and Training Center at New York University (NYU). At NYU, he served as Coordinator of the referral and counseling center that provided community services and advocacy to deaf residents from the Metro New York City area. From 1975 to 1982, he worked at LaGuardia Community College of the City University of New York where he helped establish a continuing education program to benefit deaf adults interested in returning to school to

further their education and/or to obtain two-year college degrees. In August 2008, he joined the Interpreter Education faculty within the Department of Counseling, Rehabilitation and Adult Education at the University of Arkansas at Little Rock (UALR). From 1982 to 2008, he served as Director of Training at the University of Arkansas Rehabilitation Research and Training Center for Persons who are Deaf or Hard of Hearing located in Little Rock. He was also Professor in the University's Department of Rehabilitation, Human Resources, and Communication Disorders and served as coordinator of the M.S. degree program in Rehabilitation Counseling with Persons who are Deaf or Hard of Hearing. In addition to his work at the University of Arkansas at Little Rock, he serves as treasurer of the Little Rock Black Advocates and as newsletter editor for the Arkansas Association of the Deaf. He has previously served as chair of the Gallaudet University Board of Trustees, second vice-chair of the National Council on Disability, and chair of the State Rehabilitation Council for Arkansas Rehabilitation Services. Dr. Anderson was also member of the Board of Directors of National Black Deaf Advocates. Dr. Anderson was recipient of many awards and honors including an induction into the American Athletic Association of the Deaf Hall of Fame (1992), the Gallaudet University Athletic Hall of Fame (1995), National Hall of Fame for People with Disabilities (2004), and he was presented the Alice Cogswell Award (2007) for valuable service on behalf of deaf people by the Gallaudet University Alumni Association.

For book(s) by Glenn Anderson, please visit the NCORE® Exhibit Booth (Teaching for Change)

10:00–11:30 a.m.
POTOMAC BALLROOM C
Convention Center, Level 2

SPECIAL FEATURE PRESENTATION



519 Building The New Haiti: Repaying Our Debt to the World's First Black Republic

Ron Daniels, Ph.D., Board Member, Institute of the Black World (IBW).

Dr. Ron Daniels is a nationally known social and political activist. Over the course of his career, Dr. Daniels has lectured and conducted workshops and seminars for hundreds of colleges and universities, community-based groups, civil rights organizations/human rights, women, youth and labor organizations including the Urban League, NAACP, National Congress of Black Women, National Association of Negro Business and Professional Women's Clubs, Inc., National Hip Hop Political Convention, Rainbow/PUSH Coalition, A. Philip Randolph Institute, Black Workers for Justice, and Coalition of Black Trade Unionists. A frequent guest on national and local media outlets, Dr. Daniels has appeared on CBS News Nightwatch, BET's Our Voices, and BET Tonight with Tavis Smiley and Ed Gordon, Tony Brown's Journal, America's Black Forum, Now with Bill Moyers on PBS, CNN's Larry King Live, Both Sides with Jesse Jackson, Scarborough Country on MSNBC, the CBS, ABC and NBC nightly news, Court T.V., Pacifica Broadcasting Network News and Democracy Now, NPR's Talk of the Nation and numerous local talk shows and newscasts. Dr. Daniels hosted his own television talk show on the ABC affiliate WYTV in Youngstown, Ohio for nineteen years. In 2001 Dr. Daniels was the architect and Convener of the State of the Black World Conference (SOBWC) which drew some 2,500 people to Atlanta from communities of African descent from around the world. The Atlanta Declaration issued at the conference called for the establishment of an Institute of the Black World to promote research, relevant publications, leadership training and development, community organizing/skill development training and communications/information sharing and networking. As an outgrowth of SOBWC, the Institute of the Black World 21st Century (IBW) was launched in April of 2002. Dr. Daniels envisions IBW emerging as a critical engine for empowerment of people of African descent and the oppressed in the 21st century. In February of 2007, Dr. Ron Daniels was appointed the first Distinguished Lecturer at York College of the City University of New York.

10:00–11:30 a.m.
 POTOMAC BALLROOM 5
 Convention Center, Level 2

MEET BILL FLETCHER JR.



520 21st Century Colorlines: Labor, African Americans, and Social Justice

Bill Fletcher Jr., Executive Editor, *The Black Commentator*; Founder, Center for Labor Renewal; and Founder of the Black Radical Congress; and Senior Scholar for the Institute for Policy Studies—Washington, DC

Fletcher is a longtime labor, racial justice, and international activist, the immediate past President of TransAfrica Forum (a national non-profit organization organizing, educating, and advocating for policies in favor of the peoples of Africa, the Caribbean, and Latin America). Fletcher is the co-author (with Fernando Gapasin) of *Solidarity Divided, The Crisis in Organized Labor and a New Path Toward Social Justice* (University of California Press). He was formerly the Vice President for International Trade Union Development Programs for the George Meany Center of the AFL-CIO. Prior the George Meany Center, Fletcher served as Education Director and later Assistant to the President of the AFL-CIO. Fletcher got his start in the labor movement as a rank and file member of the Industrial Union of Marine and Shipbuilding Workers of America. Combining labor and community work, he was also involved in ongoing efforts to desegregate the Boston building trades. He later served in leadership and staff positions in District 65-United Auto Workers, National Postal Mail Handlers Union, and Service Employees International Union (SEIU). Fletcher is a graduate of Harvard University and has authored numerous articles and speaks widely on domestic and international topics, racial justice, and labor issues.

NCORE® would like to acknowledge SpeakOut's sponsorship for Bill Fletcher Jr.'s participation and presentation at NCORE® 2010. www.speakoutnow.org

10:00–11:30 a.m.
 POTOMAC BALLROOM 6
 Convention Center, Level 2

MEET DJ KUTTIN KANDI



521 Poetry Spinning off the Wheel of My Turntable: From Turntablism, Poetry to Activism

DJ Kuttin Kandi, Program Assistant, Women's Center, University of California—San Diego, California

Candice L. Custodio-Tan (DJ Kuttin Kandi) utilizes Hip Hop to educate, to build solidarity, create awareness and fight for social justice in the world. Presently, Kuttin Kandi has a stage show combining her turntable wizardry and spoken word/poetry, accompanied by a newly formed female band, The Heart.

She has spoken on the college lecture circuit at universities such as NYU, Yale, Princeton, Harvard, UCSD, and Stanford among others.

<http://women.ucsd.edu/about/index.html>

10:00–11:30 a.m.
 BALTIMORE 1
 Hotel Level 2

SPECIAL FEATURE PRESENTATION

522 Strategies on Building Effective Undergraduate to Professional School Programs

◆◆ Case Studies/Model Programs ◆◆

Despite the fact that African Americans, Hispanics and American Indians comprised 17 percent of college and university graduates in 2007-08, these groups were not similarly represented in the graduate professions, comprising 12 percent of all degrees awarded. The importance of this contrast is significant as a guiding principle underpinning the need to strengthen the undergraduate to professional pipelines particularly in medicine and dentistry is that health disparities and lack of diversity in the health professions are linked. Research evidence indicates that racial and ethnic diversity among health professionals is associated with improved access to care for racial and ethnic minority patients, greater patient choice and satisfaction, and better educational experiences for health professions students.

This panel presentation and discussion will address best practices in preparing traditionally underrepresented minority undergraduate students who are interested in health careers and may lack sufficient preparation, as well as those students who are unaware of health careers as an option following undergraduate studies. The panel brings together experts in the field of diversity in health professions education discussing a range of model programs. This session should particularly benefit those with interest and expertise in pre-professional education admissions, recruitment, and academic advising and those who are concerned with access and equity in the American health care system.

Charles J. Alexander, Ph.D., Associate Vice Provost, Student Diversity; Director, Academic Advancement Program (AAP), Division of Undergraduate Education, University of California—Los Angeles, California calexander@college.ucla.edu

Sandra Clark Bolivar, J.D., Assistant Dean, Admissions, Minority and Student Life, School of Dentistry, University of Southern California—Los Angeles, California bolivar@usc.edu

Marc A. Nivet, Ed.D., Chief Diversity Officer, Association of American Medical Colleges—Washington, DC mnivet@aamc.org

Eugene Anderson, Ph.D., Associate Executive Director, and Director, Center for Educational Policy and Research, American Dental Education Association—Washington, DC (**Panel Contributor**) AndersonE@adea.org

Ifie Okwuje, Ph.D., Director of Analysis, Center for Educational Policy and Research, American Dental Education Association—Washington, DC (**Panel Contributor**) OkwujeI@adea.org

Kim D'Abreu, Associate Director, Center for Educational Policy and Research, American Dental Education Association—Washington, DC (**Moderator**) DabreuK@adea.org

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ExploreHealthCareers.org (EHC) is a free, comprehensive website with accurate, up-to-date information for more than 120 health professions; 7000 allied academic programs; 500 national pre-health enrichment programs and hundreds of portable funding sources.

and

Association of American Medical Colleges (AAMC).

10:00–11:30 a.m.

90-MINUTE CONCURRENT SESSIONS

10:00–11:30 a.m.

NATIONAL HARBOR 14

Convention Center, Level 3

Levels of Experience: **Intermediate****523 Transnational Identity**

◆◆ Theoretical Model ◆◆

In this session, the research findings of two undergraduate students and their faculty advisor will be presented. We interviewed young adult Asian/Pacific Islander immigrants or descendants. Living between two worlds, many 1st and 2nd generation of immigrant are transnationals, but their descendants may have lost deep-rooted connections to their homeland. With the push for assimilation and the seductiveness of popular American culture, many American born and/or bred immigrants may be losing their sense of a transnational identity. For many U.S. immigrant communities, living the dual lives of transnationals is difficult for their descendants. Continuing to speak two languages and travel back and forth between countries may present identity and adjustment challenges for first generation immigrants and their offspring. In some cases, young immigrant youth are in a “cultural limbo” because they are caught between the dreams of their immigrant parents and the realities of ethnocentrism and racism in the U.S. This session should particularly benefit participants who are interested learning how to conduct or lead qualitative research using interviewing techniques. Emphasis will be placed on the theoretical constructs of critical race theory and counter-story-telling that illuminate the factors affecting the adjustment of immigrant, transnational, and minority youth and students.

Elyse M. Yamauchi, Doctoral Candidate, Educational Leadership and Innovation; Instructor, Ethnic Studies, University of Colorado—Denver, Colorado
elyse.yamauchi@ucdenver.edu

Jinisha (Ji Hee) Yoon, Undergraduate Student, Biology/Ethnic Studies Major, University of Colorado—Denver, Colorado
jinisha.yoon@email.cudenver.edu

Kristine Yuan, Undergraduate Student, Communications/Ethnic Studies Major, University of Colorado—Denver, Colorado
kristine.yuan@email.cudenver.edu

10:00–11:30 a.m.

ANNAPOLIS 4

Hotel Level 2

Levels of Experience: **Intermediate****524 Further Developing Alternative Service Break (ASB) Opportunities to Increase the Engagement of Minority Students**

◆◆ Case Studies/Model Programs ◆◆◆ Curricular/Pedagogical Models ◆◆

This session explores a model to expand Alternative Service Break (ASB) opportunities at N.C. State University, as designed with minority students as a key target population and issues of race as a primary function of education/research. It should particularly benefit those interested in service learning, student engagement, or the study abroad experience. It will offer a basic understanding of ASB opportunities, typically offered by universities, as well as the benefits and barriers to student participation. It will outline the initial steps to increase minority student participation in Alternative Service Break opportunities, and the development of key partnerships with academic program and distance education services. Strategies to reduce the barriers and foster student engagement to facilitate meaningful dialogue on issues of race and social justice among the students will be detailed. This presentation will focus on the development of AFS 497: Special Topics in Africana Studies—Gullah/Geechee Nation Service Learning and share pros/cons, lessons learned, future planned projects, and their implications for the students, partners, ethnic studies programs, and the university.

