



NCCORE[®] 2011

24th Annual

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

May 31 through June 4, 2011 ♦ San Francisco, California

Sponsored by

The Southwest Center for Human Relations Studies
Public and Community Services Division ♦ College of Continuing Education ♦ University Outreach

THE UNIVERSITY OF OKLAHOMA

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—In the painting “East Meets West,” by Patricia Lian Yu-Vanasse, the koi fish symbolizes strength at the gate of opportunity. Patricia Lian Yu-Vanasse, is an Asian American artist whose vision has been profoundly influenced by a blending of Eastern and Western cultures. Currently residing in Danville, California, Yu-Vanasse’s artwork celebrates life in many forms and interpretations. Ms. Yu-Vanasse says, “Art touches the heart and soul. The images I paint, and the color I choose ease the mind from pain and confusion in this sometimes crazy world. It captures the eyes of people, pulling them closer to a world of movement that makes the heart beat a little faster and feeds the soul with pure contentment.” A daughter of artists, she was born and raised in Manila, Philippines. Her work reflects a diversity of cultures her Chinese heritage, the Filipino culture, and the western influences. Ms. Yu-Vanasse studied fine art at the University of Santo Tomas in Manila and at the Academy of Arts College in San Francisco. For more information, please email Patricia at pa_vanasse@yahoo.com For more information, please visit the web site at www.plydoodles.com

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NCORE® 2011

24th 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® 2011 would like to acknowledge the contributors who provided valuable support for successful implementation of this leading national forum. These contributions will allow NCORE® to continue to offer student scholarships and an opportunity for greater program elements at this unique national conference.

NCORE® 2011 Contributors:

- ◆ California Newsreel
- ◆ College Board
- ◆ Public and Community Services Division
- ◆ San José State University
- ◆ SpeakOut
- ◆ United States Navy
- ◆ University of Akron
- ◆ University of California at Berkeley

Thank you for your contributions and support.

MONDAY, MAY 30, 2011

1:00–8:00 p.m.

Entrance Lobby Level, Foyer
MOSCONE CENTER SOUTH

REGISTRATION AND ON-SITE CHECK-IN

001 (Registration will remain open daily 8:00 a.m.–5:00 p.m. through Saturday, June 4.)

West Mezzanine Level, 256
MOSCONE CENTER SOUTH

NDNCORE MEETINGS

Five meetings are hosted by the Native Delegates of NCORE® (NDNCORE), the caucus group organized during the NCORE® 2007 conference. During NCORE® 2011, the Native Delegates will meet to discuss a series of issues of interest to Native Americans in higher education.

002 6:00–7:00 p.m. Organizational Meeting

For other meetings of NDNCORE, see Index 127, 210, 361, 455.

6:00–8:00 p.m.

West Mezzanine Level, 250
MOSCONE CENTER SOUTH

NATIONAL ADVISORY COMMITTEE MEETING

003 General Session

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

Co-Chairs, NCORE® National Advisory Committee:

Belinda P. Biscoe Boni, 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—Norman, Oklahoma

West Mezzanine Level, 262
MOSCONE CENTER SOUTH

LATINO/A MEETINGS

Five meetings are hosted by the Latino/a Caucus Group organized during the NCORE® conference. During NCORE® 2011 the Latino/a caucus will meet to discuss a series of issues affecting Latino/a faculty, administrators, staff, and students in higher education.

004 7:00–9:00 p.m. Latino Caucus Executive Board Meeting and Social

For other meetings of Latino/a Caucus, see Index 129, 208, 362, 457.

West Mezzanine Level, 270
MOSCONE CENTER SOUTH

MULTI RACIAL/INTER RACIAL MEETINGS

Three meetings are hosted by the Multi Racial/Inter Racial Caucus group. During the NCORE® 2011, the caucus group will meet to discuss a series of issues of interest to the group in higher education.

005 7:00–9:00 p.m. Organizational Meeting

For other meetings of Multi Racial/Inter Racial Caucus, see Index 366, 459.

TUESDAY, MAY 31, 2011

8:00 a.m.–5:00 p.m.

Entrance Lobby Level, Foyer
MOSCONE CENTER SOUTH

REGISTRATION AND ON-SITE CHECK-IN

100 Registration will remain open daily 8:00 a.m.–5:00 p.m. through Saturday, June 4.

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

PRE-CONFERENCE INSTITUTE SESSIONS

101-124 For Pre-Conference Institute listings, see Pre-Conference Institutes at a Glance on pages 6-7 and for a description with time/day of all institutes, see Index 101-124.

11:30 a.m.–1:15 p.m.

Esplanade Ballroom Level, 307, 308, 309, 310
MOSCONE CENTER SOUTH

125 PRE-CONFERENCE INSTITUTE LUNCHEON

West Mezzanine Level, 250
MOSCONE CENTER SOUTH

APINCORE (Asian/Pacific Islander American) MEETINGS

During the NCORE® 2011, there are four meetings hosted by the APINCORE Caucus group.

126 6:00–7:00 p.m.
Informational Meeting and Social

For other meetings of the APINCORE Caucus group, see Index 207, 364, 458.

West Mezzanine Level, 256
MOSCONE CENTER SOUTH

NDNCORE MEETINGS

Five meetings are hosted by the Native Delegates of NCORE®. Delegates will meet to discuss a series of issues of interest to Native Americans in Higher Education.

127 6:00–7:00 p.m.
Welcome and Conference Overview

For other meetings of the NDNCORE, see index 002, 210, 361, 455.

West Mezzanine Level, 270
MOSCONE CENTER SOUTH

WHITES PARTNERING TO DISMANTLE RACISM MEETINGS

During the NCORE® 2011 the White caucus group will meet to discuss a series of issues of interest to the group.

128 6:00–7:00 p.m.
Welcome and Networking

For other meetings of the White Caucus group, see Index 238, 363, 456.

East Mezzanine Level, 212
MOSCONE CENTER SOUTH

LATINO/A MEETINGS

Five meetings are organized during the NCORE® conference. During NCORE® 2011 the Latino/a caucus will meet to discuss a series of issues affecting Latino/a faculty, administrators, staff, and students in higher education.

129 6:00–7:30 p.m.
Pre-Conference Orientation Meeting and Social

For other meetings of the Latino/a Caucus, see Index 004, 208, 362, 457.

6:00–7:15 p.m.

Gateway Ballroom, Exhibit Hall Level, 102
MOSCONE CENTER SOUTH

COLLEGE BOARD/NCORE® 2011 STUDENTS AND STUDENT SCHOLARS' RECEPTION

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



SAN JOSÉ STATE
UNIVERSITY

NCORE® would like to acknowledge the contribution made by the San José State University in support of this reception.

NCORE® 2011 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.

7:30–8:30 p.m.

Esplanade Ballroom Level, 303
MOSCONE CENTER SOUTH

SPECIAL FEATURE PRESENTATION FOR STUDENTS

131 60-Minute Exercise That Raises GPAs of Minority Students

What could you do for an hour in the first year of college that would improve minority students' grades over the next three years, reduce the racial achievement gap by half and, years later, make students happier and healthier? The answer, Stanford psychologists suggest, involves an exercise to help make students feel confident that they belong in college.



Greg Walton, Ph.D., Assistant Professor, Department of Psychology, Stanford University—Stanford, California
gwalton@stanford.edu

Professor Walton is interested in research that examines the nature of self and identity, often in the context of academic motivation and achievement. He is also interested in social factors relevant to motivation, in stereotypes and group differences in school achievement, and in social-psychological interventions that address important social problems.

East Mezzanine Level, 200
MOSCONE CENTER SOUTH

JDOTT MEETINGS

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

132 6:00–9:30 p.m.
JDOTT Board Meeting



For JDOTT Summit Meeting, see Thursday, June 2–6:00–8:00 p.m. (Index 365)

7:00–9:00 p.m.

INFORMAL NETWORKING MEETINGS

133 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: Asian/Pacific Islander American (APINCORE), Black/African American, Caucasian/White, Latino/a, LGBT, Multi Racial/Inter Racial, Native Americans (NDNCORE), and Students. These groups will provide an important intra-group comfort zone and identification and will organize discussion on important issues and topics. Meeting rooms are available for informal meetings to facilitate networking and discussion. Rooms may be scheduled in the evening through conference headquarters personnel, and will be assigned on a first-come, first-served basis. An effort will be made to announce scheduled informal meetings at plenary sessions and a notice will be posted on the bulletin board located in the conference registration area.

8:00–9:30 p.m.

Esplanade Ballroom Level, 307, 308, 309, 310
MOSCONE CENTER SOUTH

SPECIAL EVENING PRESENTATION



134 Motown and the Civil Rights Movement

This is a multimedia presentation using archival video and music clips. The presenter, a pop music historian Tom Ingrassia, will take the audience on a journey back to a turbulent time in American history (the 1960s) when Blacks and Whites were trying to change things and the music of Motown helped to bridge the gaps. Through the use of anecdotes, the presenter will share how rhythm & blues music changed his life and influenced the formation of

his attitudes about social issues—a deep commitment to social justice that remains to this day. Having worked for and with a number of Motown artists, he is able to take the audience behind the scenes of this amazingly creative time in music history. Coinciding with the rise of the Civil Rights Movement in mid-60s America, the music of Motown became a driving force in American society—its artists breaking down racial barriers and introducing cultural diversity to a mass white audience never before reached by the African American community. The presentation is entertaining, enlightening and educational.

tom@ingrassiaproductions.com
www.ingrassiaproductions.com



PRE-CONFERENCE INSTITUTES AT A GLANCE

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

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

102 INSTITUTE ON Asian-American Pacific Islander Experience in Education: Better Luck Today, Tomorrow or in the Future?

- Tuesday, May 31—8:30–11:30 a.m.
- PART I—Asian American and Pacific Islanders: Personal Narratives and Community History in Higher Education
Tuesday, May 31—1:30–5:30 p.m.
 - PART II—Asian American and Pacific Islanders: Validating Where AAPIs Have Been, Re-Evaluating Where AAPIs are Going

103 INSTITUTE ON Cultural Competency for Educational Leaders

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

104 INSTITUTE ON Demystifying the Doctoral Process: Realities, Revelations and Resources for Students of Color in or Considering Doctoral Programs

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

105 INSTITUTE FOR Dialogue on the State of Native American Student Affairs

- Tuesday, May 31—8:30–11:30 a.m.
- PART I—A Dialogue on the State of Native American Student Affairs
Tuesday, May 31—1:30–5:30 p.m.
 - PART II—The UC Berkeley Native Experience: An On-Campus Dialogue
Wednesday, June 1—8:30–11:30 a.m.
 - PART III—Planning Meeting for a Collaboration Between Native Student Affairs, Key Partners, and Persons Toward Creating a National Agenda for the Field of Native American Student Affairs

106 INSTITUTE ON Digital Storytelling as a Tool for Addressing Race and Ethnic Issues in Education

- Tuesday, May 31—8:30–11:30 a.m.
- PART I—The Evolution of Digital Storytelling
Tuesday, May 31—1:30–5:30 p.m.
 - PART II—Finding Your Story
 - PART III—Case Studies of Digital Storytelling in Context of Educational Theory

107 INSTITUTE ON Diversity as the Praxis for Institutional Transformation

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

108 INSTITUTE ON Education and the Community Colleges: On the Ground and Running as Fast as We Can

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

109 INSTITUTE ON Exploration of James Baldwin's Relevance as a Resource for Solving Problems About Race and Other Related Diversity Issues Across the Multidisciplinary Curriculum

- PART I—Tuesday, May 31—8:30–11:30 a.m.
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110 INSTITUTE ON Evolving Roles of Multicultural Affairs Offices and Cultural Centers: Balancing Diversity Education Programming With Recruitment and Retention Efforts

- Tuesday, May 31—8:30–11:30 a.m.
- PART I—Historical Review of the Emergence of Minority Services on College Campuses
Tuesday, May 31—1:30–5:30 p.m.
 - PART II—The New Look Diversity Education Model
 - PART III—Development of a Collaborative Multicultural Recruitment and Retention Plan
 - PART IV—Closing and Review

111 INSTITUTE FOR Facilitating Crucial Conversations: Critical Skills for Creating Inclusion

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

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

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

113 INSTITUTE FOR Honoring Intersections of Identities: Cultural Centers and Programs as Campus Change Agents

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

PRE-CONFERENCE INSTITUTES AT A GLANCE

114 INSTITUTE ON If You Can't Talk, You Can't Act and If You Can't Act, You Can't Change: Creating an Organizational Climate That is Willing and Able to Talk About Hard Issues

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

115 INSTITUTE ON Internationalization and Multiculturalism in Higher Education: Connections, Contradictions and Potential Opportunities

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

116 INSTITUTE ON Latinos/Latinas in Higher Education— "Envisioning the Future"

- Tuesday, May 31—8:30–11:30 a.m.
- PART I—Getting Students Ready for the Pipeline: Sharing Best Practices in Outreach to the Latino Community
Tuesday, May 31—1:30–5:30 p.m.
 - PART II—Retention and Graduation-Sharing Models of Excellence in Higher Education
 - PART III—Climbing Up the Ladder of Success in Higher Education-Planning Your Next Steps

117 INSTITUTE ON Leadership Practices for Equity and Excellence

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

118 INSTITUTE FOR New Work on White Privilege

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

119 INSTITUTE ON PATHWAY TO EXCELLENCE: University of California at Berkeley Strategic Plan for Equity, Inclusion and Diversity

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

120 INSTITUTE FOR Promoting Diversity Throughout the Educational Pipeline

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

121 INSTITUTE ON 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

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

122 INSTITUTE ON Toward a Male Student Imperative in Higher Education: Race, Gender, and Ethnicity Revealed

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

123 INSTITUTE ON Understanding and Using the Material From the National Project "Race: Are We So Different?®"

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

124 INSTITUTE ON Leadership and Empowerment of Students

- Tuesday, May 31—8:30–11:30 a.m. and continuing
1:30–5:30 p.m.
- Student Perceptions of Social Justice: Implications for Research and Practice
Wednesday, June 1—8:30–11:30 a.m.
 - Taking NCORE Home: Student Perspectives on Making the Most of Your Conference Experience

PRE-CONFERENCE INSTITUTES

A series of 24 Institutes is scheduled all day Tuesday, May 31, and the first half day of Wednesday, June 1. Participants may register for only ONE 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.

West Mezzanine Level, 258, 260
MOSCONE CENTER SOUTH

101 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 a college presidency, from a dean to a 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.

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—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
<http://www.acct.org/>

West Mezzanine Level, 270
MOSCONE CENTER SOUTH

102 INSTITUTE ON Asian-American Pacific Islander Experience in Education: Better Luck Today, Tomorrow or in the Future?

Asian American culture, families and emerging identity formation have had a rich and dynamic history in communities across the country and on college campuses. The presence and significant contributions of diverse Asian American and Pacific Islander (AAPI) communities in higher education is undeniable. AAPI history is multilayered and complex given the large number of populations represented and the different, even contrasting experiences in the United States and in higher education. Reflecting on our intra-ethnic commonalities and differences provide for rich dialogues and healthy debates. Questions that often arise include: What are some central historical experiences that will forever define AAPI identities? What are the similarities as well as contrasting experiences of AAPIs on college campuses? In what ways might we celebrate our community successes and at the same time increase awareness of continuing concerns? Have portrayals and depictions of the AAPI student, family and community remained the same or changed? As in the larger society as a whole, what are our own growing edges around race, culture, ethnicity, nationality, class, gender, sexual orientation, spirituality, immigration standing, abilities and other complexities of diversity? For many AAPI communities, the family even across generations is the core to our identities. Is this awareness of family a source of strength and resilience or added pressure in educational pursuits? Have concepts of AAPI identity, communities, health, wellness, challenges and opportunities remained the same over time or have they changed?

In this daylong institute, an expert panel of Asian American and Pacific Islander educators, administrators, media artists, psychotherapists, along with a specially invited group of AAPI students will address these and other complex, dynamic questions. It will offer experiential group process, paired discussions and didactic presentation formats. The institute is intended to impact attendees along multiple dimensions of heart, mind, body, spirit and soul. Multi-media materials will be used as effective teaching tools. The

panel will take into account the perspective of Higher Education professionals who work with or advise Asian, South Asian, and Asian-American students. It will benefit professionals, researchers, and individual students.