Tracey E. Ray, Ph.D., Adjunct Assistant Professor, Africana Studies; Department Head, Multicultural Student Affairs, North Carolina State University—Raleigh, North Carolina
tracey_ray@ncsu.edu

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

10:00–11:30 a.m.

MAGNOLIA 2

Hotel Level 2

Levels of Experience: **Intermediate****525 Breaking Brokeback: Using Film to Teach Heterosexism, Homophobia, and Social Justice**

◆◆ Curricular/Pedagogical Models ◆◆

Disparagement against the LGBTQ community is coded into the fabric of our society; nowhere is more common than in mainstream Hollywood film. As such, students need to be exposed to the multiple ways in which we have been programmed by the media to reject and discriminate and systematically oppress individuals and groups. Stereotypes about LGBTQ people abound, and because of the prevalence of these images in Hollywood, novice students readily accept these images as truth. While the presence of gay themes and characters seem to be on the rise and more “acceptable,” the insidious thread of LGBTQ oppression continues to undermine true equity.

In this session, participants will learn a model for creating affirming classroom dialogue about sexual orientation. This interdisciplinary presentation provides effective strategies on how mainstream Hollywood movies can be used to provoke critical examination of diversity issues in the classroom. This session takes a look at how movies can be used to begin both discussing and questioning diversity issues in the classroom in a productive and educated way. This session should particularly benefit educators who are interested in utilizing mainstream films as a teaching tool when addressing the intersections of personal values and media constructions in the classroom.

Brian C. Johnson, Diversity Specialist, CAMPUSPEAK—Milton, Pennsylvania
johnson@campuspeak.com

10:00–11:30 a.m.

BALTIMORE 2

Hotel Level 2

Levels of Experience: **Novice****526 The Mis Education of The Black Greek****(Misconception #1 Pledging Produces Premium Product® New Member Processes in Divine Nine Organizations)**

◆◆ Curricular/Pedagogical Models ◆◆



Paper vs. Pledge. Process vs. Performance. Passion vs. Purpose.

This highly interactive and engaging session creatively addresses the “elephant in the room” that all Divine Nine Organizations must confront. The facilitator addresses this by creatively incorporating and blending, history, audience participation and demonstrations, African traditions and customs and the mass media’s influences through pop culture to illustrate the mutation of a once legal pledge process that has now manifested itself as an illegal underground hazing culture. Additionally, the presenter outlines the current role and relevancy of the Divine Nine on today’s campuses (both PWI and HBCU) and outlines what members can do to help these organizations realign themselves with their original purposes and missions. The presenter honestly and candidly will answers any questions from the audience pertaining to BGLOs through a legal, cultural, and administrative context, and presents viable alternatives to fit individual campus needs. Ultimately, this session should particularly benefit Divine Nine members, advisors and student service professionals with proactive, short term and long term solutions, to address the mentality, behavior and actions that are responsible for perpetuating a hazing culture in Divine Nine organizations.

Rasheed Ali Cromwell, Esquire, Executive Director, The Harbor Institute—Washington, DC
bcarnest@harborinstitute.com and racromwell@harborinstitute.com

10:00–11:30 a.m.

BALTIMORE 3

Hotel Level 2

Levels of Experience: **Intermediate****527 The Bias Incident Response Team—Response to and Recovery From Bias Related Incident on Campus From a Collaborative Approach**

◆◆ Case Studies/Model Programs ◆◆

Unfortunately, most university policies and procedures do not include a response to incidents that do not fit into formal university policy or emergency response protocols. This is the area in which the WSU Bias Incident Response Team (BIRT) operates. We recognize that bias related incidents can occur in students' living communities, classrooms, at co-curricular activities, in employment situations and at off-campus activities and locations. All BIRT interventions are voluntary, educational and transformative at their core and the response is sensitive to the rights of all parties involved.

It is the goal of this presentation to showcase Wright State's BIRT response plan, protocol, intervention methods for responding to and recovering from bias related incidents on campus and case studies/training, which can be replicated at other universities across the nation. This session will present an innovative model for "best practice use" in planning, developing, implementing, evaluating and sustaining a formal plan for responding to and recovering from bias related incidents in a college or university setting. This session should particularly benefit university administrators, affirmative action professionals, faculty, counseling and wellness professionals, student affairs and student support services professionals, students, student leaders and other participants who are interested in multicultural competency in a co-curricular setting, inclusive excellence, student academic, social and psychological success, and preparing students to succeed in a diverse and globally competitive marketplace.

Richard A. Danals, Ph.D., Director, Student Activities, Wright State University—Dayton, Ohio rick.danals@wright.edu

Simone G. Polk, J.D., Assistant Vice President, Student Services, Wright State University—Dayton, Ohio simone.polk@wright.edu

10:00–11:30 a.m.

BALTIMORE 4

Hotel Level 2

Levels of Experience: **Novice****528 Stress & Isolation: Institutional Structures and Their Impact on Advisors Advising Students of Color**

◆◆ Theoretical Model ◆◆

This session examines, compares, and contrasts two theoretical models that exist within institutions of higher education. Power structures and achievement structures are the current frameworks in which many advisors are currently working and living. By examining these models, the presenters seek to engage the audience in dialogue on the structural philosophies of the two models, their effects on advisors working within these structures and ultimately examining the ways in which students are impacted. Information will be provided regarding the opportunities and challenges of both models. Strategies will be provided and solutions discussed with regard to working in and around these systems. This session should particularly benefit participants who currently advise students of color, practitioners who provide direct services to staff and are interested in taking an active role in retention of staff and students, and those who are concerned with retention issues related to targeted groups.

Deniece Dortch, Program Director, Student Programs Office, Memorial Student Center, Texas A&M University—College Station, Texas dedortch@tamu.edu

Lyndon Pryor, Program Director, Student Programs Office, Memorial Student Center, Texas A&M University—College Station, Texas Lyndon@msc.tamu.edu

10:00–11:30 a.m.

BALTIMORE 5

Hotel Level 2

Levels of Experience: **Novice and Intermediate****529 A Template of Social Justice Educational Training for Student Affairs Staff**

◆◆ Interactive Training ◆◆

This session is an interactive sampling of a class that is required of all incoming Housing residence education professional staff at the University of Michigan. The class is a 10-week class covering the issues of identity and social justice as they affect the students in the residence halls. We will share the history leading to the creation of the course, proposed outcomes, the curriculum used for the course and provide a brief class session for workshop participants. It is a popular brief that a mandatory diversity course for staff would be resisted by staff and be a hard class to teach. It is our experience that staff enjoyed the class and learned important concepts that they carried back to the workplace. This workshop will particularly benefit participants looking for training ideas on diversity and social justice. Participants will also learn how to make a mandatory course enjoyable for the class members. In addition, presenters will discuss with those participants who provide direct services to students, on how to infuse the practice of social justice awareness and education regarding the recognized identity groups. This presentation is designed for conference attendees with experience in Social Justice Education and awareness. The focus of the session is Multicultural Organizational Development. This session will be an introductory learning experience for the Student Affairs professional. It is a training model that can be utilized by supervisors in training new and current staff on issues of social justice, multiculturalism, and diversity awareness in their work plans and objectives for services provided to students.

Marcus Jackson, Associate Director, Residence Education, University of Michigan—Ann Arbor, Michigan mjackson@umich.edu

Robbie Townsel Ransom, Director, Multicultural Programs, University of Michigan—Ann Arbor, Michigan rmdye@umich.edu

Terry Smith, Community Center Manager, University of Michigan—Ann Arbor, Michigan terryds@umich.edu

10:00–11:30 a.m.

NATIONAL HARBOR 1

Convention Center, Level 3

530 Unsung Heroines, Untold Stories: Personal Reflections About the Bombing of the Sixteenth Street Baptist Church - A Turning Point in the Civil Rights Movement

◆◆ Interactive Training ◆◆

This session sheds light on the pioneering roles of two unsung heroines of the Civil Rights Movement, Sarah Rudolph and Junie Williams, sisters of the late Addie Mae Collins who along with Denise McNair, Carole Robertson, and Cynthia Wesley perished when the Sixteenth Street Baptist Church (SSBC) was bombed on September 15, 1963. Sarah was the "fifth girl" who was actually in the vestibule of the ladies' room when the bomb detonated, miraculously surviving despite the visible and invisible scars that have left an indelible imprint on her. Spike Lee's documentary, "Four Little Girls," shows a visibly shaken Junie as an adult discussing her perception of and reaction to this cataclysmic tragedy. Both testimonies denote the interplay of the triumph of the human spirit and the power of forgiveness and reconciliation over white supremacy and hatred. This narrative is framed by an innovative socio-political analysis of a seminal event that draws parallels to contemporary politics and race-relations in America. The hidden connections of the legendary jazz saxophonist John Coltrane to this compelling story, lingering questions pertaining to the issue of justice, and the impact of this event on cultural politics and civil rights initiatives as well as its global impact are analyzed. The benefits of this session may include an enhanced sense of historical memory, spiritual and cultural enrichment as well as political empowerment.

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

Sarah Collins Rudolph, Birmingham, Alabama

Junie Collins Peavy Williams, San Antonio, Texas

10:00–11:30 a.m.

NATIONAL HARBOR 15
Convention Center, Level 3
Levels of Experience: **Intermediate**

531 Using Situational Judgment Tests (SJT) to Reduce Adverse Impact in Education and Employment Selection

◆◆ Research/Assessment/Evaluation ◆◆

Current research show, minority candidates are still at a disadvantage due to systemic standardized selection processes that are in place in varied employment agencies/institutions/companies. Research in the area of assessment and selection from the past few decades have focused on the adverse impact of using cognitive measures on people belonging to minority groups. We now know that cognitive measures despite being one of the best predictors of future performance are also responsible for eliminating well-qualified minorities from being hired to positions where they could be successful and productive employees.

This session will begin with a brief background on the research that supports the finding that standardized assessment instruments have shown to have an adverse impact on minority applicants. The presenter will then explain what a Situational Judgment Test is, and how it has to be utilized in both employment selection and college admission processes. The session will discuss the different assessment and selection methodologies that have shown to have a low adverse impact on minority groups and can help organizations and institutions fulfill their goals of recruitment of successful minority candidates. Specifically, we will elaborate on the assessment method known as Situational Judgment Test (SAT) and discuss different research studies that have shown that using this method increased the chances of selecting appropriate minority candidates for employment opportunities. Further, this presentation will provide you with examples of how to create SJTs that are specific to the needs of the department and position you are selecting for. This session should particularly benefit chief diversity officers, human resource staff, and others responsible directly and indirectly in diverse recruitment, hiring, retention, and training for institutions and organizations.

Amita Ghosh, Adjunct Faculty, Department of Psychology, Northern Kentucky University—Newport, Kentucky amita.ghosh@insightbb.com or ghosha1@nku.edu

11:45 a.m.–1:15 p.m.

POTOMAC BALLROOM A and B
Convention Center, Level 2

532 LUNCHEON

12:50–1:15 p.m.