Tuesday, May 31—8:30–11:30 a.m.

PART I—Asian American and Pacific Islanders: Personal Narratives and Community History in Higher Education

Tuesday, May 31—1:30–5:30 p.m.

PART II—Asian American and Pacific Islanders: Validating Where AAPIs Have Been, Re-Evaluating Where AAPIs are Going

Meg H. Chang, Ed.D., Somatic Psychology Program, California Institute of Integral Studies—San Francisco, California

Curtis Chin, Filmmaker and Community Advocate—Los Angeles, California

Ulash Thakore-Dunlop, Psychotherapist, Licensed Marriage Family Therapist; Creator and Editor, *Understand my Mind*; Co-Chair, Division on South Asian Americans (part of Asian American psychological Association); Board Member and Community Liaison, 3rd South Asian Film Festival—San Francisco, California

Jack Tak Fok Ling, Ph.D., Executive Director, Institutional Diversity & Inclusion, Office of the Provost, University of Dayton—Dayton, Ohio

Matthew R. Mock, Ph.D., Professor of Psychology, John F. Kennedy University—Pleasant Hill; and Private Practice—Berkeley, California (**Coordinator**)

Warin Tepayayone, Non-Verbal Communication Expert and Mental Health Clinician—Stephens City, Virginia

Invited: a very special panel of diverse **Asian American and Pacific Islander undergraduate and graduate students** from the Bay Area.

Esplanade Ballroom Level, 301
MOSCONE CENTER SOUTH

103 INSTITUTE ON Cultural Competency for Educational Leaders

In today's university environment cultural competency is a must, not only because we are entering a global economy but also because an increasing number of students/staff are from a vast variety of cultures and geographic regions. Along with new faces come different perspectives and unique ways of approaching leadership and workplace situations. Unless those different perspectives are understood and valued, an environment of distrust, confusion and fear threatens to erupt in the form of conflicts, lawsuits and communication breakdowns.

In this daylong institute and training, participants will learn that cultural competency requires not only an awareness of cultural differences, but also many other skills, including cross-cultural communications, community development expertise, and an awareness of social issues and contexts. Through the use of films, role playing, and a variety of experiential exercises and personal stories, participants will learn:

- How to turn judgments into curiosity
- The art of inquiry instead of statements
- The art of listening and responding
- How to de-escalate a conflict within minutes
- A variety of ways to reframe our perceptions
- How past experiences influence our perceptions and reactions

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

Lee Mun Wah, nationally-acclaimed filmmaker (*The Color of Fear, Last Chance for Eden*); Master Diversity Trainer, author, educator, poet and Asian folk teller. He is the founder and Executive Director of StirFry Seminars & Consulting—Berkeley, California www.stirfryseminars.com

East Mezzanine Level, 208, 210
MOSCONE CENTER SOUTH

104 INSTITUTE ON Demystifying the Doctoral Process: Realities, Revelations and Resources for Students of Color in or Considering Doctoral Programs

African Americans make up roughly 5% of the professorate in the United States (National Center for Educational Statistics, 2005). When further disaggregated from the total population, African Americans account for 1% of professors at Predominantly White colleges and Universities. This is further exacerbated by the fact that only 5% of all doctoral degree recipients are African American (National Center for Educational Statistics, 2005). In addition, many African Americans who receive doctoral degrees pursue careers outside of the academy which further reduces the pool of potential professors (Brown, 1988). Numerous challenges face doctoral students of color at Predominantly White institutions. The lack of the faculty of color to provide mentorship exacerbates the feelings of isolation and vulnerability experienced by minority doctoral students. Intentional and unintentional acts of intolerance and racial prejudice play a significant role in decreasing retention rates, particularly during the dissertation process. In the pursuit of an advanced degree, there is a difference between how students of color assess their own ability to earn a degree and the perceptions of White academic advisors, White professors, and White dissertation committee members. It is during this phase of their academic career, that some graduate students of color experienced what Dubois (1903) described as the “sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of a world that looks on in amused contempt and pity.”

This day and a half-long institute is designed to address critical issues and concerns facing students in or considering doctoral programs and will provide real-life lessons derived from the lived experiences of doctoral students of color. This interactive institute will engage participants and provide insight into how to create a realistic “working plan” to navigate through a doctoral program and successfully complete a doctoral degree. This institute should particularly benefit participants who are considering pursuing a doctoral degree as well as those currently enrolled in a program. The institute would also be of great assistance to practitioners such as advisors, dissertation committee chairs and members, graduate school deans, and directors who are directly or indirectly engaged with doctoral students.

Tuesday, May 31—8:30–11:30 a.m.

PART I—This first session will break down the myths of being in a doctoral program and provide useful information and data regarding the doctoral process.

Tuesday, May 31—1:30–5:30 p.m.

PART II—In the second session, the institute will assist participants in developing a working plan for navigating through doctoral programs in general and the dissertation process in particular. This session will also present research on peer mentoring. Presenters will model effective peer mentoring.

Wednesday, June 1—8:30–11:30 a.m.

PART III—Participants will engage in a simulated peer mentoring experience in which they will have the opportunity to give and receive feedback on their current research. In this session participants will receive bibliographic resources and strategies to assist in their successful completion of a doctoral program.

Carlton Pickron, Ed.D., Dean, Multicultural Affairs and Director, Affirmative Action, Westfield State University—Westfield, Massachusetts
cpickron@wsc.ma.edu

Christina Swaidan, Ed.D., Assistant Professor/Art History Coordinator, Chair, Sankofa (An Organization of Diverse Faculty and Staff), Westfield State University—Westfield, Massachusetts cswaidan@wsc.ma.edu

East Mezzanine Level, 200
MOSCONE CENTER SOUTH

105 INSTITUTE FOR Dialogue on the State of Native American Student Affairs

A day and a half-long institute. This dialogue is essential for the development and growth of our profession. It is our hope that other Native education organizations who have also risen to the challenge of providing a national forum and structure for the creation of Native American Student Affairs participate in this meeting.

Tuesday, May 31—8:30–11:30 a.m.

PART I—A Dialogue on the State of Native American Student Affairs

With 78% of Native American college students attending Predominantly White Institutions (PWI) (Garland, 2006), having a unit dedicated to the development of life direction, purpose, and culturally relevant issues will affect Native students’ academic success. The work of many such units goes unnoticed and is often underfunded and boxed into a multicultural center framework.

- Do we have effective partnerships and the appropriate people aligned on campus with such work?
- How can we align our work with the professional organizations that represent us professionally in an attempt to seek support for our work?

This candid discussion will focus on a number of issues affecting American Indian professionals as we seek to adequately serve our tribal communities and students, while upholding our profession and university roles. The dialogue will include looking at national standards for units developed in Native American Student Affairs, as they are situated in different models and structures depending on individual university history. Over the past thirty years, there have been important efforts aimed at highlighting the issues within K-12 American Indian education; yet only recently have organizations tried to use existing frameworks and conference proceedings to develop a national clearinghouse of information which could be used to build Native American support structures in postsecondary education. We hope to produce recommendations on how to build a national agenda, which will align and unify vested interests, and continue to build the emerging field of Native American Student Affairs.

Tuesday, May 31—1:30–5:30 p.m.

PART II—The UC Berkeley Native Experience: An On-Campus Dialogue

The afternoon session will take place on the UC Berkeley campus (Participants will be able to take BART—Bay Area Rapid Transit—from the Civic Center to Berkeley). It is a short distance walk from the downtown Berkeley BART station to the campus.)

Institute participants will join representatives from the UC Berkeley campus including administrators from the Office of the President, American Indian Student Affairs and Outreach personnel, UC Berkeley American Indian graduate and undergraduate students, faculty, and representatives from the American Indian Counselors and Recruiter’s Association. The topic of the dialogue will center on the institution’s responsibility to its American Indian students and their communities. The UC Office of the President staff will present how they have encouraged American Indians to apply to the UC system. UC Berkeley students and the American Indian staff will address retention and the successes and challenges they are facing. It is our intent that the dialogue involves all members of the Institute who can address both the institutional, staff, and student concerns brought forth in the dialogue. **At 4:00 p.m. following the dialogue, Institute members will be given a tour of the campus.**

Wednesday, June 1—8:30–11:30 a.m.

PART III—Planning Meeting for a Collaboration Between Native Student Affairs, Key Partners, and Persons Toward Creating a National Agenda for the Field of Native American Student Affairs

In this session, we will host a planning meeting with key partners in an effort to create a national agenda for the field of Native American Student Affairs. The dialogue will include members of the Native American Network (NAN), which has focused on Native issues in higher education within the American College Personnel Association (ACPA). In addition to NAN, the Indigenous People's Knowledge Community (IPKC) in the National Association of Student Personnel Administrators (NASPA) has been invited to participate in the meeting. IPKC has been working within NASPA to build on the research and best practices at their member institutions. For the past three years, NAN and IPKC have held annual meetings and have established a relationship with our focus on the advancement of the field of Native American Student Affairs both by giving presentations and performing research at the respective institutions of our membership and through national venues which specifically support the advancement of Native Student Affairs. This dialogue is essential for the development and growth of our profession. It is our hope that other Native education organizations who have also risen to the challenge of providing a national forum and structure for the creation of Native American Student Affairs participate in this meeting. They include:

- Representatives from the National Institute for Native Leadership in Higher Education (NINLHE)
- College Board, which has hosted a Native American Student Advocacy Institute
- American Indian Higher Education Consortium (AIHEC) which specifically works to unify the voice of our nation's Tribal Colleges and Universities (TCUs)
- National Indian Education Association (NIEA)
- American Indian Graduate Center (AIGC)
- Educational Testing Service (ETS)
- NDNCORE (Native Delegation of NCORE)

Melvin Monette is the Director of Graduate Fellowship and Special Programs for the American Indian Graduate Center in Albuquerque New Mexico. A member of the Turtle Mountain Band of Chippewa Indians in North Dakota, Melvin has been dedicated to higher education and diversity issues throughout his career. Melvin most recently served as the Director for Student Recruitment and Diversity for the University of Minnesota School of Public Health. Melvin has also served as a Community Education Specialist for the Minnesota Department of Education Office of Indian Education and various Program Coordinator positions with the American Indian Student Services at the University of North Dakota.

Nikishna Numkina Polequaptewa, an enrolled member of the Hopi Tribe in northeastern Arizona. He belongs to the Badger and Spider clans and is an active member of the broader American Indian community. Nikishna currently serves as the founding Director of the American Indian Resource Program at the University of California, Irvine. He graduated with numerous awards and honors from Sherman Indian High School, where he served as Senior Class President and Athlete of the Year. Nikishna then earned his Bachelor of Arts degree from the University of California, Irvine, majoring in Environmental Analysis & Design and minoring in Information & Computer Science. He went on to receive his Master of Science degree from Central Washington University in Resource Management. His next educational goal is to earn a Doctorate degree from UCLA.

Ricardo Torres, an enrolled member of the Winnemem Wintu Tribe (located at the base of Mt. Shasta in California); a Full Professor, Faculty Counselor, California State University, Sacramento. Torres teaches sections of the Ethnic Studies' Freshmen Seminar course, has served as the faculty advisor to the American Indian club called ENIT (Ensuring Native Indian Traditions); Chairman of the Sacramento Native American Health Center Board of Directors; Board Member of the Capitol Area Indian Resources, the local American Indian Education Center; and a 17-year member of the University of Oklahoma's Health Promotions Program Planning Circle. He also **Chairs the NDNCORE Caucus** for the 2011 conference. Torresr@csus.edu

Bridget A. Wilson, (Acoma Pueblo), Graduate Student, Legal Studies in the American Indian Law Program, Sandra Day O'Connor Law School at Arizona State University; Admission and Recruitment Specialist, Office of Undergraduate Admission, University of California-Berkeley. Bridget works together and collaborates with the UC Systemwide American Indian Counselors and Recruiters Association and other educators throughout the state and nationally as a resource and to provide comprehensive information to prepare Native American Indian students for higher education admission and successful graduation. Bridget also works closely with the Berkeley campus administrative leaders,

faculty, staff, current students and Native American community to develop programs and to provide a wide range of student support services on campus that attract and retain Native American students

West Mezzanine Level, 276

MOSCONE CENTER SOUTH

106 INSTITUTE ON Digital Storytelling as a Tool for Addressing Race and Ethnic Issues in Education

This daylong institute will benefit anyone who has a desire to document individual life experiences, ideas, or feelings through the use of story and digital media. This institute will enable participants to understand the creative process through which digital stories are produced and explore historical, theoretical, methodological, and ethical aspects of digital storytelling, from university to community. The institute will combine hands-on writing, a story sharing work with didactic presentations.

Tuesday, May 31—8:30–11:30 a.m.

PART I— The Evolution of Digital Storytelling

A historical overview of Digital Storytelling as it moved from the arts to the use of Digital Storytelling in various educational contexts (i.e., K-12; higher education; research)

Tuesday, May 31—1:30–5:30 p.m.

PART II—Finding Your Story

Presentation on the Seven Steps of Digital Storytelling, writing prompt for group participation.

PART III—Case Studies of Digital Storytelling in Context of Educational Theory

A more detailed exploration of theoretical issues related to critical pedagogy, critical race theory, and equity in education.

Joe Lambert, Executive Director, Center for Digital Storytelling—Berkeley, California
<http://www.storycenter.org>

Co-presenters (under consideration):

Ruby Vasquez, University of California-Santa Cruz

Lina Hoshino, Filmmaker/Educator—Penngrove, California

Jeeva Roche-Smith, Director, Making Waves Academy—Richmond, California

West Mezzanine Level, 250
MOSCONE CENTER SOUTH

107 INSTITUTE ON Diversity as the Praxis for Institutional Transformation

Higher education institutions are moving to address greater diversity, but most efforts are still directed at students. Moving to address diversity through full inclusion of differing epistemologies and the insistence of marginalized people for space and voice in the academy is work still ahead of most institutions. Using diversity as the praxis for institutional transformation provides a sustainable process that addresses the needs of diverse learners and the development of knowledge bases.

This daylong institute will offer participants materials to increase their understanding of the necessary conditions for change, as well as concrete strategies for and practice in building institutional capacity for such change.

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

Mari Luna de la Rosa, Ph.D., Assistant Professor, Higher Education and College Student Development, Azusa Pacific University—Azusa, California

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

Sharon Parker, Ph.D., Assistant Chancellor for Equity and Diversity, University of Washington—Tacoma, Washington

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

East Mezzanine Level, 202, 204
MOSCONE CENTER SOUTH

108 INSTITUTE ON Education and the Community Colleges: On the Ground and Running as Fast as We Can

There are more than 1,200 community colleges in the United States and they enroll 45% of all college students. Open access allows community colleges to fulfill the notion that our public education system is a democratic one and supports the American population in its belief in the American Dream. The national spotlight is on community colleges as President Obama's Race to the Top highlights the role of community colleges in increasing the rates of college graduation in the United States.

Come join us in this exciting and first-time daylong institute. This institute is designed for anyone interested in examining the role of community colleges in higher education. The first half of the institute will highlight leaders in the field of education who will provide a panel discussion on the issues of access, quality, and college completion within the community college system and in relation to the university system. Given that community colleges have an open door policy and serve a high percentage of people of color, low-income, and immigrant students, a central question is how do we address access, quality and college completion in the context of student equity? After the panel, participants will break into working groups that will look at creating workable collaborations between individuals and institutions at NCORE® so individuals can begin creating and implementing solutions at their home institutions.

In the afternoon, students are the focus. We will have panels of students who have successfully navigated the community college system tell us what worked for them. We will again engage working groups where you will discuss the particular context of your institution to create workable collaborations between participants. One of the primary goals of this institute is to create micro networks to support your actions in your institution.

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

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

Wanda Lee, Dean of Faculty Affairs and Professional Development, San Francisco State University—San Francisco, California

Francisco Rodriguez, President Mira Costa Community College District—Oceanside, California

Jacquelyn Valerie Reza, Ed.D., M.F.T., Director of Professional & Organizational Development, De Anza College—Cupertino, California rezajacquelyn@fhda.edu

Elorna Webb, President, Laney College—Oakland, California

Fred Wood, Vice Chancellor, Student Affairs, University of California—Davis, California

East Mezzanine Level, 206
MOSCONE CENTER SOUTH

109 INSTITUTE ON Exploration of James Baldwin's Relevance as a Resource for Solving Problems About Race and Other Related Diversity Issues Across the Multidisciplinary Curriculum

James Baldwin, one of the most important American writers of the 20th century, provides us with a timeless legacy of excellent resources to transform our learning about racism, sexism, multiculturalism, and other issues of diversity, inclusion and social justice. Throughout Baldwin's diverse genres, including his plays, short stories, essays, and novels, opportunities exist for new paradigms and lessons.

This daylong, two-part institute offers an opportunity for professors, diversity practitioners, consultants, and others to examine some of these resources and to apply them across the curriculum to enable greater understanding of multiculturalism, issues of racism, ethnicity, class, LGBT challenges, gender differences, cultural competencies, generational diversity, social justice, and bridging cultural divides. Through the use of readings, dialogues, presentations, and activities, participants will be actively engaged in their own learning and guided through how they can apply their learning to their own development and to their facilitation of others' learning.

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

Danielle Heard, Ph.D., Professor, Department of English, University of California—Davis, California <http://english.ucdavis.edu/people/directory/dheard>

Brandi Wilkins Catanese, Ph.D., Associate Professor, Theater Dance & Performance Studies, University of California—Berkeley, California <http://tdps.berkeley.edu/people/faculty/brandi-wilkinscatanese>

Calvin Levels, Playwright/Performer/Activist—Calvin Levels has performed *James Baldwin—Down From The Mountaintop*, directed by Charles Burnett at a number of theaters including The Actors Studio Sunset Millennium Theatre in West Hollywood, California. He has also performed the play at many colleges and universities, including Princeton University and Northwestern University. Mr. Levels has recently been bestowed with an honor by the National James Baldwin Literary Society in recognition of his contribution to the legacy of James Baldwin.

West Mezzanine Level, 274
MOSCONE CENTER SOUTH

110 INSTITUTE ON Evolving Roles of Multicultural Affairs Offices and Cultural Centers: Balancing Diversity Education Programming With Recruitment and Retention Efforts

This daylong institute is designed to explore the evolving roles of Multicultural Affairs offices and Cultural Centers on Diversity Education and the recent involvement in the recruitment and retention of students of color. This interactive institute will discuss the history of such offices, theoretical research, and provide an opportunity to develop strategic plans that engage and retain students of color with special emphasis on programs that educate our communities on issues of diversity, inclusion and social justice. This institute will explore trends, principles and best practices needed for successful Multicultural Services offices. The institute will provide a historical review of how expectations have changed and how offices must meet these changes sometimes balancing diversity education over recruitment and retention outreach. Participants will go through the stages of developing an effective program. Many initiatives vary from campus to campus and do not fit every institution, there will be dialogue for participants to explore how they can develop a program that would work on their campus. This program is participatory and designed to allow the audience to explore ways to build a program that focuses on inclusive social justice work with clear learning outcomes as they prepare for the changing demographics of students.

Tuesday, May 31—8:30–11:30 a.m.

PART I—Historical Review of the Emergence of Minority Services on College Campuses

This segment will review the specific roles these offices had during the emergence of civil rights issues serving the needs of minority students.

Tuesday, May 31—1:30–5:30 p.m.

PART II—The New Look Diversity Education Model

This segment will provide a foundation on the best practices and models an office should build with its diversity education, multicultural, social justice or inclusion programs. The latest diversity programs, retreats, peer educators' programs, cultural experiences and training modules will be shared. This section will also explore various theories that produce learning outcomes and intervention strategies for offices as they balance their many roles and expectations.

PART III—Development of a Collaborative Multicultural Recruitment and Retention Plan

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 provide the support to build a program based on a strong diversity education foundation as well as key academic success factors. This segment will explore why multicultural affairs must provide diversity education that supports recruitment and retention efforts that lead to an inclusive orientation and navigation of academic resources, campus life that fosters and encourages student success through engaged multicultural experiences.

PART IV—Closing and Review

The closing segment will feature a review of the institute components and the "tools for success" model and will review what is needed in an office that will foster synergy and proven results as we prepare ourselves for the change in our campus populations.

Robert N. Page Jr., Consultant, Diversity Issues and Multicultural Recruitment and Retention—Lawrence, Kansas rpage@ku.edu

West Mezzanine Level, 272
MOSCONE CENTER SOUTH

111 INSTITUTE FOR Facilitating Crucial Conversations: Critical Skills for Creating Inclusion

Facilitating honest, authentic dialogue and crucial conversations is a critical core competency for Student Affairs professionals. Mismanaged conversations often result in misunderstanding and conflict that undermines campus goals for inclusion, retention, and student success. The rapid pace of change and increasing organizational requirements challenge Student Affairs practitioners to respond quickly and effectively to the emerging issues and needs of the increasingly diverse student and staff population. The stress and pressure of competing demands, timeliness, and shrinking resources require advanced skills to effectively facilitate open dialogue and organizational change. Facilitating honest, productive dialogue during crucial conversations that bridge differing perspectives requires significant expertise and skill. Mismanaged dialogue can result in unresolved issues, misunderstanding, and resentment that can fester and create barriers to inclusion, collaboration, innovation, and productivity. Effectively facilitated dialogues can increase interdependence, courage and commitment to create inclusive campuses where all students are challenged to find their purpose and to make positive contributions to the community.

In this daylong institute, participants will practice advanced facilitation skills to leverage differing perspectives and create greater understanding and creative problem-solving. Participants will practice advanced facilitation skills to increase communication, resolve conflict, and build effective working relationships during supervision, advising, training, strategic planning, and team building. A workbook of tools and resources is provided to help participants apply these skills to their campus responsibilities. These tools will increase their competence to foster meaningful inclusion across all differences as they work to create productive learning communities for all students, staff, and faculty on campus. Upon actively engaging in this program, participants will:

- Increase their competence to facilitate deeper, more authentic dialogue during a wide variety of campus responsibilities, including meetings, supervisory sessions, open forums, advising activities, workshops, and educational programs.
- Deepen their ability to engage resistance and conflict, build bridges across differences, and facilitate more effective working relationships and decision-making processes.
- Sharpen their skills to help others understand and respond to emerging needs, issues, and trends among the increasingly diverse students, staff and faculty population.
- Enhance their ability to navigate difficult moments and triggering events. During this very interactive and experiential institute participants will practice advanced skills to facilitate crucial conversations. Specific teaching methods include self-assessment, small group work, lecture, demonstrations, skill practice, and peer feedback.

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

Kathy Obear, Ed.D., President, Alliance For Change Consulting; Founding Faculty, Social Justice Training Institute, Alliance for Change Consultants—Brooklyn, New York

Esplanade Ballroom Level, 303
MOSCONE CENTER SOUTH

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

This daylong institute is interactive, fun, and thought provoking. It combines various elements of Hip Hop to (1) demystify misperceptions of 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 commodified and exploited as a tool of imperial ideology to end 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 a tool for educational advancement and critical engagement.

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

Amer Ahmed, Associate Director, Multi-Ethnic Student Affairs, University of Michigan; member, Speak Out: the Institute for Democratic Education and Culture—Ann Arbor, Michigan <http://mesa.umich.edu/index.php?loc=staff>

Michael Benitez Jr., Doctoral Students; Diversity and Social Justice Educator, Trainer, Activist Scholar; Graduate Research Assistant, Office of the Vice President for Student Affairs, Iowa State University—Ames, Iowa
<http://www.hs.iastate.edu/news/inside/view/234/>

JLove Calderón, Author, Educator, and Activist, for more information on JLove please visit the web site at <http://jlove.mvmt.com/> —New York, New York has authored four books: *We Got Issues!* with Rha Goddess; *That White Girl* (optioned for film); *Conscious Women Rock the Page! Using Hip-Hop Fiction to Incite Social Change* (nominated for a NAACP Image Award) with Marcella Runell Hall, *E-Fierce*, and *Black Artemis*; and *Love, Race, and Liberation*; *Til the White Day is Done* with Marcella Runell Hall.

D.J. Kuttin Kandi (Candice L. Custodio), Program Assistant, Women's Center at the University of California, San Diego—San Diego, California
<http://www.kuttinkandi.com/>

Ariel Luckey, Founder and Director, The Free Land Project; member, Speak Out: the Institute for Democratic Education and Culture—Oakland, California <http://www.freelandproject.com/>

Ise Lyfe, Executive Director, Lyfe Productives; member, Speak Out: the Institute for Democratic Education and Culture—Oakland, California
<http://www.dosomething.org/project/ise-lyfelyfe-productives>

Marcella Runell Hall, Ph.D., Faculty and Associate Director, Center for Multicultural Education and Programs, Center for Spiritual Life, New York University—New York, New York

East Mezzanine Level, 212
MOSCONE CENTER SOUTH

113 INSTITUTE FOR Honoring Intersections of Identities: Cultural Centers and Programs as Campus Change Agents

This three-part interactive institute is designed to explore the critical role, successful establishment and dynamic development of cultural centers on college campuses while working with, and honoring, issues of intersectionality. Presenters will use the Cultural Center Establishment and Growth Model, developed by the California Council of Cultural Centers in Higher Education (CaCCCHE). The scope of this innovative model incorporates the stages necessary for the establishment and successful growth of cultural centers—assessment, development, implementation, and long-range strategic planning. Through dialogue, experiential activities, and presentation of case studies, this Institute will provide participants with tools and strategies for the application of the model on their campus. This institute should particularly benefit those who are directors and staff of cultural centers, coordinators of diversity and equity initiatives, directors of student life programs as well as faculty and administrators interested in moving their campus forward in establishing a cultural center and those seeking to enhance already existing centers.

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

PART III—Wednesday, June 1—8:30–11:30 a.m.



Steven Baissa, Director, Cross Cultural Center, University of California—Davis, California

Corliss Bennett-McBride, Director, Center for Black Cultural & Student Affairs (CBCSA), University of Southern California—Los Angeles, California

Violeta Gonzales, Assistant Director, Cross-Cultural Center, University of California—San Diego—La Jolla, California

Winnie Moore LaNier, Ph.D., Professor and Campus Life Coordinator, Student Development, Cosumnes River College—Sacramento, California

Leela MadhavaRau, Advisor to the President and Associate Dean for Campus Diversity and Inclusion, University of Redlands—Redlands, California (**Coordinator**)

<http://www.facebook.com/group.php?gid=89722413171>

Gina Rosabal, Director, Student Diversity Programs, Mills College—Oakland, California

Hyon Chu Yi-Baker, Director, MOSAIC Cross Cultural Center, San José State University—San José, California

East Mezzanine Level, 222
MOSCONE CENTER SOUTH

114 INSTITUTE ON If You Can't Talk, You Can't Act and If You Can't Act, You Can't Change: Creating an Organizational Climate That is Willing and Able to Talk About Hard Issues

Across the country there is great reluctance to talk about race. As the nation's racial climate heats up in this reputedly "post-racial" era, it is all the more important for organizations' climates to open up difficult conversations with the goal of creating more inclusive and equitable environments. Obviously the ability to have difficult conversations is not a panacea for ensuring racial justice. However, without the ability to engage one another in authentic interpersonal interactions and the willingness to enter into serious organizational change with all voices at the table, little will move forward.

In this institute we will:

- Examine ways to assess whether an institution is able and/or willing to have explicit conversations about race.
- Look at a variety of approaches to interactions that move an institution forward and determine which is the most likely to fit with your current climate.
- Assess road blocks and look at strategies for either breaking through the blockages or going around them.
- Explore change opportunities that come at the issues on campus differently from the ways currently being used.
- Suggest ways to build cadres of change agents who can continue to be part of bringing about change over the long haul.

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

PART III—Wednesday, June 1—8:30–11:30 a.m.

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

<http://www.franceskendall.com/>

East Mezzanine Level, 226
MOSCONE CENTER SOUTH

115 INSTITUTE ON Internationalization and Multiculturalism in Higher Education: Connections, Contradictions and Potential Opportunities

Internationalization is becoming a common priority on college and university campuses, often with the stated objective of creating “global citizens.” At the same time, many colleges and universities have multicultural programs that are entirely separate from international programming. Others have housed the two initiatives under one organizational umbrella, but struggle to connect them in meaningful ways in campus planning or programming. To judge by policies and practices that shape the discourse both in and out of the classroom, it often seems that we are trying to develop a global citizenry while ignoring educational and other issues related to the perceived race, ethnicity and other identities of students, faculty and staff. Conversations pertaining to how these and other aspects of identity 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.

At NCORE® 2011, participants discussing these issues raised a number of questions, including:

- What does it mean to be a global citizen? Does it mean something different if you stay in your home country than it does if you travel to study or work in another?
- What does it mean to “welcome” students, faculty or staff members to campus? How do we consider the identities of the person in our “welcoming?”
- What strategies are there for internationalization other than study abroad? What are study abroad programs meant to accomplish? What are they designed to accomplish?
- In what ways does globalization, much like multiculturalism, challenge our notions of community? What does this mean in terms of how we think about academic or learning communities?
- Is there a “great divide” between international and “domestic diversity” students? If so, what have we done to help create this? What can we do to address it?
- How can the academic and non-academic sides of the house create a university where internationalism and multiculturalism are integrated?

With these questions in mind, this day and a half-long institute will explore the following:

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 or she cannot conceptualize these in relation to “local” citizens on their own campuses and in their own 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 can initiatives related to either domestic diversity or to internationalization be synergistic and integrated, rather than isolated and competitive?
7. What messages do students, faculty and other staff absorb about differences in perceived race, ethnicity, skin color, national origin and social class, in terms of how to negotiate those 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 for 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 “underserved” 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, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

PART III—Wednesday, June 1—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

East Mezzanine Level, 236
MOSCONE CENTER SOUTH

116 INSTITUTE ON Latinos/Latinas in Higher Education— ”Envisioning the Future”

The goal of this daylong institute is to provide professional development, fellowship, and networking among higher education professionals interested in learning, sharing best practices and resources through informal and formal dialogues that provide support to the recruitment, retention and graduation of Latino students in higher education.

Tuesday, May 31—8:30–11:30 a.m.

PART I—Getting Students Ready for the Pipeline: Sharing Best Practices in Outreaching to the Latino Community

Tuesday, May 31—1:30–5:30 p.m.

PART II—Retention and Graduation-Sharing Models of Excellence in Higher Education

PART III—Climbing Up the Ladder of Success in Higher Education—Planning Your Next Steps

Alison Cerezo, Ph.D., Assistant Professor, Clinical Psychology PsyD Program, California School of Professional Psychology—San Francisco, California
acerezo@alliant.edu

Ana Guisela Chupina, Ph.D., Assistant Professor, Hufstetler School of Education, Alliant International University—San Francisco, California

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

Indra Leyva, Intercultural Specialist, Multicultural Center, Office of Student Life, Ohio State University—Columbus, Ohio leyva-santiago.1@osu.edu

Samuel T. Lopez, Ph.D., DPT, Director, Office of Multicultural Academic Services, University of North Carolina—Charlotte, North Carolina slopez7@unc.edu

Thomas R. Martinez, Ph.D., Chair, Department of Public Policy and Administration, School of Business and Public Administration, California State University—Bakersfield, California <http://www.csub.edu/~tmartinez/>

Janis Massa, Ph.D., Associate Professor, Department of English, Lehman College, City University of New York—Bronx, New York janis.massa@lehman.cuny.edu

Frank G. Pérez, Ph.D., Chair, Department of Communication, University of Texas—El Paso, Texas fperez1@utep.edu

East Mezzanine Level, 232

MOSCONE CENTER SOUTH

117 INSTITUTE ON Leadership Practices for Equity and Excellence

In this daylong training institute we will examine aspects of culturally responsive systems. By the end, participants as teachers, as well as school and district leaders should be able to identify key elements of an educational system and how to leverage change that leads to culturally responsive outcomes for the system.