POTOMAC BALLROOM A and B
Convention Center, Level 2

SPECIAL LUNCHEON PRESENTATION



533 Life Lessons From Big Mama: How Tough Love Mothers Influence the Academic Success of Students and Faculty of Color Against All Odds

Dennis Rahiim Watson, Chairman, National Youth and Gang Violence Task Force; President and CEO, Center for Black Student Achievement; and former CEO of National Black Youth Leadership Council—New York, New York saving.ouryouth@yahoo.com

Dennis Rahiim Watson was kicked out of high school 37 times. Throughout his lifetime he faced severe hardships and disadvantages. Today, he is one of America's most powerful motivational speakers, and has been likened to Jesse Jackson, Bill Cosby and Les Brown. He was recently honored by President Barack Obama and former President Bill Clinton, on the 25th anniversary of his critically acclaimed one man show "The First Black President of The United States." He has received over 250 awards for his work with Black Youth, among them five white house citations.

1:30–3:00 p.m.

AZALEA 3
Hotel Level 2

SPECIAL FEATURE PRESENTATION



534 Growing Latino Power and Influence

Roberto Lovato, one of the nation's leading Latino Writers and Commentators; Associate Editor, with *New America Media*, a pivotal leader in the country's largest network of 700 print and electronic ethnic media with offices in San Francisco, Los Angeles, New York, and Washington DC

Lovato's articles and blogs, as well as his lectures, focus on a range of topics – growing Latino power and influence in the United States, immigration, media, politics, race relations, and human rights. A frequent contributor to *The Nation Magazine* and the *Huffington Post*, Lovato has also written for the *Los Angeles Times*, the *San Francisco Chronicle*, *Salon*, *Der Spiegel*, *Utne Magazine*, *La Opinion*, and other national and international media outlets. He is a frequent source and commentator on English and Spanish language network news shows on CNN, Univision, and PBS, among others. His writing is syndicated and translated into numerous languages in media throughout the U.S. More recently, Lovato appeared on *Bill Moyers Journal* and was one of the main speakers featured in *Latinos '08*, a one hour PBS documentary on the Latino vote. Lovato has produced programming for NPR, Pacifica and the Univision Television Network, where he helped develop and produce *Hora Zero*, one of that network's first documentary series about immigration in the United States. He was recently invited to deliver a keynote speech about Media and Migration before the Council of Europe in Strasbourg, France. Lovato's writing and insights into immigration and the immigrant rights movement are largely informed by his experience as the former Executive Director of the Central American Resource Center (CARECEN) in Los Angeles, the largest immigrant service and advocacy organization in the United States. He headed CARECEN during a crucial period in the life of immigrants throughout the country and CARECEN. He held leadership roles in the historic movement (and precursor to the current Latino political movement) against Proposition 187, which threatened to deny education and health benefits to the children of the undocumented in California. Lovato was among the principal leaders of some of the largest Latino marches in U.S. history. He also has experience directing human rights work relating to refugee and displaced populations in wartime and post-war El Salvador and has traveled throughout the hemisphere. His work at CARECEN, which also had offices in El Salvador, involved him in a number of local, national, and international policy issues including foreign aid and economic development policy, immigration, race relations, and urban development. Lovato was appointed President of the Los Angeles County Human Relations Commission shortly after the 1992 Los Angeles riots. These and other experiences, combined with the experience of living and working in what was – and still is – the prototypical "majority-minority" city in the country, informs many of his views on race and politics in global cities. NCORE® would like to acknowledge SpeakOut sponsorship for Roberto Lovato's participation and presentation at NCORE® 2010. www.speakoutnow.org

1:30–3:00 p.m.

90-MINUTE CONCURRENT SESSIONS

1:30–3:00 p.m.

POTOMAC BALLROOM 5

Convention Center, Level 2

Levels of Experience: **Intermediate**

535 Identity Politics and Whiteness in Latino/a Culture: Deconstructing Conditions of Race in “Pero Somos Latino/as” in the U.S.

◆◆ Interactive Training ◆◆◆◆ Theoretical Model ◆◆

Giving the ongoing increase of Latino/as in the U.S., this presentation will discuss the issues such as:

- How do we identify and define who we are as Latino/as?
- What conditions do Latino/as face in an era of uncertainty for a such diverse population of people?
- Why is it so important to examine the Latino vs. Hispanic spectacle?
- Can Latinos be influenced by racial privilege and oppression simultaneously?
- How do transnational, racial, ethnic, economic, religious and social and geopolitical dynamics intersect to operate under the structural disguise of “Latino/as-ness” to reproduce apolitical dominant ideology?
- Why is it so critical more deeply to examine essentiality and universalist understandings and representations of Latino/a culture? and,
- How do current understandings of the term obscure constructions of racialized differences and interculturality within?

A post colonial transnational framework is used to further problematize how we come to know Latino/a-ness and interrogate abstract as well as fixed representations of whiteness in the Latino/a Diaspora. While this session would benefit all, it should particularly benefit Latino/as interested in heightening self-consciousness surrounding the politics and constructions of Latino/a identity as well as associated implications for Latino/as and non-Latino/as in a racialized society.

Michael Benitez Jr., Doctoral Student, Educational Leadership and Policy Studies; Diversity and Social Justice Educator, Trainer, Iowa State University—Ames, Iowa rebelintellect4@yahoo.com

1:30–3:00 p.m.

POTOMAC BALLROOM 4

Convention Center, Level 2

Levels of Experience: **Novice and Intermediate**

536 Putting the Movement Back into Civil Rights Teaching While Addressing the Standards

◆◆ Interactive Training ◆◆◆◆ Curricular/Pedagogical Models ◆◆

The story of one of the most important social movements in this country, the Civil Rights Movement, has been reduced to Martin Luther King Jr. “having a dream” and Rosa Parks single-handedly desegregating the busses. Instead of being inspired to take action and learning from history, students are fed a trivial pursuit list of names and dates.

This highly interactive training session should particularly benefit pre- and in-service teachers, teacher educators, and professional development trainers in high-poverty communities with large populations of people of color, and who are interested in how to infuse culturally relevant curriculum and critical pedagogies into contexts where standardized tests drive assessment. Participants will learn about the civic implications of the traditional narrative and about the dynamic, people’s history of the movement. The primary “text” for this session is the modern Civil Rights Movement, but the techniques are applicable for other content areas. Through the use of personal narratives, critical thinking, and hands-on lesson planning, participants will develop an understanding of how to teach history in more engaging ways to support deep student knowledge, while also addressing the standards.

Deborah Menkart, Executive Director, Teaching for Change—Washington, DC dmenkart@TeachingforChange.org

Jenice L. View, Ph.D., Assistant Professor, Initiatives in Educational Transformation Program, George Mason University—Arlington, Virginia jview@gmu.edu

1:30–3:00 p.m.

POTOMAC BALLROOM 6

Convention Center, Level 2

Levels of Experience: **Intermediate**

537 Who’s Going to Work With These Students? Serving Underserved Marginalized Students

◆◆ Case Studies/Model Programs ◆◆

Institutions of post-secondary education are not immune from the impacts of the current economic downturn. Diminishing budgets, staff, and reshuffled fiscal priorities have already affected diversity work on college and university campuses. Despite these dynamics, there are still populations of students who have historically attended our campuses yet continue to be underserved. How do diversity practitioners keep up with the mounting needs of individuals and communities of historically underrepresented and underserved students?

This session is both a presentation and a conversation among college Student Affairs/diversity practitioners to both look at one example of how one campus attempts to address student needs, as well as an opportunity for critique and discussion about how we can continue to expand our work toward populations that do not always “fit” into our current infrastructures. This case study will emphasize one campus’ efforts in outreaching and advocating for historically underrepresented student populations, including, but not limited to, Arab American students, Biracial, Multiracial, and Multiethnic students, Persian American students, and Indigenous/Native American Indian students. This session should particularly benefit student affairs practitioners who have some experience working in multicultural affairs offices and those who are interested in expanding their understanding of diversity work in a Student Affairs context.

Craig Alimo, Graduate Coordinator for Multicultural Education and Leadership, Adele H. Stamp Student Union Multicultural Involvement and Community Advocacy Office, University of Maryland—College Park, Maryland calimo@umd.edu

Chetan Chowdhry, Graduate Student, College Student Personnel; Graduate Coordinator for Multicultural Student Outreach and Advocacy, Adele H. Stamp Student Union Multicultural Involvement and Community Advocacy Office, University of Maryland—College Park, Maryland cchowdhr@umd.edu

Brandon Dula, Assistant Director, Adele H. Stamp Student Union Multicultural Involvement and Community Advocacy Office, University of Maryland—College Park, Maryland bdula@umd.edu

1:30–3:00 p.m.

ANNAPOLIS 1

Hotel Level, Level 2

Levels of Experience: **Advanced**



538 The Real World WSU

◆◆ Theoretical Model ◆◆

This thought provoking First Weekend presentation examines varying aspects of diversity and those “real world” experiences that impact students making the first year transition to college. Students view a series of scenarios presented by

the “Team Leader” Cast and various forms of electronic media. At the conclusion of these scenarios, students provide “anonymous feedback” to question prompts by use of electronic clickers. Students are then able to view the results of their answers in a dynamic format providing “live feedback.” The feedback provides a comfortable setting, which encourages students to participate in “self-disclosure” and thereafter, each section is followed by an opportunity for discussion and dialogue concerning a myriad of issues related to diverse multicultural themes. At the conclusion of the event, students are asked to sign the “Student Covenant,” which signifies their commitment to community transformation, support for community standards, and recognition of the value of people who embrace academic excellence and the intellectual and social transformation of our campus community. This session should particularly benefit those participants responsible for First Weekend

programming, student affairs and student services professionals, affirmative action professionals, counseling and wellness administrators, student leaders, students and other participants who are concerned about student retention, campus climate, academic success, student development and preparing students to be diverse leaders of the 21st century.

Simone G. Polk, Ph.D., Assistant Vice President, Student Services, Office of the Vice President for Student Affairs, Wright State University—Dayton, Ohio
simone.polk@wright.edu

John Rogers III, Director of Orientation and First Weekend, Enrollment Management Division, Wright State University—Dayton, Ohio John.Rogers@wright.edu

1:30–3:00 p.m.

ANNAPOLIS 2

Hotel Level, Level 2

Levels of Experience: **Intermediate**

539 **Everybody Wants to Go to Heaven But No One Wants to Die: How to Use Non-Cognitive Admissions Selection Criteria to Meet Affirmative Action Goals in College Admissions**

◆◆ Case Studies/Model Programs ◆◆

During this session we will look at the current admission selection process (cognitive selection criteria) and the presenter will share what he believes is the process of the future (non-cognitive selection criteria). Additionally, the session will discuss impediments to implementation and methods for overcoming those impediments. Please join this lively discussion as we look at the current and future nexus of college admissions and affirmative action. This session should particularly benefit participants who are interested in recruiting high school underrepresented minorities, best student recruitment practices and affirmative action and its effect on higher education recruiting efforts.

Bryan G. Nance, Associate Director of Admission and Coordinator, Outreach and Multicultural Recruitment, Miami University—Oxford, Ohio NANCEBG@MUOHIO.EDU

1:30–3:00 p.m.