As a result of the activities and information shared at this Leadership Academy, module participants will:

- Recognize the influence of people, policies, and practices on educational systems.
- Learn how to invest in people, policies, and practices to bring about systemic change towards equity and excellence.
- Use a systematic process for implementing effective educational change.

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

Elizabeth Kozleski, Ph.D., Professor, Special Education, Division of Curriculum and Instruction; Policy Leadership & Curriculum Faculty, Arizona State University—Tempe, Arizona Elizabeth.Kozleski@asu.edu

Equity Alliance at Arizona State University www.equityallianceatasu.org

Seena Skelton, Ph.D., Co-director of Professional Development and Technical Assistance; and Professor, Learning, Equity Alliance, Arizona State University—Tempe, Arizona Seena.Skelton@asu.edu

East Mezzanine Level, 238

MOSCONE CENTER SOUTH

118 INSTITUTE FOR New Work on White Privilege

In this day and a half-long institute, Peggy McIntosh will lead discussion and teaching activities on her newest papers: “White Privilege: an Account to Spend” and “White People Facing Race: Uncovering The Myths That Keep Racism in Place.” Hugh Vasquez, psychologist, will lead testimony on how white privilege feeds internalized oppression in himself and other people of color. Victor Lewis will demonstrate pedagogical strategies that work on fraught subjects, to make all participants feel included rather than blamed, shamed or guilty, helping them to move “from radical brokenness to radical resilience.”

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

PART III—Wednesday, June 1—8:30–11:30 a.m.

Victor Lee Lewis, Co-Director of The Center for Diversity Leadership; Radical Resilience Trainer; Co-author with Hugh Vasquez of *Lessons from the Color of Fear*—Berkeley, California <http://www.speakoutnow.org/>

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 www.wcwonline.org/seed

Hugh Vasquez, Senior Associate, National Equity Project (promotes educational equity); Co-Director of the Center for Diversity Leadership; Co-author with Hugh Vasquez of *Lessons from the Color of Fear*—Berkeley, California <http://www.ncore.ou.edu/2006/presenters/hvasquezbio.html>

Esplanade Ballroom Level, 305

MOSCONE CENTER SOUTH

119 INSTITUTE ON PATHWAY TO EXCELLENCE: University of California at Berkeley Strategic Plan for Equity, Inclusion and Diversity

This daylong institute will explore the leadership and organizational changes that took place at the University of California at Berkeley in the past decade which led to the development of the Strategic Plan for Equity, Inclusion and Diversity. The institute will cover all aspects of Berkeley’s multifaceted initiative for institutional transformation, including how it was developed, how efforts to engage major foundation support were organized, and how the diversity initiatives are intertwined into the academic mission of the campus. The institute will include an analysis of the factors that led to the development of the Division of Equity and Inclusion and the appointment of a new Vice Chancellor for Equity and Inclusion at Berkeley. The institute will cover the historical events, changes to system wide policy, and the key role played by leadership from the campus chancellor combined with the engagement of the faculty and students. The institute will describe the implementation of a process for self assessment and strategic planning that will engage the entire campus community in setting an agenda for diversity for students, staff, and faculty. Presentations will include a discussion of new research and curricular programs in support of diversity including the founding of the new Haas Diversity Research Center, the development of diversity themed research clusters, and the expansion of the American Cultures Engaged Scholarship curriculum. The institute also will cover programs to support faculty, students and staff diversity such as the Innovation Grant program, multicultural education, equity advisors and faculty mentoring.

The institute leaders will share best practices for promoting institutional change on a broad scale. The institute also will provide an interactive opportunity for participants to share their successes and challenges with institutional planning for diversity.

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

Gibor Basri, Ph.D., Vice Chancellor, Diversity, Equity and Inclusion; and Professor of Astronomy, University of California—Berkeley, California

<http://astro.berkeley.edu/~basri/> <http://diversity.berkeley.edu/vcbasri>

Elizabeth Gillis, Project Director, Office for Equity & Inclusion, University of California—Berkeley, California <http://www.uwo.ca/chem/people/faculty/gillies.htm>

Elizabeth Halimah, Chief of Staff, Diversity, Equity and Inclusion, University of California—Berkeley, California

Sheila O’Rourke, J.D., Assistant Provost, Academic Affairs, University of California—Berkeley, California sorourke@berkeley.edu

Sidalia Reel, Ed.D., Director of Staff Diversity Initiatives, Office for Equity & Inclusion, University of California—Berkeley, California http://diversity.berkeley.edu/sid_reel

Victoria Robinson, Director, American Cultures Program, Office for Equity & Inclusion, University of California—Berkeley, California <http://americancultures.berkeley.edu/archives.html>

Carla Trujillo, Ph.D., Director of Graduate Diversity Programs, Graduate Division, Office for Equity & Inclusion, University of California—Berkeley, California carlat@berkeley.edu <http://grad.berkeley.edu/diversity/diversity.shtml>

East Mezzanine Level, 224
MOSCONE CENTER SOUTH

120 INSTITUTE FOR Promoting Diversity Throughout the Educational Pipeline

The previous census documented startling statistics in educational attainment among all Americans, with greater disparity seen among communities of color, specifically Black or African Americans and Hispanics, most notably Mexican-Americans. In addition, indigenous populations have long been lumped together with aggregate numbers not achieving statistical relevance. Thus, not all groups have enjoyed infusions of funding, science and technology enrichment, and college counseling, among other services. Within the Department of Defense, cultural understanding of the many contributions of people with different experiences and backgrounds is crucial not only to productivity and optimal outcomes, but to national security and, in some cases, determines the difference between life and death.

The Department of the Navy has initiated a multipronged approach to diversity awareness, training, education, and outreach in order to improve diversity at all levels, especially at the highest levels of leadership. Diversity is not limited to race or ethnicity, but spans gender, experience, economics, education, and other features that leads each of us to respond differently to a problem or to formulate different solutions to similar problems. Even the process of arriving at a decision can be improved with input from people with different life experiences.

This daylong institute will provide a series of “best practices” for educational institutions to address strongholds of uniformity or homogeneity and some strategies for promoting diversity of thought and action with the goal of improved outcomes in recruitment, retention, mentoring, and outreach.



U.S. Department of Navy— The Department of the Navy has initiated a multipronged approach to diversity awareness, training, education, and outreach in order to improve diversity at all levels, especially at the highest levels of leadership.

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

CAPT Kenneth J. Barrett, USN, Principal Deputy, Office of the Secretary of Defense—Washington, DC

CDR Darin Brown, USN, Commanding Officer, NRD San Francisco—Mountain View, California

CAPT Cynthia Macri, MC, USN, Special Assistant to the Chief of Naval Operations for Diversity—Washington, DC; Gynecologic Oncologist, Uniformed Services University of the Health Sciences—Bethesda, Maryland

CDR Danny Shiao, MC, USN, Preventive Medicine and Public Health Specialist, Bureau of Medicine & Surgery—Washington, DC

CDR Victoria Wooden, NC, USN, Deputy Assistant Chief of Staff Commander's Staff and Special Assistants, National Naval Medical Center—Bethesda, Maryland

LCDR Robin Lemon-Soape, USN, Navy Diversity Directorate—Arlington, Virginia
(Facilitator)

Natalia Sanders, Staff, Office of Secretary of Defense—Washington, DC (Co-Facilitator)

West Mezzanine Level, 256
MOSCONE CENTER SOUTH

121 INSTITUTE ON 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

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 requires major change/transformation of world views that have been learned through life's experiences.

This day and a half-long institute will demonstrate how participants can identify changes they have made in their beliefs and values, the motivations and strategies they have used in the past to change and how to incorporate transformative learning techniques to self-change and to train others. The overall goal of the institute is to emphasize the importance of recognizing that transformation is the key to developing a multicultural world view. This interactive institute presents a teaching/training model incorporating strategies which address the multicultural complexities that learners experience. Key is working through hindrances emanating from the clash of world views. One aspect of this involves participants who feel they must mask or deny their cultural heritages to become a professional. Examples will be drawn from the participants and based on a SAMHSA'S-funded research and training project that document transformation, through the analysis of participant logs and “turning points” data. Participants, from their world view perspectives, will address challenging situations based on current cultural competence expectations. They will identify change/resistance issues, dissonance or impasses, and dialogue about teaching/training strategies that promote resolution and transformation. Discussions and handouts include world view descriptions; self-assessment of one's changes in world views, cultural identity; models of adult transformative learning, cultural identity development, and “turning points.” The institute will benefit those interested in how to improve the effectiveness/outcomes of multicultural training by the inclusion of transformative learning processes, such as faculty, consultants and trainers in health care/medical/psychiatric institutions of higher learning, managers, human resource and staff development specialists in health and behavioral healthcare systems and hospitals.

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

PART III—Wednesday, June 1—8:30–11:30 a.m.

Cheri Avery Black, Institute Director; Senior Faculty, PRIME Institute, College of Medicine, Behavioral Healthcare Education, Drexel University—Philadelphia, Pennsylvania
cblack@drexelmed.edu

Peter McKimmin, Ph.D., MPH, CPRP, Adjunct Professor, Alliant International University; PRIME Executive Council Member; Senior—California
peterjmc1@mac.com

Anita Pernell-Arnold, PRIME Executive Council Chairperson; Senior Faculty, PRIME Institute, College of Medicine, Behavioral Healthcare Education, Drexel University—St. Petersburg, Florida (Coordinator)
arvapa8@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

East Mezzanine Level, 220
MOSCONE CENTER SOUTH

122 INSTITUTE ON Toward a Male Student Imperative in Higher Education: Race, Gender, and Ethnicity Revealed

In this daylong institute, participants will learn about ways in which educational policies, programs, and environments can be created or revised to better serve male students in higher education. The institute is designed to pay particular attention to the role that race/ethnicity, gender, and other social identities play on the experiences of college men. The institute is divided into three parts.

In Part One, presenters will share new findings from research papers focused on declining enrollment, retention, and completion rates across various racial groups of male students attending colleges and universities in the United States. More specifically, papers theorize and present relevant research on college trends, experiences, and outcomes of men and various subgroups (e.g., Black men, gay men). Each paper poses critical questions with the goal of stimulating conversation among institute participants about trends among college men, limitations of existing methods and possibilities of future research, as well as the challenges that educators face in serving male students in higher education.

Part Two includes a number of collaborative exercises (e.g., groupthink, case study) that provide space for participants to make meaning of the information shared in Part One. Working together, we will derive a set of empirically-based strategies for policy and practice that hold promise for improving trends and outcomes for male students in higher education. The institute will benefit the following participants:

- Individuals interested in the declining enrollment, retention, and completion among male student groups in higher education;
- Practitioners in Student and Academic Affairs who experience race and gendered trends in serving college students;
- College teaching faculty interested in how male students learn and the ways in which race and ethnicity matters;
- 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
- Graduate students and advanced undergraduates interested in the experiences of male college students across race and ethnicity.

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

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

Derek Greenfield, Ed.D., Teaching Assistant Professor, College of Education, North Carolina State University—Raleigh, North Carolina derek.greenfield@ncsu.edu

Brandon Martin, Ed.D., Senior Associate Athletic Director; Adjunct Professor, Department of Educational Leadership and Policy Studies, The University of Oklahoma—Norman, Oklahoma bemartin@ou.edu

Terrell L. Strayhorn, Ph.D., Associate Professor of Higher Education, College of Education and Human Ecology, School of Educational Policy and Leadership, Ohio State University—Columbus, Ohio strayhorn.3@osu.edu

Esplanade Ballroom Level, 302
MOSCONE CENTER SOUTH

123 INSTITUTE ON Understanding and Using the Material From the National Project “Race: Are We So Different?®”



The project consists of a traveling exhibit, an award winning web site, and educational materials developed for use in the classroom and in the workplace. Resources for scholars will be available as well. Originally funded by the National Science Foundation and the Ford Foundation, this will be the first time that the contents of the exhibit and Web site will be made available at NCORE® in the institute format. In addition, materials from one of the project's companion books, *How Real is Race?: A Sourcebook on Race, Culture and Biology* will be made available as well.

In this daylong institute participants will learn about the content of the nationally acclaimed Project “Race: Are We So Different?®” Sponsored by the American Anthropological Association. Looking through the eyes of history, science and lived experience, the race project presents the reality and unreality of race. The institute will explain how human biological variation differs from race, when and where the idea of race was invented, and how race and racism affect everyday life. This institute will engage participants in hands on activities designed to explore the concepts of race (as a cultural construct) on the one hand, and human variation (why we biologically look different) on the other. Institute members will examine misconceptions about race and human variation, the history of the idea of race, the experience of race in the U.S., and the relation of race to health, wealth and education. Participants will be given resources to help them lead these ground breaking discussions in their classrooms, training programs and in workplace settings. The materials meet national and state standards for science and social studies. This institute is geared toward, faculty, staff, administrators, and diversity trainers and conveys three overall messages: (1) race is a recent human invention, (2) race is about culture, not biology, and (3) race and racism are imbedded in institutions and everyday life.

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

Rosemary Henze, Ph.D., Professor of Culture and Linguistics, California State University-San José; and Co-author of *How Real is Race: a Source book on Race, Culture and Biology* Rosemary.Henze@email.sjsu.edu

Joseph Jones, Project Manager, Phase II of Race Project, American Anthropological Association—Washington DC; Doctoral Candidate, Anthropology, University of Massachusetts—Amherst, Massachusetts jjones@aaanet.org

Yolanda T. Moses, Ph.D., Professor of Anthropology, Associate Vice Chancellor for Diversity, University of California-Riverside; Chair of the National Advisory Committee, the “Race: Are We So Different?®” Project. Co-author, *How Real is Race: a Source book on Race, Culture and Biology* (Coordinator) yolanda.moses@ucr.edu

Carol Mukhopadhyay, Ph.D., Professor of Anthropology, California State University-San José; Member of National Advisory Committee for Race Project, and Co-author of *How Real is Race: a Source book on Race, Culture and Biology* mukh@email.sjsu.edu (Co-Coordinator)

Esplanade Ballroom Level, 300
MOSCONE CENTER SOUTH

124 INSTITUTE ON Leadership and Empowerment of Students

This institute is designed to address critical student issues and concerns. The overall intent is to have the students complete the institute with an enhanced sense of self, campus community and world at large, explore leadership development, as well as cross-cultural communication, and to build and find a passion to become a leader.

Tuesday, May 31—8:30-11:30 a.m. and continuing 1:30-5:30 p.m.

Student Perceptions of Social Justice: Implications for Research and Practice

Current undergraduates view diversity in broad terms that include gender, race, and ethnicity, but also embrace differences with regard to class, ability, sexual orientation, religion, and other aspects of identity. However, while students may perceive themselves to be open to diversity issues, they may not fully see the intersection of identity or their own privilege. Students also may not recognize unconscious bias or institutionalized discrimination, nor the need for continued education on these issues and advocacy for underrepresented and marginalized groups.

In this daylong institute, presenters will explore sociocultural underpinnings and their reasons, and review research findings which demonstrate that differences exist in student perceptions on the basis of gender and ethnicity, as well as in other salient dimensions of identity. The institute is designed for undergraduates, graduate students, and professionals. Its goal is to provide participants with an opportunity to learn about diversity-related issues, from the perspective of research on undergraduates' perceptions of social justice, privilege, power, prejudice, and social distance. Participants will discuss findings and implications for practice from the presenters' five-year research project, including lessons learned from the ongoing mixed-methods study that evolved across changing social issues and cohort groups. Participants also will have an opportunity to actively explore approaches to qualitative and quantitative designs, to consider how they might develop studies and conduct related research, and engage in developing strategies to apply these findings for practical use.

PART I—Tuesday, May 31—8:30–11:30 a.m.

PART II—Tuesday, May 31—1:30–5:30 p.m.