ANNAPOLIS 3

Hotel Level, Level 2

Levels of Experience: **Intermediate and Advanced**

540 **(How) Does Dialogue Matter? Designing, Implementing and Evaluating a Large Scale Dialogue Project on Race and Whiteness**

◆◆ Case Studies/Model Programs ◆◆

This session focuses on (1) the benefits, issues, difficulties, concerns, and skills needed to develop and implement a large scale dialogue project on race and whiteness with undergraduate students in a Predominantly White University; (2) the content and curriculum of three-stage sequential dialogue model; and (3) specific strategies for discussing race and whiteness with international students of color, international white students, domestic white students and domestic students of color. Various approaches to intergroup and affinity group dialogue will be discussed, as will the assumed benefits of dialogue as a forum for democracy and equality. This session should particularly benefit those faculties, teachers and students who are considering organizing, teaching/training, facilitating or participating in a dialogue project.

Leda Cooks, Ph.D., Professor, Department of Communication, University of Massachusetts—Amherst, Massachusetts leda@comm.umass.edu

Demetria Shabazz, Ph.D., Assistant Professor, Department of Communication, University of Massachusetts—Amherst, Massachusetts dshabazz@comm.umass.edu

1:30–3:00 p.m.

MAGNOLIA 1

Hotel Level, Level 2

Levels of Experience: **Intermediate**

541 **Reel Diversity: A Community Model for Teaching Difference and Social Justice**

◆◆ Curricular/Pedagogical Models ◆◆

Mainstream Hollywood film is an excellent tool for teaching, but students must understand movies as harbingers of cultural expectations and beliefs, and not just entertainment.

This session will provide proven guidelines for teaching diversity using a framework that deconstructs power and privilege in American culture. After a discussion of the advantages and challenges of using film as a teaching tool, we'll discuss the core concepts of multicultural media literacy and strategies for using mainstream film in classroom instruction, in residence halls, and in workshop presentations. This session should particularly benefit educators who struggle with student resistance toward diversity education; by sharing clips of well-known films, and discussing messages the films, consciously or unconsciously give, each student is allowed to see himself or herself as diverse. Students laugh and remember some of their favorite movies, and from there, an interactive presentation about multiculturalism can begin.

Brian C. Johnson, Director, Frederick Douglass Institute for Academic Excellence, Bloomsburg University—Milton, Pennsylvania bjohnson@bloomu.edu

1:30–3:00 p.m.

ANNAPOLIS 4

Hotel Level, Level 2

Levels of Experience: **Intermediate**

542 **Surviving the Game: Success Strategies for College Athletes**

◆◆ Interactive Training ◆◆

This session will analyze and provide critiques on emphasis the Academy places upon Black male athletes and the supersession of academic pursuits over athletics success on the collegiate level. Statistically and ideologically young Black males are often led astray by a system that purports to be a savior for young men. Far too often, Black male athletes find themselves in similar or worse predicaments following on their college careers than previously experienced in life. With the exception to the rule—professional athletics—being displayed as the standard, many Black male athletes continue to fall through the cracks academically, personally, and vocationally. In this session we will identify the problems, 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 their accession to professional athletics. This session should particularly benefit those who have a motivation for assisting with student athletes, those who are athletes, those who coach and/or work with student athletes, or those who recognize some collegiate athletics as a professional farm system.

Cornell L. Craig, Director, Multicultural Affairs and Diversity Programs, Pace University—Pleasantville, New York ccraig@pace.edu

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

1:30–3:00 p.m.

BALTIMORE 1

Hotel Level, Level 2

Levels of Experience: **Intermediate**

543 **Factors That Influence the Racial Identity of Black Students Attending a Predominantly White Institutions**

◆◆ Research/Assessment/Evaluation ◆◆

The presentation will be a discussion of the findings from a study that investigated whether there is a relationship between an interviewee's stage of racial identity and their perceptions related to racism. The stages were measured by the Cross Racial Identity Scale (CRIS). How racism is perceived was deter-

mined by the investigators' gleaning of categories, themes, and groupings of responses based on interviews. The interviewees were Black undergraduate students attending a predominantly white institution. As previous research has shown, contributing factors to this relationship will include: social class, socialization, parents' level of education, peer group representation, primary and secondary educational settings and college experiences. This session should particularly benefit students of color who attend predominantly white institutions. Also, this session should benefit those who work with these students (professors, administrators, counselors).

Kerry D. Frank, Ph.D., Associate Professor, Graduate School of Professional Psychology, University of St. Thomas—St. Paul, Minnesota kdfrank@stthomas.edu

Lauren Miller, Undergraduate Student, Psychology, McNair Scholar, University of St. Thomas—St. Paul, Minnesota lamiller4@stthomas.edu

1:30–3:00 p.m.

BALTIMORE 3

Hotel Level, Level 2

Levels of Experience: **Novice and Intermediate**

544 The Key Ingredients to Retaining and Graduating Multicultural Males at Your Institution

◆◆ Training of Trainers ◆◆

This interactive session will address in particular the trends of retention and graduation of multicultural male students at colleges and universities across the country. One of the lowest rates of retention and graduation are African-American and Hispanic males. We will investigate why this is happening on the college campuses and what can be done in order to stem the tide of males not graduating with their degree. Participants will have the opportunity to engage in hands-on examination of whether the campus culture at their institution is conducive in allowing multicultural males to succeed academically and socially at their institution. The session will also provide you the opportunity to begin the work of designing new programs and initiatives which will address the retention of African American and Hispanic males in particular on your campus. This session will particularly benefit those who are interested in implementing or improving the retention and graduation rate of multicultural males on the college and/ university campus.

Tony Davis, Counselor, Montgomery County Community College—Blue Bell, Pennsylvania tdavis@mc3.edu

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

1:30–3:00 p.m.

BALTIMORE 2

Hotel Level, Level 2

Levels of Experience: **Novice and Intermediate**

545 When All Seems Hopeless: Accelerated Consciousness-Raising Program (ACRP) to the Rescue

◆◆ Case Studies/Model Programs ◆◆

When faced with abysmally low retention and graduation rates for African American students on a large, mid-western, public university campus, the Black Faculty and Staff brought together their desperation, scant resources and broad based creativity to build a program that would address head-on the challenge they faced.

This session describes a series of programs and events conceived, planned and executed by the Black Faculty and Staff to accelerate a consciousness-raising process in African American students. This session should particularly benefit participants who have minimal resources and minimal administrative support to increase the retention and graduation rates of African American students. This program works well by raising the students' and the institution's awareness of what can and should be done to get better results for the students and the institution.

Claudette G. Lands, Ed.D., Assistant Dean for Student Support and Diversity, School of Education, Indiana University Purdue University Indianapolis—Indianapolis, Indiana clands@iupui.edu

Nicole Y. Oglesby, Director, Diverse Community Partnerships, Community Learning Network & Division of Diversity, Equity and Inclusion, Indiana University Purdue University Indianapolis—Indianapolis, Indiana noglesby@iupui.edu

Regina Turner, Ph.D., Associate Professor, Communication Studies and University College, Indiana University Purdue University Indianapolis—Indianapolis, Indiana regturne@iupui.edu

1:30–3:00 p.m.

BALTIMORE 4

Hotel Level, Level 2

Levels of Experience: **Intermediate**



546 Diversity Dinner Dialogues: Creating a Cultural Dialogue on Your Campus

◆◆ Interactive Training ◆◆

Bringing the campus together to discuss various topics of Diversity can be a challenging endeavor, but extremely important in the execution and creation of a campus community of respect and inclusion. The UT Dallas Diversity Dinner Dialogues is a program designed to provide participants the opportunity to hear and share diverse perspectives on a variety of topics relevant to our community. The event provides participants a structured venue to enhance communication and cultural knowledge from different cultural perspectives and develop positive relationships with others from a variety of cultural backgrounds. The program is designed to provide a safe and comfortable environment for open communication.

This session will look at the development, planning process, implementation and evaluation of the Diversity Dinner Dialogue program. Insights and lessons learned from the process of creating an open dialogue activity will be discussed. This session should particularly benefit student personnel interested in creating Diversity programs on campus that allow for interactive discussions on challenging diversity topics. The Diversity Dinner Dialogues has become a signature event and one of the most successful diversity programs at the University of Texas at Dallas campus.

Danny Cordova, Assistant Director, Multicultural Center, Office of Diversity and Community Engagement, University of Texas at Dallas—Richardson, Texas danboy@utdallas.edu

1:30–3:00 p.m.

BALTIMORE 5

Hotel Level, Level 2

Levels of Experience: **Intermediate**

547 Multiculturalism and Special Education: Quality Indicators for Preservice Teacher Preparation

◆◆ Curricular/Pedagogical Models ◆◆

The decision to refer a student, or special education service is a complex one. It is made even more complex by changes in the special education regulations which require that students be provided specific stopgap measures to reduce the likelihood that a student goes into the special education system. IDEIA, 2004 specifically states that data must be presented which quantifies the need to insert the student into the system. Historically, one observes that English Language Learners and students of color tend to be placed in the system for depressed cognitive disabilities at rates over-represented by their representation in the general population. Regulations now require pre-referral activities using evidence-based practices that attend to culturally and linguistic differences be provided before such a decision can be made. Ethnic and linguistic differences must NOT be the reason for referral. However, teachers are not typically prepared to detect what is a learning disability in a child. Is it from a culturally based learning difference, or ways to assess these students? This training gap requires that teacher preparation programs begin to attend to preparing preservice educators in strategies to discern if they are addressing a "true" disability or a culturally base learning difference.

Participants will observe data related to disability and cultural difference. The session will provide an opportunity to explore causes for the incidence of special education for students of color. Finally, participants will identify quality indicators that, when implemented in preservice general and special education teacher preparation programs, may reduce the likelihood of racial or ethnic differences being a factor in the decision for placing a student in the special education system. This session should particularly benefit teacher preparation personnel who are interested in designing culturally responsive experiences in general and special education preparation programs that may result in competencies to assist in instruction and/or identification of students with disabilities.

Jennifer Buie Hune, Ed.D., Associate Professor, Special Education, University of Arkansas—Little Rock, Arkansas jbhune@ualr.edu

1:30–3:00 p.m.

POTOMAC BALLROOM 2
Convention Center, Level 2

Levels of Experience: **Novice and Intermediate**

548 A Lesson on Culture: A Collaborative Effort

◆◆ Curricular/Pedagogical Models ◆◆

This session exemplifies a lesson on the topic of “Culture” that was created in partnership between Academic and Student Affairs: Speech 101, Office of Multicultural Affairs, and Library Services. Participants will explore and reflect on the various cultures they have been exposed in the context of family, friends, school, spiritual life, and community. This session should particularly benefit the faculty that would like to discuss the topic of culture in a safe, reflective, interactive and a thought-provoking manner. At the end of the session participants should be able to model the “lesson on culture” in their own classrooms.

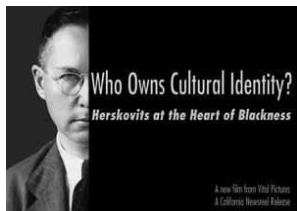
Patricia Quintero-Hall, D.P.A., Judicial Affairs Advocate/Multicultural Administrator, Community College of Baltimore County—Baltimore, Maryland

Michael Walsh, Assistant Professor, Community College of Baltimore County—Baltimore, Maryland

1:30–3:30 p.m.

AZALEA 1
Hotel Level 2

FILM PREVIEW AND DISCUSSION



549 Herskovits at the Heart of Blackness

2009

A Vital Pictures Production, Producers: Llewellyn Smith, Vincent Brown and Christine Herbes-Sommers

A co-production of Vital Pictures and the Independent Television Service (ITVS), Executive Producer for ITVS Sally Jo Fifer

This film is closed captioned.