Jessie Antonellis, Doctoral Candidate, Science Education, College of Education, University of Arizona—Tucson, Arizona jcantone@email.arizona.edu

Debora Levine-Donnerstein, Ph.D., Senior Lecturer and Senior Researcher, Department Educational Psychology, College of Education, University of Arizona—Tucson, Arizona dlevine@email.arizona.edu

Zach Nicolazzo, Coordinator, Fraternity & Sorority Programs, University of Arizona—Tucson, Arizona rachelandzachconsulting@gmail.com

Melissa D. Ousley, Ph.D., Research Analyst, Office of the President, Special Advisor to the President For Diversity and Inclusion, University of Arizona—Tucson, Arizona
(Coordinator) mousley@email.arizona.edu

Wednesday, June 1—8:30-11:30 a.m.

Taking NCORE® Home: Student Perspectives on Making the Most of Your Conference Experience

With a rich legacy of participating in NCORE® over the last thirteen years, students from Hamline University (MN) have returned to campus each year with a wealth of knowledge, experience, passion and energy. They have shared these with their university community through countless activities and programs, many of which have become campus traditions. In this session, current students and alumni reflect on the NCORE® experience, give insights into making the most of the conference and offer suggestions for how you might incorporate your NCORE® experience into your academic, personal, social and professional life. This session uses video presentation, panel discussion and a question/answers period to help students take NCORE® home to their respective campuses. Your experiences over the next week can transform your individual life and inspire positive change in your campus community. Come find out how!

Moderators:

Cat Polivoda, B.A., German and Global Studies Major (2010), Hamline University—Saint Paul, Minnesota

Carlos D. Sneed, Assistant Dean, Diversity and Community, Hamline University—Saint Paul, Minnesota (Coordinator)

Susun Xiong, Undergraduate Student, Anthropology and Women's Studies Major, Hamline University—Saint Paul, Minnesota

NOTES

DAY AT A GLANCE • WEDNESDAY, JUNE 1

8:00 a.m.–5:00 p.m.

200. REGISTRATION AND ON-SITE CHECK IN

9:30–11:30 a.m.

201. SPECIAL FEATURE PRESENTATION (THE COLLEGE BOARD)

The College Completion Agenda: Our Students, Our Time

202. SPECIAL FEATURE PRESENTATION

Women Leading for Change: Charting Pathways for Access

10:00–11:30 a.m.

203. SPECIAL FEATURE PRESENTATION

RACE VS. CLASS: Is Our Obsession With Promoting Racial and Gender Equality Obscuring the Growing Economic Inequality in Society?

204. A CONVERSATION WITH ANTHONY ROMERO

A New Challenge: Preventing Attempts to Enshrine Anti-immigrant, Racist and Intolerant Sentiments Into Law

205. A CONVERSATION WITH GEORGE HENDERSON

Race and the University: A Memoir

11:45 a.m.–12:45 p.m.

206. African American Caucus

Networking Meeting

207. APINCORE (Asian/Pacific Islander American) Caucus

Welcome and Conference Overview

208. Latino/a Caucus

All NCORE® Joint Caucus Meeting

209. National Advisory Committee (NAC) Meeting

General Meeting

210. Native Delegates (NDNCORE) Caucus

Networking Meeting

noon–8:30 p.m.

211. EXHIBITOR SHOWCASE AND RESOURCES CENTER OPENS

12:50–2:15 p.m.

212. CONFERENCE OPENING WELCOMING REMARKS

Belinda Biscoe Boni

213. INTRODUCTION OF THE OPENING KEYNOTE SPEAKER

James P. Pappas

214. CONFERENCE OPENING (PLENARY SESSION)

Keynote Address: President's 2020 Goal for Education—
Martha J. Kanter

2:45–4:15 p.m.

215. SPECIAL FEATURE PRESENTATION

Breaking Down the Glass Walls of Racism, Sexism, and Homophobia in Higher Education

216. MAJOR WORKSHOP

Legal Education and the Formation of Professional Identity: A Contemplative Humanity Consciousness Approach

217. SPECIAL FEATURE PRESENTATION

Latino/a Quest for Equity in Education: A 35 Year Retrospective

218. MAJOR WORKSHOP

Issues in Higher Education: Protecting Your Rights

90-MINUTE CONCURRENT SESSIONS

219. Students are Especially Welcome

Community in Conversation

220. A New Path Forward: Transforming Multi-Ethnic Student Affairs at

University of Michigan, Ann Arbor

221. A New Retention Model: The Mercy College PACT

222. What? You Mean I Have to Pay for This? The Payoffs of Investing in a Financial Literacy Program

223. Multicultural Online Assessment: Building a Multicultural Portfolio and Enhancing Participation Rubrics

224. Reflective Practitioner Preparation: Can You Be a Multicultural Teacher If You Are Not a Multicultural Person?

225. The South Florida Diversity Alliance—A University-Community Partnership

226. Cultural Infusion at the University of Alaska, Southeast

227. The Mutual Mentoring Initiative: Moving Beyond One-Size-Fits-All Mentoring

3:00–4:15 p.m.

75-MINUTE CONCURRENT SESSIONS

228. Teaching As Leadership and it's Application to Leadership Development on Campus

229. When Science Lacks Diversity and Social Relevance, Can Students be Objective Scientists and Still be Themselves?

230. On Being a Black Feminist Scholar-Activist: Using Transdisciplinary Applied Social Justice and Critical Race Feminism to Inform Diversity and Affirmative Action Compliance Initiatives in Higher Education

231. Using Strategic Partnership and Collaboration to Overcome Students of Color Recruitment and Retention Related Barriers

232. Teaching Diversity: Changing the Campus Climate of a Large Public University

233. Death by a Thousand Paper Cuts: Exploring the Impact of Microaggressions in Campus Life

234. Opening the Gateways: Case Study of an Exemplary Provisional Admissions Program at Fayetteville State University

235. Evaluation of Cultural Competence Training for Residential Life Advisors in a University Setting

4:45–5:45 p.m.

236. AFTERNOON CONFERENCE PLENARY SESSION

Keynote Address: Islamophobia—Reza Aslan

5:45–6:45 p.m.

237. Book Signing and Informal Dialogue—Reza Aslan

6:00–7:00 p.m.

238. Whites Partnering to Dismantle Racism Caucus

Discussion: Recognizing Internalized Dominance (PART I)

7:00–8:30 p.m.

239. NCORE® 2011 Welcoming Reception

Co-Sponsored by the University of California, Berkeley

9:00–11:00 p.m.

240. ENTERTAINMENT SHOWCASE

WEDNESDAY, JUNE 1, 2011

8:00 a.m.–5:00 p.m.

Entrance Lobby Level, Foyer
MOSCONE CENTER SOUTH

200 REGISTRATION AND ON-SITE CHECK-IN

Registration will remain open daily 8:00 a.m.–5:00 p.m. through Saturday, June 4.

9:30–11:30 a.m.

Esplanade Ballroom Level, 305
MOSCONE CENTER SOUTH

SPECIAL FEATURE PRESENTATION

201 The College Completion Agenda: Our Students, Our Time

President Obama's ambitious college completion agenda has galvanized the education and policymaking communities toward developing effective ways of increasing student academic success. Yet, the United States is unlikely to significantly increase the number of postsecondary certificate- and degree-holders unless there is a strategic and sustained effort to raise the achievement levels of students from under-served groups. Join us for a timely and essential conversation with government, postsecondary, and non-profit organization leaders who are grappling with these issues and who will offer their recommendations for creating greater academic success for all students.

Rita M. Cepeda, Ed.D., Chancellor, San José/Evergreen Community College District—San José, California

Youlonda Copeland-Morgan, Associate Vice President, Enrollment Management, Syracuse University—Syracuse, New York

Stephen J. Handel, Executive Director, Community College Initiatives and Higher Education Relationship Development, the College Board—San José, California
(Moderator)

Jane Fiori Lawrence, Vice Chancellor, Student Affairs, University of California—Merced, California

James Montoya, Vice President, Higher Education Relationship Development, the College Board—New York, New York

Peter Negroni, Sr. Vice President, the College Board—New York, New York

Jonell Sanchez, Senior Director, Academic Initiatives, the College Board—New York, New York



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

9:30–11:30 a.m.

Esplanade Ballroom Level, 301
MOSCONE CENTER SOUTH

SPECIAL FEATURE PRESENTATION

202 Women Leading for Change: Charting Pathways for Access

This session provides a window into the pathways, challenges and opportunities for women in leadership positions in the academy. The panel of women will share their personal journeys in higher education and together with participants develop strategic avenues for access and insights for how to navigate the dominate privileged culture of the academy.



Nancy "Rusty" Barceló, Ph.D., President, Northern New Mexico College—Española, New Mexico
nbarcelo@nnmc.edu



Patricia (Pat) M. Lowrie, Director, Women's Resource Center, Michigan State University—East Lansing, Michigan
lowriep@msu.edu



Judith S. White, Ph.D., President and Executive Director, Higher Education Resource Services (HERS), University of Denver—Denver, Colorado
<http://www.hersnet.org/JudithWhite.asp> HERS@du.edu



Judy K. Sakaki, Ph.D., Vice President, Student Affairs, University of California Office of the President—Oakland, California
judy.sakaki@ucop.edu



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

10:00–11:30 a.m.

Esplanade Ballroom Level, 302
MOSCONE CENTER SOUTH

SPECIAL FEATURE PRESENTATION

203 RACE VS. CLASS: Is Our Obsession With Promoting Racial and Gender Equality Obscuring the Growing Economic Inequality in Society?

In a recent essay, Walter Benn Michaels, the author of *The Trouble with Diversity: How We Learned to Love Identity and Ignore Inequality*, has written that "...it would be a mistake to think that because the U.S. is a less racist, sexist and homophobic society, it is a more equal society. In fact, in certain crucial ways it is more unequal than it was 40 years ago. In 1969, the top quintile of American wage-earners made 43 percent of all the money earned in the U.S.; the bottom quintile made 4.1 per cent. In 2007, the top quintile made 49.7 percent; the bottom quintile 3.4 percent... A society in which white people were proportionately represented in the bottom quintile (and black people proportionately represented in the top quintile) would not be more equal; it would be exactly as unequal. It would not be more just; it would be proportionately unjust."

This session will address the following issues raised by this critique:

- Do efforts to promote a less racist, sexist and homophobic society actually increase economic inequality?
- Does the celebration of cultural and ethnic differences obscure the growing economic inequality in society?
- Does affirmative action, the promotion of multiculturalism, and the obsession with heritage and identity offer a false vision of social justice, while conveniently costing us nothing?
- How can we promote a less racist, sexist and homophobic society in ways that also promote greater economic equality?

The presenter for this session, Saul Landau, is an internationally-known scholar, author, commentator, and filmmaker on foreign and domestic policy issues. Landau's most widely acclaimed achievements are the over forty films he has produced on social, political and historical issues, and worldwide human rights, for which he won the Letelier-Moffitt Human Rights Award, the George Polk Award for Investigative Reporting, and the First Amendment Award, as well as an Emmy for "Paul Jacobs and the Nuclear Gang."



Saul Landau, Ph.D., Professor *Emeritus*, California State Polytechnic University-Pomona, where he also occupied the Hugh O. Bounty Chair of Applied Interdisciplinary Knowledge; currently a Senior Fellow and Vice Chair of the Institute for Policy Studies—Washington, DC



Bob H. Suzuki, Ph.D., President *Emeritus*, California State Polytechnic University-Pomona, California; Recipient of ACE's 2010 Reginald Wilson Diversity Leadership Award (**Moderator**)

10:00–11:30 a.m.

Esplanade Ballroom Level, 303
MOSCONE CENTER SOUTH

A CONVERSATION WITH ANTHONY ROMERO



204 A New Challenge: Preventing Attempts to Enshrine Anti-immigrant, Racist and Intolerant Sentiments Into Law

Anthony Romero, Executive Director, American Civil Liberties Union (ACLU)—New York, New York

Anthony D. Romero is the Executive Director of the American Civil Liberties Union, the nation's premier defender of liberty and individual freedom. He took the helm of the organization just four days before the

September 11, 2001 attacks. Shortly afterward, the ACLU launched its national Safe and Free campaign to protect basic freedoms during a time of crisis, achieving court victories on the Patriot Act, uncovering thousands of pages of documents detailing the torture and abuse of detainees in U.S. custody, and filing the first successful legal challenge to the Bush administration's illegal NSA spying program. Romero also led the ACLU in establishing the John Adams Project, a joint effort with the National Association of Criminal Defense Lawyers to assist the under-resourced military defense lawyers in the Guantánamo military commissions.



In Defense of Our America

Executive Director of the ACLU Anthony D. Romero and award-winning journalist Dina Temple-Raston present stories of real Americans at the front lines of the fight for civil liberties at a time when our most basic rights are being challenged. From the story of "American Taliban" John Walker Lindh...

10:00–11:30 a.m.

West Mezzanine Level, 250
MOSCONE CENTER SOUTH

A CONVERSATION WITH GEORGE HENDERSON



205 *Race and the University: A Memoir*

George Henderson, Ph.D., David Ross Boyd Professor *Emeritus*, S. N. Goldman Professor, and David Ross Boyd Professor, and Regents' Professor of Human Relations, The University of Oklahoma—Norman, Oklahoma

George Henderson, a nationally recognized civil rights scholar and lecturer and a distinguished member of the University of Oklahoma (O.U.) faculty for more than 35 years, was inducted during the fall of 2003 into both the Oklahoma Hall of Fame and the Oklahoma Educators Hall of Fame. Since joining the O.U. faculty in 1967, Henderson has received numerous awards and honors, including being named the first black professor in the state to occupy an endowed chair when he was appointed S.N. Goldman Professor of Human Relations. He also was named a David Ross Boyd Professor and a Regents' Professor and received a Distinguished Service Citation. In 1996, Henderson became the first African American dean on O.U.'s Norman campus when he was named Dean of the O.U. College of Liberal Studies. After stepping down from that post, he returned to the Department of Human Relations as Director of Advanced Programs for the Master of Human Relations degree. In 2001, a new scholars program was created at O.U. in his honor. In 2002, the university honored him by naming the Henderson-Tolson Cultural Center, which houses many of the organizations that support the social and cultural needs of black students, after Henderson and Melvin B. Tolson Jr., O.U.'s first full-time black faculty member. Henderson has authored or co-authored 29 books, served as a consultant to dozens of state and national organizations and taught workshops and seminars throughout the United States and the world.



For more information, please visit
<http://www.ou.edu/cas/afam/georgehendersonbio.htm>
<https://webapps.ou.edu/hsp/ScholarshipDetails.cfm>

11:45 a.m.–12:45 p.m.

West Mezzanine Level, 276
MOSCONE CENTER SOUTH

AFRICAN AMERICAN/BLACK CAUCUS MEETINGS

206 Networking Meeting

(This meeting is organized by JDOTT)

11:45 a.m.–12:45 p.m.

West Mezzanine Level, 256
MOSCONE CENTER SOUTH

APINCORE (Asian/Pacific Islander American) MEETINGS

207 Welcome and Conference Overview

For other meetings of the APINCORE Caucus group, see Index 126, 364, 458.

11:45 a.m.–12:45 p.m.

West Mezzanine Level, 270
MOSCONE CENTER SOUTH

LATINO/A MEETINGS

208 All NCORE® Joint Caucus Meeting

For other meetings of the Latino/a Caucus, see Index 004, 129, 362, 457.

11:45 a.m.–12:45 p.m.

West Mezzanine Level, 262
MOSCONE CENTER SOUTH

NATIONAL ADVISORY COMMITTEE MEETING

209 General Session

(Box Lunches will be provided)

For other meetings of the NAC, see index 003, 301, 401.

11:45 a.m.–12:45 p.m.

West Mezzanine Level, 272
MOSCONE CENTER SOUTH

NDNCORE MEETINGS

210 Networking Meeting

For other meetings of the NDNCORE, see index 002, 127, 361, 455.

noon–8:30 p.m.

Esplanade Ballroom Level, 304 and 306
MOSCONE CENTER SOUTH

EXHIBITOR SHOWCASE AND RESOURCE CENTER

211 Exhibitor Open:

Wednesday, June 1—noon–8:30 p.m.

Thursday, June 2—8:00 a.m.–7:00 p.m.

Friday, June 3—8:00 a.m.–7:00 p.m.

For more comprehensive listing of Exhibitors and their products and services, see page 88.

12:50–1:30 p.m.

Esplanade Ballroom Level, 307, 308, 309, 310
MOSCONE CENTER SOUTH

CONFERENCE OPENING AND WELCOMING REMARKS



212 Welcoming Remarks

Belinda P. Biscoe Boni, 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



213 Introduction of the Opening Keynote Speaker

James P. Pappas, Ph.D., Vice President, University Outreach, and Dean, College of Liberal Studies, The University of Oklahoma—Norman, Oklahoma

1:30–2:15 p.m.

Esplanade Ballroom Level, 307, 308, 309, 310
MOSCONE CENTER SOUTH

CONFERENCE OPENING ADDRESS (Plenary Session)



214 Keynote Address: President's 2020 Goal for Education

Martha J. Kanter, Ph.D., Under Secretary of Education, U.S. Department of Education—Washington, DC

Martha J. Kanter was nominated by President Barack Obama on April 29, 2009, to be the under secretary of education and was confirmed by the Senate on June 19, 2009. In this position, she reports to Secretary of Education Arne Duncan and oversees policies, programs, and activities related to postsecondary education, vocational and adult education, and federal student aid. From 2003 to 2009, Kanter served as chancellor of the Foothill-De Anza Community College District, one of the largest community college districts in the nation, serving more than 45,000 students with a total budget of approximately \$400 million. She is the first community college leader to serve in the under secretary position. In 1977, after serving as an alternative high school teacher at Lexington High School in Massachusetts, the Public Schools of the Tarrytowns (NY) and later at the Searing School in New York City, she established the first program for students with learning disabilities at San José City College (CA). She then served as a director, dean and subsequently as vice chancellor for policy and research for the California Community Colleges Chancellor's office in Sacramento, returning to San José City College as vice president of instruction and student services in 1990. In 1993, she was named president of De Anza College and served in this position until becoming chancellor. Kanter has served as a board member or officer in a wide variety of national, state, and local organizations, including the League for Innovation in the Community College, the Community College League of California, Joint Venture: Silicon Valley Network, Inc., Peninsula Open Space Trust, the Hispanic Foundation of Silicon Valley, the Mexican Heritage Corporation, the Rotary Club of Palo Alto, and the California Association of Postsecondary Educators of the Disabled. Kanter has been recognized for her work numerous times in California, including being named Woman of the Year by the 24th Assembly District, Woman of Achievement by San José Mercury News and the Women's Fund, and Woman of the Year for Santa Clara County by the American Association of University Women. In 2003, she received the Excellence in Education award from the National Organization for Women's California Chapter. In 2006, she was honored for diversity and community leadership by the Santa Clara County Commission on the Status of Women, and in 2007, the American Leadership Forum-Silicon Valley honored her with the John W. Gardner Leadership Award. Last year, Kanter received the Citizen of the Year award from the Cupertino Chamber of Commerce. For more information, please visit <http://www2.ed.gov/news/staff/bios/kanter.html>.

2:45–4:15 p.m.

Esplanade Ballroom Level, 302
MOSCONE CENTER SOUTH

SPECIAL FEATURE PRESENTATION

215 Breaking Down the Glass Walls of Racism, Sexism, and Homophobia in Higher Education

The academy is often imagined as an idyllic place, neutral and untarnished by the ugly inequalities that mar the “outside world.” Yet the “ivory tower” is a part of the world and, like other institutions, is a site of oppression, resistance, and transformation. As educators and scholars, we have a profound opportunity and a responsibility to speak out and to take action against social injustice both outside and inside the academy. This session will outline specific ways that students, faculty, staff, and administrators can respond to combating the dominant culture in higher education. Proactive approaches will address ways in which transformation can take place in the classroom, on campus grounds, and through the administration.



Mary Yu Danico, Ph.D., Professor and Vice-Chair of Psychology and Sociology Department, California State Polytechnic University—Pomona, California

Mary Yu Danico is a Fulbright Senior Scholar and the President-Elect for the Association for Asian American Studies. She is the author of *The 1.5 Generation: Becoming Korean American in Hawaii and Asian American Issues*. Her forthcoming book (2011) titled *Transforming the Ivory Tower: Challenging Racism, Sexism, and Homophobia in*

Higher Education serves as the framework for this presentation.

mkydanico@csupomona.edu



Bob H. Suzuki, Ph.D., President *Emeritus*, California State Polytechnic University-Pomona, California; Recipient of ACE's 2010 Reginald Wilson Diversity Leadership Award
(Moderator)

2:45–4:15 p.m.

West Mezzanine Level, 250
MOSCONE CENTER SOUTH

MAJOR WORKSHOP

216 Legal Education and the Formation of Professional Identity: A Contemplative Humanity Consciousness Approach

Each fall, thousands of students from all walks of life enter law school as the gateway to membership in a venerable profession tasked with serving clients “in the spirit of public service” in pursuit of “a common calling to promote justice and public good.” (American Bar Association, 1996). This official definition suggests a high bar of professionalism resting on the integration of a set of core knowledge and skills with a character infused with values promoting social-ethical integrity in an ever more multicultural world. To assist a diverse population of students in developing such integrity in the 21st century, law schools must recognize the ways that traditional legal education imparts a dominant identity norm which creates identity dissonance and alienation among students from traditionally marginalized backgrounds—including racial and ethnic minorities and other cultural outsiders. Educators should adopt approaches to legal education which soften the dominant identity norms by increasing the capacity of all students to reflect on their experiences, and to “bring the whole person in the room.”

The presenter will offer an approach to educating the whole student which called by me “Humanity Consciousness” as one suggestion—a philosophy and pedagogy embodying commitments to reflect universal human dignity and interconnectedness of all; a commitment to ethical engagement in the world of defense of hman dignity, and a commitment to action in the world for the uplift of all.



Rhonda Magee, J.D., Professor, School of Law, University of San Francisco—San Francisco, California
rvmagee@usfca.edu

2:45–4:15 p.m.

Esplanade Ballroom 300
MOSCONE CENTER SOUTH

SPECIAL FEATURE PRESENTATION

217 Latino/a Quest for Equity in Education: A 35 Year Retrospective

This presentation will review the shift from women dragging far behind the men, to the contemporary issue of males falling behind females. Also, presenter will share information on the stagnation of progress in postsecondary education.



Frances Contreras, Ed.D., Associate Professor of Higher Education, College of Education; Director, Higher Education Program, University of Washington—Seattle, Washington
francesc@u.washington.edu

2:45–4:15 p.m.

East Mezzanine Level, 236
MOSCONE CENTER SOUTH

MAJOR WORKSHOP

218 Issues in Higher Education: Protecting Your Rights

Despite claims that progress has been made in recent decades, racism remains a serious problem on American campuses. So too does political correctness that prevents open discussion and fair resolution of problems. I will discuss several recent cases that went badly and suggest better solutions.



Cary Nelson, Ph.D., President, American Association of University Professors (AAUP); Professor of English, and Jubilee Professor of Liberal Arts and Sciences, University of Illinois—Urbana-Champaign, Illinois
<http://www.cary-nelson.org/nelson/aaup-statement.html>

2:45–4:15 p.m.

90-MINUTE CONCURRENT SESSIONS

2:45–4:15 p.m.

Esplanade Ballroom Level, 303
MOSCONE CENTER SOUTH
Levels of Experience: **All**

Students are Especially Welcome**219 Community in Conversation**

Peer Mentors at the Community and Diversity Center at American River College are offering regularly scheduled workshops designed to create a stronger sense of community through opportunities to engage in conversations. Join our Peer Mentors as they talk about the process of starting up the Community in Conversation workshop series and then participate in the conversation building interactive workshop designed to build community through diversity.

Corey Benham, Community and Diversity Center Peer Mentor, American River College—Sacramento, California

Jess Challenger, Community and Diversity Center Peer Mentor, American River College—Sacramento, California

Nettie Conner, Community and Diversity Center Peer Mentor, American River College—Sacramento, California

Paula Curry, Community and Diversity Center Peer Mentor, American River College—Sacramento, California

Brett Spencer, Community and Diversity Center Peer Mentor, American River College—Sacramento, California

Pamela H. Chao, Professor of Sociology, and Director, Community and Diversity Center Initiative, American River College—Sacramento, California (**Coordinator**)

2:45–4:15 p.m.

Esplanade Ballroom Level, 301
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate and Advanced**

220 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. Goals of the session are (1) to consider the challenges and opportunities involved in a developmental approach to Multicultural Student Affairs in contrast to an ethnic-specific approach, (2) recognize the importance of both supporting and challenging communities of color in order to strengthen cross-cultural engagement and intercultural leadership development, and (3) establish Multicultural Affairs offices as a source for expertise in collaborative partnerships with other student affairs colleagues in order to strengthen overall support of students and maximize existing resources. This session will particularly benefit participants interested in a unique and innovative approach to Multicultural Student Development. The session is for intermediate to advanced participants who are interested in learning how to transition multicultural work from an ethnic-specific approach to a more developmental and holistic approach given the trends challenging resources, policies and programs in Higher Education and the changing needs of students and institutions.

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

2:45–4:15 p.m.

East Mezzanine Level, 200
MOSCONE CENTER SOUTH
Levels of Experience: **All**

221 A New Retention Model: The Mercy College PACT

◆◆ Interactive Training ◆◆

◆◆ Case Studies/Model Programs ◆◆

In this session, the panel will discuss the Mercy College PACT Program (Personalized Achievement Contract). As a Federally Designated Hispanic-Serving College, we are especially concerned about the changing demographics in our country. As an aging and well-educated white population approach retirement, we have a growing number of younger minority citizens who will be a major source of new workers. Mercy College has created an innovative and scalable program to address the critical challenge of low retention and college completion rates, especially among low income, minority and first-generation college students. In our panel discussion, the Dean of Student Services and the Director of Institutional Effectiveness will address the need for measurable goals for increased college completion and a plan that is succeeding in achieving those goals. The discussion will involve two of our PACT students.

Miriam S. Gogol, Ph.D., Dean, Professor of English, School of Liberal Arts, Mercy College—Dobbs Ferry, New York mgogol@mercy.edu

William Martinov, Dean, Student Services and Leadership, Center for Student Success and Engagement, Mercy College—Dobbs Ferry, New York

Andrew Person, Director, Institutional Effectiveness, Mercy College—Dobbs Ferry, New York

Two PACT Students will be invited

2:45–4:15 p.m.

East Mezzanine Level, 220
MOSCONE CENTER SOUTH

Levels of Experience: **All**

222 What? You Mean I Have to Pay for This? The Payoffs of Investing in a Financial Literacy Program

◆◆ Case Studies/Model Programs ◆◆ Long- and Short-Range Planning ◆◆

With rising costs of higher education, high unemployment, fewer funding sources and continuing racial wealth disparities, the need for financial literacy is clear—especially for students of color.

Learn how one university is offering financial literacy through a “Money Doesn’t Grow on Trees” speaker series, free financial counseling, courses, peer mentoring, on-line resources, book clubs and DVDs. More important, gain an understanding that money management goes far beyond financial aid or credit cards. What roles do culture, race, gender, upbringing and family play in one’s relationship with money? How does it impact one’s choices or college experience? What feelings arise when faced with financial decision making? Who are financial role models - millionaires? Peer Money Mentors will share stories, experiences and advice regarding their unique student work opportunity to educate other students about money management as well as encouraging results of this work over the last four years. This session should particularly benefit all those interested in building a financial literacy program at their institution. Join us for this interactive, enlightening and heartfelt session providing a solid framework and toolkit to do so.

Mysee Chang, Undergraduate Student, Women’s Studies and Critical Studies of Race and Ethnicity Majors; Peer Money Mentor, Financial Literacy Program, St. Catherine University—St. Paul, Minnesota myseechang@stkate.edu

Donna Hauer, Director, Multicultural & International Programs & Services, St. Catherine University—St. Paul, Minnesota dmhauer@stkate.edu

Jinaa Lane, Undergraduate Student, Food and Nutritional Science Major, St. Catherine University—St. Paul, Minnesota jilane@stkate.edu

Lillie Mobley, Undergraduate Student, Chemistry and Math Majors; Peer Money Mentor, St. Catherine University—St. Paul, Minnesota lmobley@stkate.edu

2:45–4:15 p.m.

West Mezzanine Level, 256

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate****223 Multicultural Online Assessment: Building a Multicultural Portfolio and Enhancing Participation Rubrics**

◆◆ Research/Assessment/Evaluation ◆◆

Developing innovative, accurate and efficient methods of multicultural online classroom assessment is a necessity for America's colleges. This program discusses multicultural learning outcomes' assessment and cultural competency issues through the development and refinement of two multicultural assessment tools: (1) the multicultural competency portfolio and (2) online participation rubric for assessing online classroom participation. Both are effective tools that distance faculties can use to improve online cultural competency assessment. This program informs the online learner and the teacher, the experienced distance educator as well as the novice instructor. Participants will examine how to assess multicultural competencies using a multicultural online portfolio. Participants will learn how to use participation rubrics to assess cultural competency in online discussions. This session should particularly benefit participants who are instructors, graduate students, and department chairs involved with distance learning and concerned with assessing cultural competencies in online learners.

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

Quantrell Willis, Academic Services Coordinator, Educational Supportive Services, Kansas State University—Manhattan, Kansas qwillis@ksu.edu

2:45–4:15 p.m.

West Mezzanine Level, 270

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate****224 Reflective Practitioner Preparation: Can You Be a Multicultural Teacher If You Are Not a Multicultural Person?**

◆◆ Curricular/Pedagogical Models ◆◆

This session will examine an innovative collaborative formation that the departments of Special Education and Educational Leadership and Foundations and Secondary Education have with the Office of Equity and Diversity of Georgia College & 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 a lesson 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. This session should particularly benefit participants who are interested in creating opportunities that will assist in preparing pre-service teachers and educational leaders to more effectively empower the students of color they will be teaching.

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

2:45–4:15 p.m.

East Mezzanine Level, 206

MOSCONE CENTER SOUTH

Levels of Experience: **Novice****225 The South Florida Diversity Alliance—A University-Community Partnership**

◆◆ Case Studies/Model Programs ◆◆

This interactive session will provide attendees with valuable skills and information for building university-community partnerships that promote diversity, inclusion, and social change. Structured around a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis. The session will highlight the innovative work of the South Florida Diversity Alliance. Attendees will receive information and handouts about the building of the South Florida Diversity Alliance and will participate in activities designed to help build similar collaborative groups in their communities, regardless of their specific demographics. Open to persons of all levels of expertise, the session promises to provide practical tools for the development of a more just, humane, and inclusive communities.

Allison Brimmer, Ph.D., Assistant Professor, Humanities, Nova Southeastern University; Co-Chair, The South Florida Diversity Alliance—Ft. Lauderdale, Florida abrimmer@nsu.nova.edu

Terry Morrow, Director, Student Leadership and Civic Engagement, Nova Southeastern University; Founder and Co-Chair, The South Florida Diversity Alliance—Ft. Lauderdale, Florida tmorrow@nova.edu

Maria E. Santamarina, J.D., Diversity Officer, Florida Atlantic University; Founder and Co-Chair, The South Florida Diversity Alliance—Boca Raton, Florida msantam3@fau.edu

2:45–4:15 p.m.

West Mezzanine Level, 276
MOSCONE CENTER SOUTH
Levels of Experience: **Novice**

226 Cultural Infusion at the University of Alaska, Southeast

- ◆◆ Long- and Short-Range Planning ◆◆
- ◆◆ Curricular/Pedagogical Models ◆◆

In this interactive session the presenters along with four UAS students will share ways the University is working to infuse the Indigenous cultures of the region. The session will present information about PITAAS, a program created to recruit and graduate more Alaska Native teachers for Alaska's schools. Presenters will share information about the Cultural Infusion Action group, a grassroots effort underway that is infusing culture on campus through (1) curriculum that reflects the land and its peoples, (2) a physical environment that reflects balance, (3) efforts to increase retention and success of Native students, and (4) efforts to increase Native faculty, staff and administrators. The students will lead the participants in a lesson they created that infuses the culture of one of the main cultural groups of the region. This session should particularly benefit participants interested in the success of Alaska Native/Native American students, practitioners who provide direct services to Alaska Native/American Indian students or other minority students, students interested in taking an active role in retention, and those concerned with retention of Alaska Native/American Indians and other minority populations.