This new documentary examines the role of anthropologist Melville J. Herskovits (1895-1963) in American history and asks important questions about the politics of scholarship and knowledge as a social construct. Herskovits, a controversial intellectual who became openly political, introduced African Studies into American academic establishment and started the first African Studies Center at Northwestern in 1948. His work started the debate among social scientists and political activists over the ethics of representation and identity which had a deep influence on African American and African identity. Herskovits advocated for cultural relativism, providing a foundation for the anti-colonial and anti-racist movements in academia that shaped contemporary discourse in critical cultural theory.

The film raises unsettling questions: who has the authority to represent a culture, how does race impact access to academic resources, can there be “objective” scholarship and, if so, how does it become politicized? **Herskovits at the Heart of Blackness** will challenge students to approach “knowledge” more critically, as a socio-political construct, shaped by the implicit values and underlying power dynamics of the society in which it is produced. It calls on

each viewer to ask “Who controls my cultural identity?” As a result, the film promises to become a core text in Introductory Anthropology, Cultural Anthropology, Sociology of Knowledge, African Studies, African American Studies, and Race Relations classes.

Distributed by California Newsreel www.newsreel.org

1:30–3:30 p.m.

AZALEA 2
Hotel Level 2

ARIEL LUCKEY'S SOLO HIP HOP THEATER SHOW



550 Free Land: Excavating the Legacy of Manifest Destiny and White Privilege Through Hip Hop Theater

At the heart of its work is *Free Land*, Luckey's solo show that explores the personal, political, and spiritual cost of white privilege gained by the brutal mistreatment of Native Americans and the theft of their land. *Free Land* is a dynamic hip hop theater solo show written and performed by Ariel Luckey, directed by Margo Hall, and scored by Ryan Luckey. The show 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. During an interview with his grandfather he learns that their beloved family ranch was actually a Homestead, a free land grant from the government. Haunted by the past, he's compelled to dig deeper into the history of the land, only to come face to face with the legacy of theft and genocide in the Wild Wild West. Caught between the romantic cowboy tales of his childhood and the devastating reality of what he learns, he grapples with the contradictions in his own life and the possibility for justice and reconciliation. *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.

Ariel Luckey, a Hip Hop Theater Artist whose community and performance work dances in the crossroads of education, art, and activism. Named a “Visionary” by the *Utne Reader* in 2008.

For more information about Ariel Luckey please visit the site at <http://arielluckey.com>

NCORE® would like to acknowledge SpeakOut's sponsorship for Ariel Luckey's participation and presentation at NCORE® 2010. www.speakoutnow.org

1:30–3:30 p.m.

2-HOUR CONCURRENT SESSIONS

1:30–3:30 p.m.

POTOMAC BALLROOM 1
Convention Center, Level 2

Levels of Experience: **Intermediate**

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

◆◆ Interactive Training ◆◆

As higher education becomes increasingly multicultural, our understanding of the dynamics of diversity becomes increasingly complex. It should be clear that many individuals are members of more than one historically oppressed group. What issues affect people of color who identify themselves as lesbian, gay, bisexual, or transgender? Through interactive exercise and discussion, participants will become aware of the impact of sexual orientation on race, 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, Educational Programs & Publications, ACPA—College Student Educators International—Washington, DC vwall@acpa.nche.edu

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

1:30–3:30 p.m.

POTOMAC BALLROOM 3

Convention Center, Level 2

Levels of Experience: **Novice and Intermediate**

552 HIV/AIDS, Gender, Race and Class: Understanding the Epidemic's Role in the Lives of Women and Recognizing What We Can Do About It

◆◆ Interactive Training ◆◆

The HIV/AIDS epidemic in the United States is devastating the lives, families and communities of women. This session will provide an interactive forum to explore the intersections of HIV/AIDS, racism, classism and sexism in the lives of women. Through dialogue, shared learning and creative exploration, participants will come away with a greater understanding of the HIV/AIDS epidemic and what we can all do about it. Information about HIV/AIDS and women, current policies and how to be an ally and create change will be provided. This session will particularly benefit those who are interested in learning about the impact of HIV/AIDS on women, what this epidemic means for all of us, and how we can create collective change. Educators, health professionals, people who are working with women, as well as advocates and activists are encouraged to attend.

Iris Jacob, Policy and Advocacy Coordinator, The Women's Collective—Washington, DC iris@womenscollective.org

4:00–4:45 p.m.

POTOMAC BALLROOM A and B

Convention Center, Level 2

CLOSING CONFERENCE PLENARY SESSION

553 Keynote Address:

Race, Racism, and Race Relations in America

Michael Eric Dyson, Ph.D., Renowned Scholar, Author, and radio host; and Professor of sociology, Georgetown University—Washington, DC



Hailed as one of the nation's most inspiring African Americans, Michael Eric Dyson has been credited with revitalizing the role of the public intellectual with the fervor of an ordained Baptist minister. Infusing intellectual thought with popular culture, Dyson focuses on topics of interest to the public. He eloquently melds scholarly insight with the phenomena of contemporary culture, emphasizing their interconnectedness and force in shaping our society. His books provide some of the most significant commentary on modern social and intellectual thought, interwoven with a combination of cultural criticism, race theory, religion, philosophical reflection, and gender studies. Works such as *Making Malcolm X*; *I May Not Get There with You*; *Hollar if You Hear Me*; *Mercy, Mercy Me: The Art, Loves and Demons of Marvin Gaye*; *Is Bill Cosby Right? Or Has the Black Middle Class Lost its Mind?*; *Come Hell or High Water: Hurricane Katrina and the Color of Disaster*; and the recent *Can You Hear Me Now? The Inspiration, Wisdom, and Insight of Michael Eric Dyson*, deeply probe social themes and cultural politics. A popular University Professor, Dyson bridges gaps between generations, connecting civil rights identity to hip-hop culture while forging links between older and younger Americans, especially black Americans. As a cutting edge historian, he educates the general public on the significance of hip hop, not only in understanding black culture, but American cultural as well. With his powerful voice, Dyson reaches beyond race, addressing the universal commonality of American concern.

NCORE® would like to acknowledge The American Program Bureau (APB) sponsorship for Michael Eric Dyson participation and presentation at NCORE® 2010. <http://www.apbspeakers.com/speakers>

For Book(s) and Book Singing by Michael Eric Dyson, please visit the NCORE® Exhibit Booth (Teaching for Change)

5:00–6:00 p.m.

POTOMAC BALLROOM A and C Foyer

Convention Center, Level 2

BOOK SIGNING AND INFORMAL DIALOGUE

554 Michael Eric Dyson

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NCORE[®] 2010 EXHIBITOR LISTING

Exhibit Hours:

Wednesday, June 2—10:00 a.m.–6:00 p.m.

Thursday, June 3 and Friday, June 4—7:30 a.m.–6:00 p.m.

Saturday, June 5—10:00 a.m.–1:30 p.m.

Adams State College	Royce Carlton
American Program Bureau	Rap Sessions
Bia-Maranatha	SpeakOut
Citizen Schools	Step Afrika
Diversity Abroad	Stylus Publishing
Greater Talent Network	Teaching For Change (NCORE Book Agent)
JDOTT	The Agency Group
Nana's Closet	The Elegant Elephant
National Research Council of the National Academies	University of Wisconsin - Madison
Mohogany Exchange	West Love Color and Culture
National Association for Multicultural Education (NAME)	Westfield State College
Quiet Elegance	White Privilege Conference

2010 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.

- 320. Forming an Engaged Parent Collective: Examining Interracial Parent Organizing in one Diverse Urban Elementary School
- 332. Diversity and Global Engagement: What Happens When the Two Come Together?
- 333. The 10 Myths of Social Justice
- 341. Race-Conscious Student Engagement in Enriching Educational Experiences
- 365. Symbolic Interaction Theory as an Approach to Mentoring Students of Color at Community Colleges
- 417. Islam: Beyond the Myths, Breaking Down the Barriers
- 432. For Colored 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
- 438. Working Toward Becoming More Culturally Competent: The Healthcare Provider's Challenge
- 463. Hip Hop 101: The Psychology of Hip Hop—Survivalist Turned Into Consumers
- 505. Waking Up at the Intersection of Privilege Systems: Using Critical Autobiography to Expose the Hidden Benefits of Race, Gender, and Sexual Identity Dominance
- 506. Unmasking the Mestizo: Exploring Race and Latino/a Identity
- 507. AMERICA: Land of the Free? The Conception of Racism: Its Intention and Impact
- 508. Intercultural Competence: A Pathway to Successful Systemic Changes and Problem Solving
- 523. Transnational Identity
- 528. Stress & Isolation: Institutional Structures and Their Impact on Advisors Advising Students of Color
- 535. Identity Politics and Whiteness in Latino/a Culture: Deconstructing Conditions of Race in "Pero Somos Latino/as" in the U.S.
- 538. The Real World WSU

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.

- 239. Capturing the Spirit of Affirmative Action Through Equal Opportunity
- 322. Diversity as a Sustainability Initiative
- 335. Toward a Male Student Imperative in Higher Education: Race, Gender, and Ethnicity Revealed
- 448. Just How Important is Diversity In Higher Education? Stories From The Frontlines
- 514. The "Shock Doctrine" in Higher Education: The Neoliberal "Fix" and Alternative Visions

LONG- AND SHORT-RANGE PLANNING: Sessions that treat and emphasize the formulation, content, and implementation of specific, tactical, strategic, or comprehensive plans. Examples might include institutionwide or systemwide diversity plans and/or departmental or program unit plans that include specific objectives, goals, and timelines.

- 228. The Role of a Leadership Development Team in Retaining a Diverse Faculty
- 242. Rethinking Access and Opportunity in Higher Education—Exploring Alternative Strategies to Positively Impact Campus Cultures, Foster Inclusiveness, and Develop Cultural Competencies Among all Students
- 318. Strategic Diversity Planning to Effect Institutional Change
- 370. Using Campus Climate Studies to build Institutional Capacity and Advance Educational Change
- 442. The University Diversity Council (UDC): Methods for Improving Campus-Wide Diversity Initiatives at a Comprehensive State University
- 447. Diversity Strategic Planning and Leadership: Implementing a Model for Institutionalized, Empowered and Sustainable Coalitions and Collaborations
- 469. An Anatomy of Diversity Strategic Plan: A Framework to Foster Diversity at Penn State: 2010-15

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.

- 225. Excellence in Diversity: The Community Scholars Program at Texas Christian University
- 227. The "Spirit" Seminars: An Innovative Program for Teaching Cultural Competence
- 230. Coloring Outside the Lines: How One University Challenged Convention in Order to Address the Intersection of Racism and Homophobia
- 233. Inclusive Excellence Through Mentoring Students With Disabilities: Recruiting and Retaining a Culturally Diverse Student Population
- 234. Reflecting Your Heritage: One University's Model Program
- 237. The Rising to the Occasion: African American Male Initiatives at the University of Akron
- 238. Sustained Dialogue: It's Not Just Talk—Students Committed to Creating Inclusive Campuses
- 241. Graduate Education for Social Justice: Meanings, Programs, and Practices
- 314. Transitioning From the HBCU to Graduate Study at a Predominantly White Institution: Challenges, Pitfalls and Rewards
- 315. A New Path Forward: Transforming Multi-Ethnic Student Affairs at University of Michigan-Ann Arbor
- 319. Initiative for Maximizing Student Diversity (IMSD): A Model for Underrepresented Student Research Programs in Biomedical and Behavioral Sciences
- 334. Key Elements of a Culturally-Sensitive Leadership: Learning from Community Colleges in Texas
- 336. Planning and Evaluation: How to Successfully Implement a Peer Mentor Program That Aids Students in Adjusting to the First- and Second-Year
- 338. Encountering Texts: The Multicultural Theatre Project, Pedagogy and Student Retention

- 339.** AGiYa/Mujer/Woman Coalition: Women Building Their Future
- 341.** New Connections: Increasing Diversity of Robert Wood Johnson Foundation (RWJF) Programming
- 343.** Early College High School Initiative: An Academic Collaboration Connecting an Urban State University and an Urban Public School Focusing on Teaching, Learning, Curriculum Transformation, and Professional Development
- 362.** The Next Steps: Identifying the Missing Metric for Strategically Advancing our Diversity Goals
- 363.** Portz Summer Scholars: Recruiting High-Achieving Ethnic Minority Students
- 364.** “Off-Campus Connections”: Service Learning Courses and Programs to Build Student Appreciation for Diversity
- 366.** Where do WE fit in? The Puzzling Task of Community Building at a Predominantly White Institution
- 367.** *PUSHing* Past the Barriers: An Innovative Approach to Fostering Multiculturalism Across the Curriculum
- 413.** The University of Dayton Gospel Choir and Gospel Music Workshop as Models For Cross-cultural Understanding
- 416.** The Personal and Academic Impact of Pre-College Mentoring Programs on Middle and High School Students
- 418.** Recruiting and Retaining Underrepresented Students at a Predominantly White Institution
- 429.** Conversations Between Blacks and Jews: A Case Study of a Multi-Identity Intergroup Dialogue
- 430.** Developmental and Pedagogical Issues in Race-Conscious Teaching and Learning
- 434.** Excellence Through Inclusion: Awareness and Skills Training for Staff at a Predominantly White Institution
- 436.** Civil Rights Pilgrimage—the Impact of Class-Based Immersion Experience on Multicultural Competence on a Homogenous Campus
- 437.** Operationalizing the Collaborative Office Model: A Framework for Diversity Leadership
- 440.** Hostile Instances: Strategies for Responding to Non-inclusive Campus Events
- 468.** Using Media Technology to Promote Diversity in the College and Community
- 513.** Not Just Another Diversity Model: The Hoelting Ten Point Organizational Diversity Education Model and Organizational Diversity Learning Plan
- 524.** Further Developing Alternative Service Break (ASB) Opportunities to Increase the Engagement of Minority Students
- 527.** The Bias Incident Response Team~ Response to and Recovery From Bias Related Incident on Campus From a Collaborative Approach
- 537.** Who’s Going to Work With These Students? Serving Underserved Marginalized Students
- 539.** Everybody Wants to Go to Heaven But No One Wants to Die: How to Use Non-Cognitive Admissions Selection Criteria to Meet Affirmative Action Goals in College Admissions
- 540.** (How) Does Dialogue Matter? Designing, Implementing and Evaluating a Large Scale Dialogue Project on Race and Whiteness
- 545.** When All Seems Hopeless: Accelerated Consciousness-Raising Program (ACRP) to the Rescue
- 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.
- 240.** Interactive Theatre to Affect Change: This Ain’t Your Mama’s Power Point on Diversity...
- 242.** Rethinking Access and Opportunity in Higher Education—Exploring Alternative Strategies to Positively Impact Campus Cultures, Foster Inclusiveness, and Develop Cultural Competencies Among all Students
- 243.** Black and Brown Relations in the U.S.
- 323.** From Pearls to Polos: Navigating the Expectations of Identity
- 347.** Let’s Get Real About Racism: What People of Color Can’t Say and Whites Won’t Ask
- 348.** A CAMPUS OF DIFFERENCE™: An Anti-Bias and Diversity Training Program of the Anti-Defamation League’s A WORLD OF DIFFERENCE® Institute
- 349.** Teaching for Change: Overcoming Stereotypical Representations of American Indians
- 369.** A Good Return on Your Investment: The Benefits of Training Students to Become Agents of Social Change
- 372.** Revisiting the Great Debate in 2010: Barack Obama’s America versus W.E.B. Du Bois’s Color Line: A Debate on Race and Ethnicity on Campus and in the Greater Society
- 431.** Black Men Managing Self-Doubt in Higher Education: An Interactive Panel of Doctoral Students, Faculty and Administrators
- 433.** The Case Against Grandma: Cultural Personalism: Empowering the Patient in the Elimination of Health Disparities
- 465.** Birthing the Doctoral Dissertation: Reality, Revelations, and Resources for Student of Color in Doctoral Programs
- 508.** Intercultural Competence: A Pathway to Successful Systemic Changes and Problem Solving
- 529.** A Template of Social Justice Educational Training for Student Affairs Staff
- 530.** *Unsung Heroines, Untold Stories: Personal Reflections about the Bombing of the Sixteenth Street Baptist Church - A Turning Point in the Civil Rights Movement*
- 535.** Identity Politics and Whiteness in Latino/a Culture: Deconstructing Conditions of Race in “Pero Somos Latino/as” in the U.S.
- 536.** Putting the Movement Back into Civil Rights Teaching While Addressing the Standards
- 542.** *Surviving the Game: Success strategies for College Athletes*
- 546.** Diversity Dinner Dialogues: Creating a Cultural Dialogue on Your Campus
- 551.** One More River to Cross: The Intersection of Race and Sexual Orientation in Today’s Society
- 552.** HIV/AIDS, Gender, Race and Class: Understanding the Epidemic’s Role in the Lives of Women and Recognizing What We Can Do About It
- 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.
- 243.** Black and Brown Relations in the U.S.
- 320.** Forming an Engaged Parent Collective: Examining Interracial Parent Organizing in one Diverse Urban Elementary School

- 337. How to Create Racial Harmony in Residence Halls
- 368. In Search of Someone Just Like Me? Recruiting Strategies for the 21st Century
- 411. The Best of All Worlds: A Teaching/Training Model, Strategies and Measures to Achieve the Transformation of Health and Behavioral Healthcare Professionals' World Views to Reduce Disparities When Caring for Diverse Populations
- 544. The Key Ingredients to Retaining and Graduating Multicultural Males at Your Institution

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.

- 226. Cultural Responsiveness in Teacher Education: Helping Teachers S.O.A.R. While Exploring Strategies to Prepare Majority Teachers for Successful Instruction of Students of Color
- 231. Beyond Repressive Tolerance: Critical Questions to Engage White Adult Learners in Anti-racist Dialogue
- 317. How can Ethno-Drama Enhance Positive Outcomes of Cultural Diversity on Campus? Lessons From a Case Study From a Police Probationer Programme in the United Kingdom
- 342. An Inside Look at Core Curricular Components and Student Voices for a Successful Technology Precollege Diversity Program
- 351. Educating for Transformation and Change: Building Cultural Competency From the Inside Out
- 371. Social Justice Pedagogy Across the Curriculum
- 414. Learning in 4-Directions: An Indigenous Model for Multicultural Teaching and Learning
- 439. Students of Color Experiencing and Surviving Racism in Classrooms on a Predominantly White Campus
- 449. Overcoming Racial Barriers on Campus Through Witnessing Whiteness
- 450. Reframing Pedagogy: Race, Environment, and Contemplative Education
- 464. Identifying and Working With College Student Resistance to the "Prejudice + Power" Definition of Racism
- 524. Further Developing Alternative Service Break (ASB) Opportunities to Increase the Engagement of Minority Students
- 525. Breaking Brokeback: Using Film to Teach Heterosexism, Homophobia, and Social Justice
- 526. The Mis Education of The Black Greek
- 536. Putting the Movement Back into Civil Rights Teaching While Addressing the Standards
- 541. Reel Diversity: A Community Model for Teaching Difference and Social Justice
- 547. Multiculturalism and Special Education: Quality Indicators for Preservice Teacher Preparation
- 548. A Lesson on Culture: A Collaborative Effort

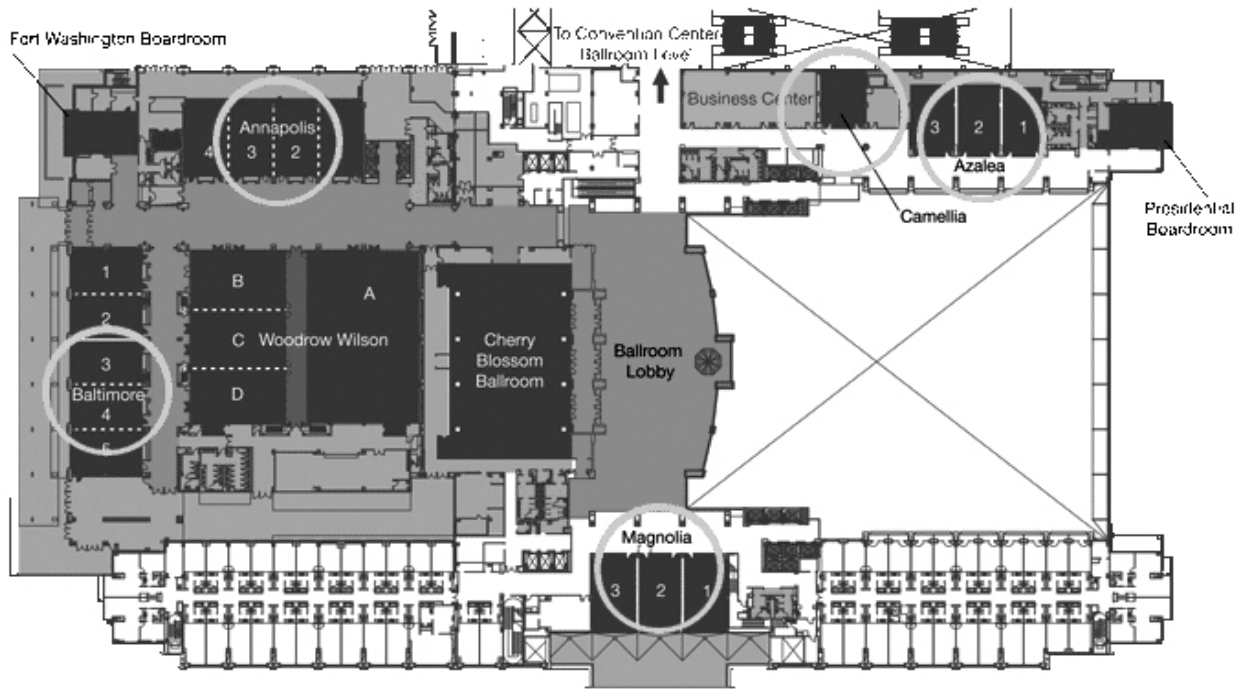
RESEARCH/ASSESSMENT/EVALUATION: Sessions that report on the findings of specific studies or assessments and/or that treat issues relating to research and evaluation methodology. Examples might include studies of student retention and achievement, campus climate studies, research indicating the effects of multicultural course content on student attitudes, and other assessments that measure effects and/or outcomes of specific programs.