Kolene James, Director, Native and Rural Student Center, University of Alaska, Southeast—Juneau, Alaska kejames@uas.alaska.edu

Jacqueline Tagaban, Director, PITAAS (Preparing Indigenous Teachers for Alaska's Schools) University of Alaska, Southeast—Juneau, Alaska
jctagaban@uas.alaska.edu

2:45–4:15 p.m.

East Mezzanine Level, 208-210
MOSCONE CENTER SOUTH
Levels of Experience: **Intermediate**

227 The Mutual Mentoring Initiative: Moving Beyond One-Size-Fits-All Mentoring

- ◆◆ Case Studies/Model Programs ◆◆

In this interactive session, participants will learn about "Mutual Mentoring," an innovative model of professional development that expands on some of the best features of traditional (one-on-one) mentoring, and has been very well-received by women and faculty of color at the University of Massachusetts-Amherst. Participants will explore how the faculty can develop a personalized, context-sensitive network of mentoring partners across cultures, disciplines, career stages, and career competencies. They will also learn how to design, implement, and assess network-based mentoring activities at the individual, departmental/interdisciplinary, and institutional levels. This session should particularly benefit faculty and academic leaders who are responsible for designing or leading mentoring programs at their respective institutions.

Mary Deane Sorcinelli, Ed.D., Associate Provost for Faculty Development, University of Massachusetts—Amherst, Massachusetts msorcinelli@acad.umass.edu

Jung H. Yun, Director of New Faculty Initiatives, Office of Faculty Development, University of Massachusetts—Amherst, Massachusetts jungy@acad.umass.edu

3:00–4:15 p.m.

75-MINUTE CONCURRENT SESSIONS

3:00–4:15 p.m.

East Mezzanine Level, 238
MOSCONE CENTER SOUTH
Levels of Experience: **Novice**

228 Teaching as Leadership and its Application to Leadership Development on Campus

- ◆◆ Interactive Training ◆◆

This session investigates and applies Teach For America's "Teaching As Leadership" (TAL) model to college campuses. The session starts with an explanation of Teach For America and then explores the six pillars of TAL, and has participants reflect and rate their strengths in these pillars to guide their leadership development moving forward. This session should particularly benefit underclassmen, as well as faculty and/or staff advisors looking to implement leadership development models on their campuses.

TEACHFORAMERICA

Presenters Teach For America is a non-profit organization committed to building the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. Teach For America provides a critical source of well-trained teachers who are helping break the cycle of educational inequity. These teachers, called corps members, commit to teach for two years in one of 39 urban and rural regions across the country, going above and beyond traditional expectations to help their students to achieve at high levels. Teach For America's 20,000 alumni are playing critical leadership roles in the effort to improve the quality of public education in low-income communities. Armed with the experience, conviction, and insight that come from leading children to fulfill their potential, our alumni are working from all sectors to shape our schools, policies, and investments in low-income communities.

<http://www.teachforamerica.org/>

Patricia Leon-Guerrero, Senior Manager, Non-Profit Alliances Recruitment, Teach For America—Austin, Texas

3:00–4:15 p.m.

East Mezzanine Level, 224
MOSCONE CENTER SOUTH
Levels of Experience: **Novice and Intermediate**

229 When Science Lacks Diversity and Social Relevance, Can Students be Objective Scientists and Still be Themselves?

- ◆◆ Research/Assessment/Evaluation ◆◆

For some fundamental reason students who succeed in the sciences choose not to continue is because they experience conflict between their own sense of self and their emerging identity as scientists. As students develop their interest and identity in science, they often experience internal conflicts with the disciplinary culture because it typically lacks cultural inclusiveness and relevance.

This session should particularly benefit faculties and administrators who work closely with women and underrepresented minorities in science, technology, engineering, and mathematics (STEM) as it focuses on the student experiences and support systems that assist students in negotiating conflicts between their developing science identity and social identities. Results will be presented from two national research studies that examine how dissonance between science and students' social identities can affect their persistence and educational trajectories. Afterward, the presenters will lead small group discussions regarding how these issues affect individual campuses. Each group will develop a list of recommendations for their respective institution and share their list with the entire audience. After attending this session, participants will be able to identify key factors and strategies to increase student

persistence in STEM and understand how the research implications can be applied toward policy and their respective institutions.

Juan Carlos Garibay, Doctoral student, Higher Education and Organizational Change; Research Associate, Higher Education Research Institute, University of California—Los Angeles, California j.c.garby@gmail.com

Felisha Ann Herrera, Doctoral student, Higher Education and Organizational Change; Research Analyst, Higher Education Research Institute, University of California—Los Angeles, California fherrera@ucla.edu

Minh C. Tran, Doctoral Candidate, Higher Education and Organizational Change; Research Analyst, Higher Education Research Institute, University of California—Los Angeles, California mctran@ucla.edu

3:00–4:15 p.m.

East Mezzanine Level, 212
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate and Advanced**

230 On Being a Black Feminist Scholar-Activist: Using Transdisciplinary Applied Social Justice and Critical Race Feminism to Inform Diversity and Affirmative Action Compliance Initiatives in Higher Education

◆◆ Theoretical Models ◆◆

This session examines the possibility for using a transdisciplinary applied social justice model to inform diversity and affirmative action compliance initiatives to create transformative change in higher education. Issues of equal employment opportunity and affirmative action require institutions to engage the university community in difficult conversations related to race and gender and the search process. It also requires institutions to implement initiatives to further legal compliance and diversity objectives. It is in the implementation of good faith efforts that scholar-activists must be particularly strategic to help institutions move toward transformative change. A transdisciplinary social justice model can inform that approach. With a focus on the praxis, this presentation will describe the model and demonstrate its application to diversity initiatives and affirmative action compliance mandates relating to employment. It will use concepts from Black feminism, critical race, and critical race feminism to discuss the culture, structure, and operation of an institution, as well as the power of voice, narrative, and collective action to create social change. This session should particularly benefit administrators in higher education charged with implementing change initiatives related to diversity in employment. It will also be useful for scholar-activists who want to use scholarship to inform diversity initiatives.

Menah Pratt-Clarke, J.D., Ph.D., Associate Chancellor and Director; Adjunct Professor, College of Law and Department of African-American Studies, University of Illinois—Urbana-Champaign, Illinois menahpc@illinois.edu

3:00–4:15 p.m.

East Mezzanine Level, 222
MOSCONE CENTER SOUTH

Levels of Experience: **All**

231 Using Strategic Partnership and Collaboration to Overcome Students of Color Recruitment and Retention Related Barriers

◆◆ Case Studies/Model Programs ◆◆

◆◆ Interactive Training ◆◆

The presenter will share the step-by-step process on how St. Cloud State University increased its students of color enrollment significantly during some very difficult times. In the second half of the presentation, a panel formed of representative volunteers from the audience will respond to individual campus challenges, obstacles and concerns with suggestions and recommendations. This session will be interactive and utilize collaborative audience participation.

Mahmoud Saffari, Ph.D., Associate Vice President, Enrollment Management, St. Cloud State University—St. Cloud, Minnesota msaffari@stcloudstate.edu

3:00–4:15 p.m.

West Mezzanine Level, 274
MOSCONE CENTER SOUTH

Levels of Experience: **All**

232 Teaching Diversity: Changing the Campus Climate of a Large Public University

◆◆ Case Studies/Model Programs ◆◆

In this session, the panelists will discuss their efforts to organize the first Teaching Diversity Conference (January 27, 2011) held at the University of California San Diego. In response to a series of racist incidents and the consequent demands of the faculty and students, including the Black Student Union, to develop a campus-wide diversity requirement, the panelists organized the conference to begin a positive and pragmatic dialogue about diversity by addressing the conference's guiding rubrics: (a) how do we teach students to consider the implications of the individual's and others' identities and membership in multiple groups bounded by race, ethnicity, gender, religion, class, sexual orientation, ability, and national origin? And, (b) how do we teach students to engage reflectively with the difficult questions of diversity in American democracy, such as power, privilege, and discrimination, in their historical, current, global, and socioeconomic contexts? Organizers asked participants to share how they taught these rubrics and how we, as college and university teachers, can better engage students with these rubrics. This session should particularly benefit the university community members invested in issues surrounding diversity, ethnicity, education, curriculum, responses to incidents that affect campus community(ies), and/or special programming, including conferences and workshops. The panelists are now in the process of publishing the conference proceedings.

Jim Lin, Ph.D., Professor of Mathematics, and Acting Provost, John Muir College, University of California-San Diego—La Jolla, California j2lin@ucsc.edu

Carrie K. Wastal, Ph.D., Director, Muir College Writing Program, University of California-San Diego—La Jolla, California cwastal@ucsd.edu

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

3:00–4:15 p.m.

East Mezzanine Level, 226
MOSCONE CENTER SOUTH

Levels of Experience: **Novice**

233 Death by a Thousand Paper Cuts: Exploring the Impact of Microaggressions in Campus Life

◆◆ Case Studies/Model Programs ◆◆

The session is designed so that first time attendees, who are looking for examples and strategies in response to the often overlooked accumulation of day-to-day expressions of hostility that is nevertheless damaging. This session will begin with examples from one campus, inviting participants to share examples from their colleges and universities. This interactive dialogue will include video triggers for discussion, anecdotes from student conversations, and contributions from the audience. The cumulative impact of examples should stimulate the search for strategies in response.

This session will explore how the buildup of daily microaggressions can create a debilitating environment for faculty, staff, and students. Hence we use the phrase "death by a thousand paper cuts" because alone such microaggressions have limited impact, but cumulatively they can be devastating. This session takes an interactive approach to identifying examples of microaggressions, examines their impacts, and collectively explores strategies for responding to and dealing with them. The goal of the session is to address the damage created by microaggressions and develop strategies for moving beyond them. Participants will share instances from their own campuses and together the group will investigate options for problem-solving and suggest strategies to manage microaggressions. Presenters and participants will share cases of hostile instances at their universities. In addition, anecdotes from students and selections from other assorted resources will be presented and discussed. Using these and other examples provided by session participants, the group will explore the variety of microaggressions and develop response strategies for participants to bring back to their own campus. Presenters will

use a structured discussion method with participants to explore the ramifications of the damaging effects of microaggressions on the campus and in the classroom. This session should particularly benefit those who are interested in creating a more inclusive and engaging campus and who would like to work with students, faculty, and staff across campus.

Richard L. Bretz, Director of Diversity, Science and Math, and Instructor of Chemistry, College of Arts & Science, Miami University—Oxford, Ohio bretzrl@muohio.edu
Kathleen German, Ph.D., Professor of Media Studies, Department of Communication, Miami University—Oxford, Ohio germankm@muohio.edu
Kathy McMahon-Klosterman, Ph.D., Faculty (Teaching) 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

3:00–4:15 p.m.

West Mezzanine Level, 272
 MOSCONE CENTER SOUTH
 Levels of Experience: **All**

234 Opening the Gateways: Case Study of an Exemplary Provisional Admissions Program at Fayetteville State University

◆◆ Case Studies/Model Programs ◆◆

In this session, The Pell Institute for the Study of Opportunity in Higher Education will present findings from its upcoming publication on provisional admissions for The Lumina Foundation, with particular focus on an exemplary program at Fayetteville State University. The session will provide recommendations for implementing successful programs and practices identified in the report that help to increase college access and success rates of academically underprepared, low-income, and first-generation students. This session should particularly benefit practitioners at postsecondary institutions who are interested in better serving underrepresented students and easing their transition into and successful matriculation through postsecondary education.

Andrew Nichols, Senior Analyst, The Pell Institute/Council for Opportunity in Education—Washington, DC andrew.nichols@pellinstitute.org

3:00–4:15 p.m.

East Mezzanine Level, 232
 MOSCONE CENTER SOUTH
 Levels of Experience: **Intermediate**

235 Evaluation of Cultural Competence Training for Residential Life Advisors in a University Setting

◆◆ Research/Assessment/Evaluation ◆◆

This session reports on the evaluation of cultural competence training for Residential Assistants using the National Coalition Building Institute (NCBI Model). Pre-tests were administered to one hundred twenty-seven (127) University Residential Advisors prior to the training and post-tests were administered immediately after the training. A modified version of the Multicultural Awareness, Knowledge, and Skills Survey (MAKSS) (D'Andrea, Daniels & Heck, 1991) was used to measure the impact of the workshop on the residential assistants with additional open-ended questions to gather comments about their perception of their cultural competence and their response to the training. The results suggest that students had positive reactions to the training and improved in self reported awareness, knowledge and skills as a result of the training. This session should particularly benefit participants who are providing cultural competence training, those who are working in a university environment, and to researchers interested in evaluating the effectiveness of the NCBI Model.

Motier Haskins, Clinical Assistant Professor, School of Social Work, University of Iowa—Iowa City, Iowa motier-haskins@uiowa.edu
Susan A. Murty, Ph.D., Associate Professor, School of Social Work, University of Iowa—Iowa City, Iowa susan-murty@uiowa.edu

4:45–5:45 p.m.

Esplanade Ballroom Level, 307, 308, 309, 310
 MOSCONE CENTER SOUTH

AFTERNOON CONFERENCE GENERAL SESSION



236 Keynote Address: Islamophobia

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

Reza Aslan, an internationally acclaimed writer and scholar of religions, is a contributing editor at the Daily Beast (www.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 of the Ploughshares Fund, which gives grants for peace and security issues; Abraham's Vision, an educational, conflict transformation organization; PEN USA, which champions the rights of writers under siege around the world; and he serves on the national advisory board of the Levantine Cultural Center, building bridges between Americans and the Arab/Muslim world. Aslan's first book is the international bestseller, *No god but God: The Origins, Evolution, and Future of Islam*, which has been translated into thirteen languages, and named one of the 100 most important books of the last decade. He is also the author of *How to Win a Cosmic War* (published in paperback as *Beyond Fundamentalism: Confronting Religious Extremism in a Globalized Age*), and editor of an upcoming anthology from Norton titled *Tablet & Pen: Literary Landscapes from the Modern Middle East*. Aslan is President and CEO of Aslan Media Inc, whose holdings include Boom-Gen Studios, a mini-motion picture and media company focused entirely on entertainment about the Greater Middle East and its Diaspora communities. Born in Iran, he now lives in Los Angeles. For more information, please visit <http://www.rezaaslan.com/bio.html>

5:45–6:45 p.m.

Esplanade Ballroom Level, 304 and 306
MOSCONE CENTER SOUTH

BOOK SIGNING AND INFORMAL DIALOGUE

237 Reza Aslan

(Please visit the SpeakOut Booth, NCORE's Book Agent)

6:00–7:00 p.m.

West Mezzanine Level, 274
MOSCONE CENTER SOUTH

WHITES PARTNERING TO DISMANTLE RACISM MEETINGS

238 Discussion: Recognizing Internalized Dominance (PART I)

For other meetings of the White Caucus group, see Index 128, 363.

7:00–8:30 p.m.

Esplanade Ballroom Patio
MOSCONE CENTER SOUTH

NCORE® 2011 WELCOMING RECEPTION & CELEBRATION

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



NCORE® would like to acknowledge the contribution made by the University of California, Berkeley, Office of Equity, Inclusion, and Diversity in support of this reception.

9:00–11:00 p.m.

Esplanade Ballroom Level, 307, 308, 309, 310
MOSCONE CENTER SOUTH

ENTERTAINMENT SHOWCASE



240 An opportunity for conference participants to share creative expressions in the visual and performing arts and deepen their understanding of the individuality, creativity, artistic expression, and cultural expressions of the diverse racial and ethnic communities from which the conference draws.