- 229. *Am I Indigenous Enough:* The Relationship Between Indigenous Leadership and Dominant Culture
- 232. A Pipeline for Success: An Approach to Recruitment and Retention for Undergraduate Engineering Students of Color
- 316. Diverse Learning Environments: A New Assessment and Plan of Action to Transform the Campus Climate
- 321. Evaluation as a Form of Advocacy
- 350. Study to Improve Recruitment, Retention, Progression to Graduation For Hispanic and Latino Students at Kennesaw State University
- 415. Mixed Race Students' Campus Racial Climate in the Obama Era: Co-Curricular Influences at a Research University
- 441. A Time and a Place: Social Justice in a Doctoral Program
- 466. Identity and Misrecognition in African American Literature
- 515. Exploring Identity Using Photo Elicitation Interviewing: A Participatory Exercise
- 531. Using Situational Judgment Tests (SJT) to Reduce Adverse Impact in Education and Employment Selection
- 543. Factors That Influence the Racial Identity of Black Students Attending a Predominantly White Institutions

GAYLORD NATIONAL RESORT & CONVENTION CENTER

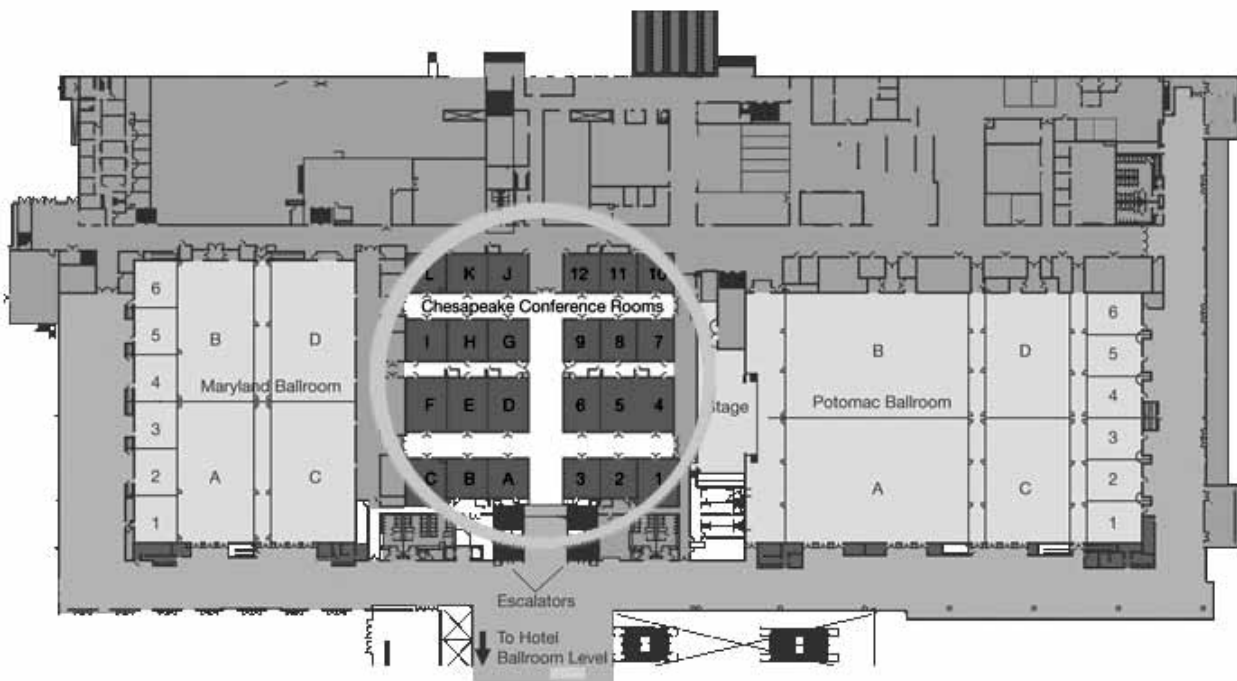
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Session Rooms: ● Azalea 1 ● Azalea 2 ● Azalea 3 ● Annapolis 1 ● Annapolis 2 ● Annapolis 3 ● Annapolis 4
 ● Baltimore 1 ● Baltimore 2 ● Baltimore 3 ● Baltimore 4 ● Baltimore 5 ● Magnolia 1
 ● Magnolia 2 ● Magnolia 3



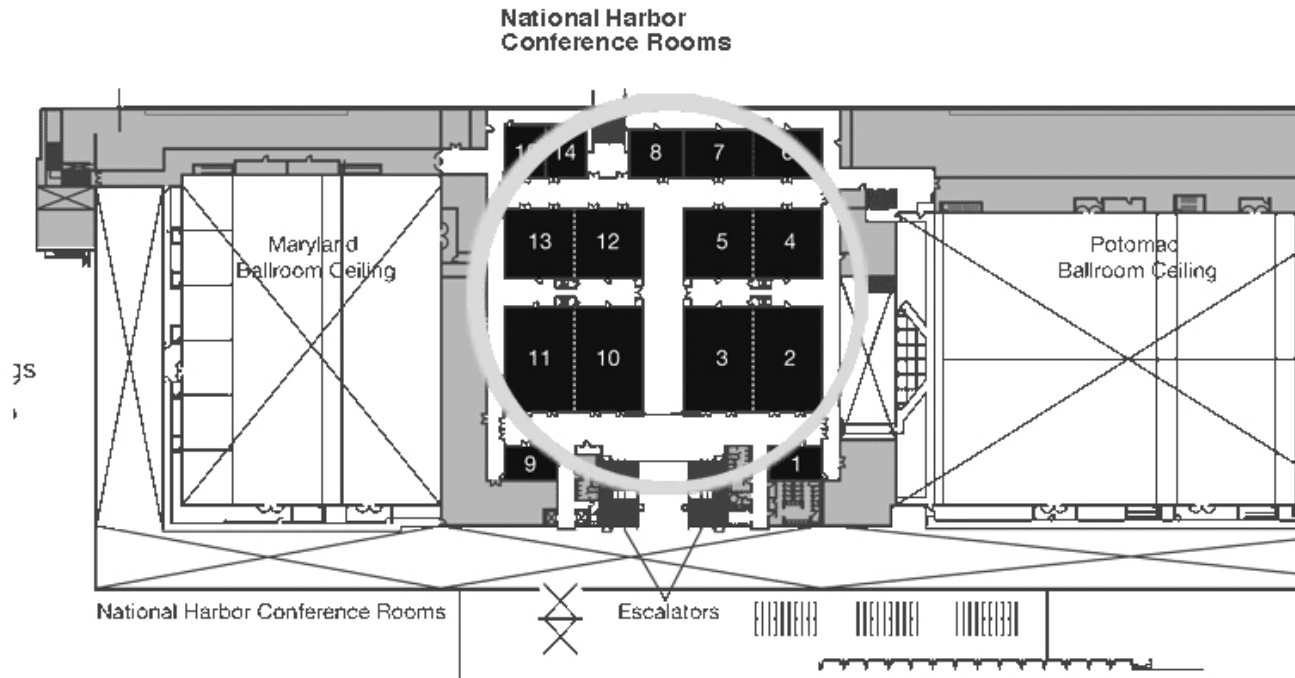
CONVENTION CENTER, 2nd Floor Meeting Rooms

NCORE Headquarters Office: Chesapeake 2 and 3
 General Sessions: Potomac Ballroom A and C
 Session Rooms: ● Potomac Ballroom C ● Potomac Ballroom D ● Potomac Ballroom 1 ● Potomac Ballroom 2
 ● Potomac Ballroom 3 ● Potomac Ballroom 4 ● Potomac Ballroom 5 ● Potomac Ballroom 6



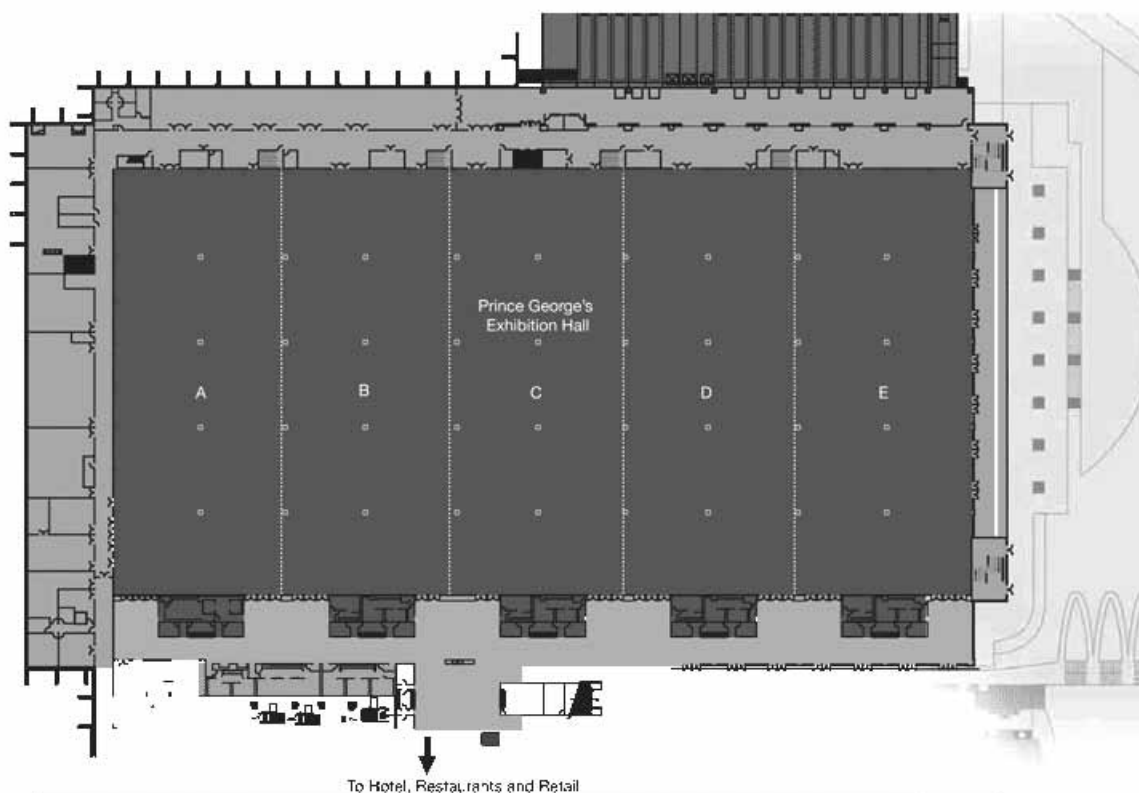
CONVENTION CENTER, 3rd Floor Meeting Rooms

- Session Rooms: ● National Harbor Conference Room 1 ● National Harbor Conference Room 9
 ● National Harbor Conference Room 4 ● National Harbor Conference Room 5
 ● National Harbor Conference Room 6 ● National Harbor Conference Room 7
 ● National Harbor Conference Room 8 ● National Harbor Conference Room 12
 ● National Harbor Conference Room 13 ● National Harbor Conference Room 14
 ● National Harbor Conference Room 15



CONVENTION CENTER, 1st Floor PRINCE GEORGE'S EXHIBITION HALL

- Exhibitor Showcase and Resource Center: ● Prince George Exhibit Hall D





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 Saturday, June 5th, 4:00 - 5:00pm**



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Named one of the top Midwestern public universities in its class for the 10th consecutive year by U.S. News and World Report, Eastern Illinois University has retained its focus on personal attention. For example, the student-faculty ratio is 15:1, and approximately 50% of all Eastern's classes have fewer than 20 students enrolled in them. Only 3% of all classes have 50 or more students.

EIU prepares more undergraduates who go on to earn doctoral degrees than any other master's college/university in Illinois, according to a recent National Science Foundation survey. In addition to ranking first in the state, EIU ranks in the top 5% nationwide.

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- Faculty excellence in scholarship, teaching and mentoring;
- Service and leadership opportunities for students;
- Fine arts programming in our new Doudna Fine Arts Center;
- Study abroad opportunities;
- Honors programs;
- Diversity within our students, faculty and staff; and
- Sustainability.

Students

- Retention and graduation rates for students who are members of minority groups are among the highest in Illinois.
- 16% of Fall 2009 undergraduate students are members of minority groups.

Faculty

- 22% of the tenure-track faculty employed since 2000 were members of minority groups.
- Members of minority groups earn promotions and are awarded tenure at rates equal to that of white, non-minority faculty members. Women do so at rates equal to those of men.

Leaders and professionals

- Both women and members of minority groups hold or have held leadership positions – trustees, presidents, vice presidents, deans and directors.
- 17% employed since 2000 were members of minority groups.

For admissions and employment opportunities at EIU, please see www.eiu.edu.



At Eastern Illinois University, each member of the faculty and staff plays an important role in our aim to be the best in the nation at integrating the academic and personal development of our students.



Janice Collins, Ph.D.
Assistant Professor of Journalism,
News Adviser, WEIU
College of Arts and Humanities

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Luis Torres, Ph.D., Deputy Provost

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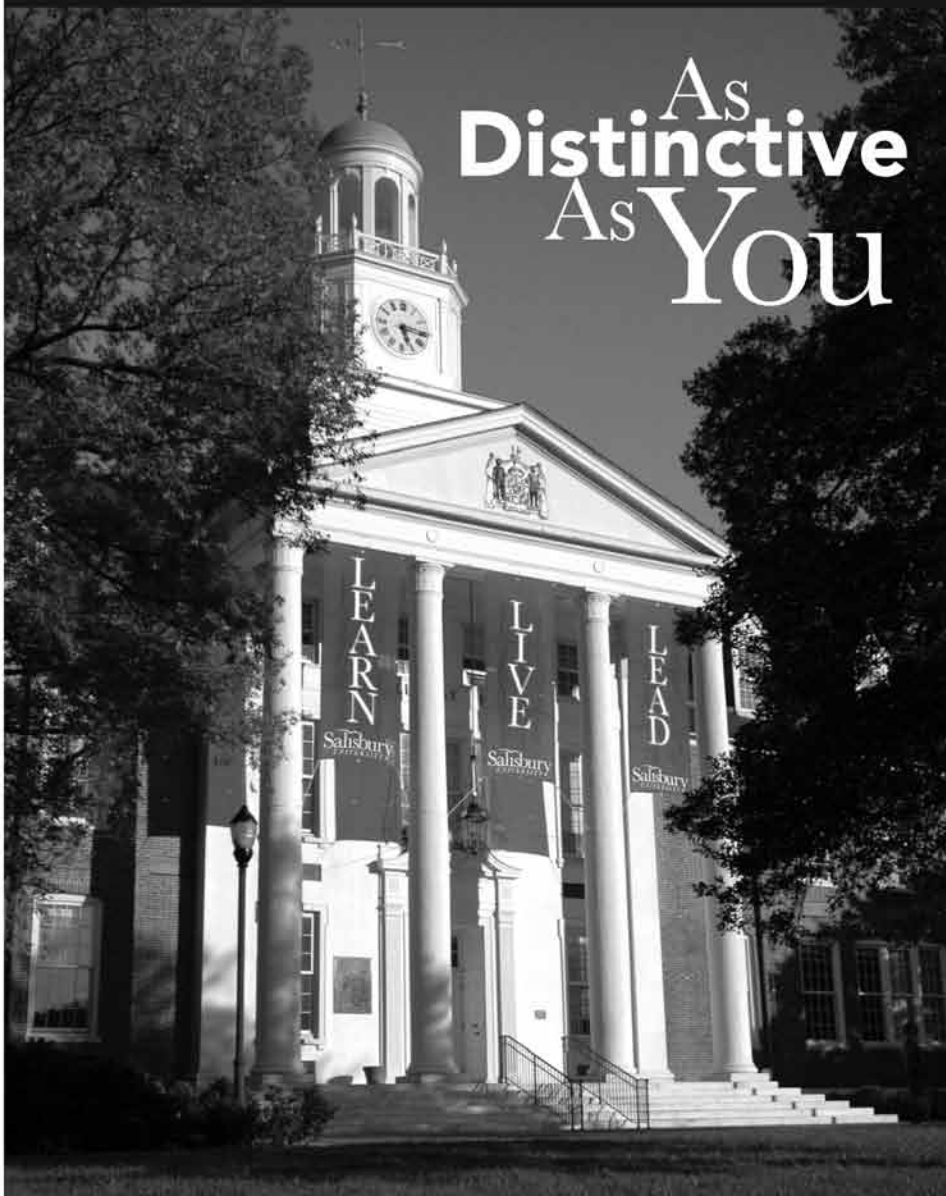
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Currently in its 17th year, the Student Leadership Development Conference Scholarship Program supports a paid conference registration for each student recipient. Both undergraduate and graduate students were eligible, and application information was 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 six years. The contributions will allow NCORE to offer the opportunity for greater number of student scholars to attend this unique national conference. NCORE 2010 Student Scholars and their institutions are listed below:

Krystalskye Alexander

Undergraduate Student
Sociology Major, Psychology Minor
Portland State University
Portland, Oregon

Miguel Barajas Jr.

Undergraduate Student
Undecided Major
Loyola University
Chicago, Illinois

Joslyn Beard

Undergraduate Student
Sociology, Community Change Major
San José State University
San José, California

David C. Blount

Undergraduate Student
Pre-Health, Sociology and Philosophy Major
Loyola University
Chicago, Illinois

Ruth Cardenas

Undergraduate Student
Child, Adult, Family Services Major
Iowa State University
Ames, Iowa

James Coleman

Undergraduate Student
Psychology and Sociology Major
University of Kentucky
Lexington, Kentucky

Dachon Dionte Freeman

Undergraduate Student
Pre-Community and Regional Planning Major
Iowa State University
Ames, Iowa

Linda R. Geiger

Undergraduate Student
Agricultural Engineering, Global Resources
Systems Major
Iowa State University
Ames, Iowa

Sarah K. Gonzalez

Undergraduate Student
Psychology Major, Criminal Justice Minor
University of Wisconsin
Eau Claire, Wisconsin

Robert J. Hart

Undergraduate Student
Business Administration Major
University of Wisconsin
Eau Claire, Wisconsin

Jason Hatchard

Undergraduate Student
International Business Management and
Spanish Major
Iowa State University
Ames, Iowa

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Graduate Student
Public Administration, Government
Management Emphasis
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Marshalltown, Iowa

Abimbola Johnson

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Biology Major
Loyola University
Chicago, Illinois

Monica N. Majors

Graduate Student
Sociology
University of New Orleans
New Orleans, Louisiana

Lauren Miller

Undergraduate Student
Psychology Major
University of St. Thomas
St. Paul, Minnesota

Nathalia Patricia Hernández Ochoa

Undergraduate Student
International Studies and Women Studies Major
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Madison, Wisconsin

Grishma Pandya

Undergraduate Student
Criminal Justice and Social Work Major
Loyola University
Chicago, Illinois

Rebecca Pons

Undergraduate Student
Political Science, Environmental Studies
University of Wisconsin
Madison, Wisconsin

Nicola Saliendra

Graduate Student
Education, Student Affairs Administration
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Salt Lake City, Utah

Amanda Schwahn

Undergraduate Student
Criminal Justice Major
University of Wisconsin
Eau Claire, Wisconsin

Bobby Joe Smith III

Undergraduate Student
Political Science and Philosophy Major
Middlebury College
Middlebury, Vermont

Cristina Springfield

Graduate Student
Library and Information Science
University of Wisconsin
Madison, Wisconsin

Ann Watson

Undergraduate Student
Social Work Major, Women's Studies Minor
University of Wisconsin
Eau Claire, Wisconsin

Gregory E. Whiting

Graduate Student
Social Work
University of Washington
Seattle, Washington

Jasmine Whitlow

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Journalism Major, African American Studies Minor
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Lexington, Kentucky

Anthony W. Wilder

Undergraduate Student
Oboe Music Performance, Journalism:
Strategic Communication Major
University of Wisconsin
Madison, Wisconsin

Ke'Yonna L. Wynn

Graduate Student
Adult and Higher Education, Student Affairs/
Social Justice
University of Oklahoma
Norman, Oklahoma

NCORE® 2010 UNIVERSITY OF OKLAHOMA STUDENT INTERNS:

Nichole Bogarosh, Doctoral Student and Teaching Assistant, Department of Communication, The University of Oklahoma—Norman, Oklahoma
Dionne Buxton, Undergraduate Student, Broadcast Journalism and African American Studies Major, The University of Oklahoma—Norman, Oklahoma
Ernest Hendley, Graduate Student, Adult and Higher Education Program, The University of Oklahoma—Norman, Oklahoma
Krystle Lane, Undergraduate Student, Sociology Major, The University of Oklahoma—Norman, Oklahoma
Leanna Payton, Graduate Student, Adult and Higher Education Program, The University of Oklahoma—Norman, Oklahoma

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National Conference on Race & Ethnicity in American Higher Education®

NCORE 2008-NCORE 2010

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Cleopatria Martinez, Ph.D., Prof. of Mathematics
Maricopa County Community Colleges—Phoenix, AZ

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Institutional Diversity
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Philosophy
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Washington Consulting Group—Ames, IA

NCORE 2010-NCORE 2012

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Michael Soh, Administrator
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University of California, Los Angeles—Los Angeles, CA

Christopher Weiss, Administrative Counselor
Office of Supportive Services
Syracuse University—Syracuse, NY

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Andrew T. Barnette, Ph.D., Dean
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Westmoreland County Community College—Youngwood, PA

Christine Clark, Ed.D., Founding Vice President for Diversity & Inclusion
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Lee Gill, J.D., Associate Vice President for Inclusion & Equity/
CDO
Office of the Sr. Vice President, Provost and COO
The University of Akron—Akron, OH

Africa Lozano, M.S., Academic Advisor/Assistant Mentor
Center for Educational Opportunity (CEO)
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Ruby Peredes, Ph.D., Assistant Vice Chancellor
Diversity & Climate
University of Wisconsin - Madison—Madison, WI

Becky Pettit, Assistant Vice President for Diversity
Office of the Vice President and Associate Provost for Diversity
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Charles Ransom, Multicultural Studies Librarian
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Ursula Monique Robinson-Wright, Director
Student Life and Diversity Initiatives
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Renay Scales, Ph.D., Faculty
Multicultural Research/Resource Center
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Melisa Williams, Director
Multicultural Education & Diversity and Student Involvement
Medaille—Buffalo, NY

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Linda R. Geiger, Undergraduate Student
Agricultural Engineering, Global Resources Systems Major
Iowa State University—Ames, Iowa

Jason Hatchard, Undergraduate Student
International Business Management and Spanish Major
Iowa State University—Ames, Iowa

Joan J. Jaimes, Graduate Student
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Keller Graduate School—Marshalltown, Iowa

Ke'Yonna L. Wynn, Graduate Student
Adult and Higher Education, Student Affairs/Social Justice
University of Oklahoma—Norman, Oklahoma

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Public and Community Services, University Outreach
The University of Oklahoma—Norman, OK

Tom Hill, Ph.D., Vice President
Student Affairs, Iowa State University—Ames, IA



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