For years attendees at NCORE® have lamented the absence of the Entertainment Showcase starring YOU, those who attend the conference! We know that everyone has a talent. Please join us this evening to enjoy seeing participants' talent at the 24th annual NCORE®.

NOTES

WEDNESDAY, JUNE 1

DAY AT A GLANCE • THURSDAY, JUNE 2

7:45–8:45 a.m.

301. NATIONAL ADVISORY COMMITTEE (NAC)
Sub-Committee Meetings

8:00–9:00 a.m.

302. CONTINENTAL BREAKFAST

8:00 a.m.–7:00 p.m.

303. EXHIBITOR SHOWCASE AND RESOURCE CENTER

8:45–9:00 a.m.

304. REMARKS BY THE SOUTHWEST CENTER DIRECTOR
Sumita Furlong

9:00–9:45 a.m.

304. CONFERENCE MORNING PLENARY SESSION
Keynote Address: Toward Multiracial Democracy in America—Carlos Muñoz Jr.

10:00–11:00 a.m.

305. Book Signing and Informal Dialogue—Carlos Muñoz Jr.

10:00 a.m.–noon

**306. SPECIAL FEATURE PRESENTATION—PRESIDENTS SYMPOSIUM:
ROUNDTABLE DISCUSSION BY UNIVERSITY PRESIDENTS**
PART I—Why Should Colleges and Universities Become Involved in International Programs and Activities and What are the Benefits of Such Involvement?

307. MAJOR WORKSHOP
PART I—When You Build It and They Don't Come: Getting Senior Leaders to Show UP and Engage in "The Work"

308. MAJOR WORKSHOP
What They Didn't Teach You in Graduate School: 199 Helpful Hints for Success in Your Academic Career

2-HOUR CONCURRENT SESSIONS

309. Targeted AND Privileged: The Importance of Examining Whiteness Within the LGBT Community

310. The Lumina Project: A Comprehensive Study on the Retention and Collective Experience of African American Men at UCLA

311. DE-RACE-ING Power in Higher Education

FILM PREVIEW AND DISCUSSION

312. *Last Chance For Eden* (PART I)

10:30 a.m.–noon

313. A CONVERSATION WITH WILLIAM B. HARVEY
Perspectives on Change in the American System of Higher Education

314. A CONVERSATION WITH ANGELA PROVITERA MCGLYNN
Improving Retention Rates for First Generation, Low-Income, and Minority Students

315. SPECIAL FEATURE PRESENTATION
Toward a Critical Mixed Race Studies Paradigm: Exploring the Intersections of Identity in Higher Education

CALIFORNIA NEWSREEL FILM SCREENING

316. *SNCC 50th Anniversary Conference*

90-MINUTE CONCURRENT SESSIONS

317. The Future of Campus Diversity: Reflections From 14 Public Institutions Facing Bans on Affirmative Action

318. Hispanics: One Size Doesn't Fit All

319. Asian American Pacific Islanders—Breaking the Glass Ceiling of Enrollment in Higher Education

320. Higher Education Hip Hop and the Hood: a Critical Informant in the Creation of the "Belonging Initiative" a National Model for Retention

321. Finding Your Voice: The Keys to Your Greatest Potential

322. Building In-Person and Online Partnerships Through Peer Mentoring: The Class of 2013 Program

323. Living Out Loud: Arts, Activism, and the Academy

324. A Meta-Dialogue on Race Dialogues: Developing the Discussion and What is Not Being Said...

325. The Inner Works of the Campus Climate Survey: From Talk to Action! Researching, Developing, Administrating, Disseminating, and Action

326. Racial Identity Development and Sociorace: The Impact on Cultural Competence in Counseling

327. Creating Mentorship Opportunities: Taking the Next Step in Your Career

1:15–2:30 p.m.

75-MINUTE CONCURRENT SESSIONS

328. Hiring Diverse Faculty in Community College: A Case Study

329. Serving Asian American Pacific Islanders: Making The Invisible Visible

330. Creating Racial Literacy in the Classroom Through Contemporary Australian Indigenous Art

331. Enhancing a Multilingual Workplace: Creating Institutional Change Through Communication, Cultural Understanding and Learning

332. Diversity at Faith-Based Institutions: It's About the Mission

333. Exploring Worlds, Building Bridges—A Collaborative Educational Dialogue on Culturally Responsive Pedagogy

1:15–2:45 p.m.

334. A CONVERSATION WITH STEPHANIE FRYBERG
"Me?" or "Not Me?" How Cultural Models of Education Influence Academic Motivation and Performance for Native Students

1:15–3:15 p.m.

335. MAJOR WORKSHOP
Critical Intersections: Understanding the Essential Connections Between Anti-racism, Gender Liberation and LGBT Liberation Work in the Service of Social Justice Education

336. MAJOR WORKSHOP
Multicultural Student Development - Multicultural Center: Let's Talk About It? Interrogating the Multicultural and Ethnic Specific Binary

1:15–4:15 p.m.

337. MAJOR WORKSHOP
PART II—When You Build It and They Don't Come: Getting Senior Leaders to Show UP and Engage in "The Work"

DAY AT A GLANCE • THURSDAY, JUNE 2

3-HOUR CONCURRENT SESSIONS

- 338.** A CAMPUS OF DIFFERENCE™: An Anti-Bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute
- 339.** "Comedy as Catalyst," an Interactive Discussion on Diversity, Racism & Prejudice in the Workplace
- 340.** Mixed-Race on Campus: Multiracial Student Identities and Issues in Higher Education
- 341.** Training Students to Become Peer Facilitators for Intergroup Dialogue: A Pedagogical Approach

1:30–3:30 p.m.

- 342. SPECIAL FEATURE PRESENTATION—PRESIDENTS SYMPOSIUM: ROUNDTABLE DISCUSSION BY UNIVERSITY PRESIDENTS**
PART II—Promoting Internationalization: A Panel of Presidents Share Their Experiences and Initiatives
- 343. CALIFORNIA NEWSREEL FILM SCREENING AND EXCLUSIVE SNEAK PREVIEWS**
- *Blacking Up: Hip-Hop's Remix of Race and Identity*
 - *Soul Food Junkies*
 - *More Than a Month*
 - *RACE*
 - *The Loving Story: The Long Walk Home*
 - *Turkey Creek*
- 344. FILM PREVIEW AND DISCUSSION**
Last Chance For Eden (PART III)

2:30–4:30 p.m.

- 345. SPECIAL FEATURE PRESENTATION**
A SpeakOut Panel Discussion: Toward a Racially and Economically Just Immigration Policy: What's at Stake, What Will it Take?
- 2-HOUR CONCURRENT SESSIONS**
- 346.** You Mean, There's Race in My Movie? Using Movies to Understand Race
- 347.** Trees Planted By the Waters—"They" Shall Not Be Moved: Ongoing Initiatives at the University of Akron for the Recruitment and Retention of African-American Males
- 348.** Understanding Perceptions of Self and Our Biases: A Key Component to Eliminating Health Care Disparities
- 349.** Microaggression: The "Invisible" Barrier to Academic Success
- 350.** Other Awareness Project—95% Guilt & Anger Free
- 351.** Diversity Initiatives That "Work": A Comprehensive Plan for University Diversity and a Statewide Diversity Policy

2:45–4:15 p.m.

90-MINUTE CONCURRENT SESSIONS

- 352.** Cooper Woodson College: Amalgamating African American Students and Scholarship Through Leadership and Community Involvement Among Students, Faculty and Staff
- 353.** Hispanic Scholarship Fund (HSF) University Alliance Pilot Program—The Impact of Collaborating With Universities, Communities and Families to Increase Recruitment and Strengthen Persistence in Latino Students
- 354.** *Hip Hope!* Creative Ways to Use Hip Hop Culture and Its Music for Positive Creative Expression
- 355.** To Haze and Not Recruit, or at Least Die Trying; Issues That Face Multicultural Greek Letter Organizations on our Campuses
- 356.** Transforming Generation Me Into Us: Infusing a Culture of Equity at a PWI
- 357.** Uncovering the Impact and Reach of Diversity at Your Campus: How to Assess and Evaluate Inclusive Excellence/Campus Diversity Master Plans

3:00–4:30 p.m.

- 358. A CONVERSATION WITH GEORGE LIPSITZ**
How Racism Takes Place

5:00–5:45 p.m.

- 359. CONFERENCE AFTERNOON PLENARY SESSION**
Keynote Address: Beyond Black and White: A New Paradigm for Civil Rights—Frank H. Wu

5:45–6:45 p.m.

- 360. Book Signing and Informal Dialogue—Frank H. Wu**

6:00–7:00 p.m.

- 361. Native Delegates (NDNCORE) Caucus**
Networking Meeting

6:00–7:30 p.m.

- 362. Latino/a Caucus**
Meeting and Roundtable Discussion (Social to follow)
- 363. Whites Partnering to Dismantle Racism Caucus**
Discussion: Recognizing Internalized Dominance (PART II)

6:00–8:00 p.m.

- 364. APINCORE (Asian/Pacific Islander American) Caucus**
Future Planning and Caucus Nominations and Elections
- 365. JDOTT Summit Meeting**

8:00–10:00 p.m.

- 366. Multi Racial/Inter Racial Caucus**
Networking Meeting
- 367. SPECIAL FEATURE: FILM PREVIEW AND DISCUSSION**
La Mission

THURSDAY, JUNE 2, 2011

7:45–8:45 a.m.

East Mezzanine Level, 202, 204
MOSCONE CENTER SOUTH

NATIONAL ADVISORY COMMITTEE (NAC)

301 Sub-Committee Meetings

There are two meeting rooms available for NAC sub-committee meetings. All members of the NAC are invited to join the Southwest Center for Human Relations Studies' Executive Committee members for these meetings. For more information about NCORE® National Advisory Committee (NAC), see Index 003.

For other meeting days/times, see Index 401.

8:00–9:00 a.m.

Entrance Lobby Level, Foyer
MOSCONE CENTER SOUTH

302 Continental Breakfast

8:00 a.m.–7:00 p.m.

Esplanade Ballroom Level, 304 and 306
MOSCONE CENTER SOUTH

EXHIBITOR SHOWCASE AND RESOURCE CENTER

303 For more information of Exhibitor Showcase, see Index 211)

For more comprehensive listing of Exhibitors and their products and services, see page 88.

8:45–9:00 a.m.

Esplanade Ballroom Level, 307, 308, 309, 310
MOSCONE CENTER SOUTH

REMARKS BY THE SOUTHWEST CENTER DIRECTOR



304 Sumita Furlong, Ph.D., Director, Southwest Center for Human Relations Studies, Public and Community Services, College of Continuing Education, The University of Oklahoma—Norman, Oklahoma

9:00–9:45 a.m.

Esplanade Ballroom Level, 307, 308, 309, 310
MOSCONE CENTER SOUTH

MORNING CONFERENCE GENERAL SESSION



304 Keynote Address:
Toward Multiracial Democracy in America

Carlos Muñoz Jr., Ph.D., Prominent Political Scientist, Historian, Journalist, and Public Intellectual; Professor *Emeritus*, Chicano/Latino Studies, Ethnic Studies Department, College of Letters and Science, University of California—Berkeley, California

Carlos Muñoz Jr. is a prominent political scientist, historian, journalist, and public intellectual. An educator, author, and activist, Muñoz is also Professor *Emeritus* in the Department of Ethnic Studies, University of California, Berkeley. Muñoz was the founding chair of the first Chicano Studies department in the nation in 1968 at the California State University at Los Angeles and the founding chair of the National Association of Chicana & Chicano Studies (NACCS). He is a pioneer in the creation of undergraduate and graduate curricula in the disciplines of Ethnic Studies. He is the author of numerous pioneering works on the Mexican American political experience and on African American and Latino political coalitions. His book, *Youth, Identity, Power: The Chicano Movement* won the Gustavus Myers Book Award for “outstanding scholarship in the study of human rights in the United States.” The book is in its 12th printing and was a major resource for the PBS television series “Chicano! History of the Mexican American Civil Rights Movement.” Dr. Muñoz was the senior consultant for the project and was also featured in the series. He has also been featured in several other documentary films. He is currently working on several new books: *Diversity and The Challenge for a Multiracial Democracy In America*, a biographical novel, *The Life & Times of Dr. Ernesto Galarza* (the first Mexican American nominated for the Nobel Prize in Literature), and *The Latino Experience in Major League Baseball*. He has also begun work on his autobiography *Victory is in the Struggle*. Dr. Muñoz is an acknowledged expert on the issues of ethnic and racial politics, multiculturalism and diversity, immigration, civil and human rights, and affirmative action. For more information, please visit

<http://ethnicstudies.berkeley.edu/faculty/profile.php?person=21>

<http://www.speakoutnow.org>

10:00–11:00 a.m.

Esplanade Ballroom Level, 304 and 306
MOSCONE CENTER SOUTH

BOOK SIGNING AND INFORMAL DIALOGUE

305 Carlos Muñoz Jr.

(Please visit the SpeakOut Booth, NCORE Book Agent)

10:00 a.m.–noon

Esplanade Ballroom Level, 300
MOSCONE CENTER SOUTH

The Presidents Symposium will continue 1:30–3:30 p.m. (Index 342)

SPECIAL FEATURE PRESENTATION**Presidents Symposium: 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 and have helped improve their quality. Presidential leadership and support have almost always been critical to the success of these efforts. In this year's Presidents Symposium, the panel of presidents will discuss their leadership experiences and efforts in a related area: the internationalization of their institutions to expose students and faculty to other cultures and the effects of globalization. They will also discuss the lessons learned from their institutions' involvement in international programs and activities.

306 PART I—Why Should Colleges and Universities Become Involved in International Programs and Activities and What are the Benefits of Such Involvement?

The presidents on this panel have not only been strong proponents of diversity but have also been committed to promoting the internationalization of their institutions. Drawing on their personal experiences, the panelists will address such issues as:

- Why have they involved their institutions in international programs and activities?
- What kinds of programs and activities have they initiated? (Specific examples will be discussed in Session II)
- What do they see as the benefits for faculty and students?
- How can such programs and activities better inform us about such issues as immigration, Islamophobia, the impact of the Iraq and Afghanistan wars, and globalization generally?
- What relationship, if any, do they have to the promotion of diversity and equity in their institutions?



Ding-Jo Currie, Ph.D., Chancellor, Coast Community College District; Former President, Coastline Community College; Former Assistant Superintendent/Vice President of Economic and Community Development at Rio Hondo College, Whittier, CA; Past Board Chair, American Association of Community Colleges—Costa Mesa, California



Richard W. Lariviere, Ph.D., President, University of Oregon, Eugene, Oregon; Former Executive Vice Chancellor and Provost at the University of Kansas; Former Dean, College of Liberal Arts, University of Texas at Austin; Life Member, Council on Foreign Relations; Fellow of the Royal Asiatic Society of Britain.
<http://president.uoregon.edu/biography/>



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
yolanda.moses@ucr.edu



Sidney A. Ribeau, Ph.D., President, Howard University—Washington, DC; Former President, Bowling Green State University; Former Vice President for Academic Affairs, California State Polytechnic University, Pomona.
<http://www.howard.edu/president/>



Bob H. Suzuki, Ph.D., President *Emeritus*, California State Polytechnic University—Pomona, California; Former Vice President for Academic Affairs, California State University, Northridge; Recipient of ACE's 2010 Reginald Wilson Diversity Leadership Award (**Session Moderator**)

PART I**10:00 a.m.–noon**

Esplanade Ballroom Level, 305
MOSCONE CENTER SOUTH

For PART II at 1:15–4:15 p.m., see Index 337

MAJOR WORKSHOP**307 When You Build It and They Don't Come: Getting Senior Leaders to Show UP and Engage in "The Work"**

Senior leaders are pivotal to the success of an institution's access and diversity initiatives. Too often they leave that work to a chief diversity officer, a faculty or staff committee, or to the human resources/EEO department. Frequently they back away either because their attention is pulled toward other "more pressing priorities" or because they don't know what to do to bring about change.

This interactive session explores how to strategically influence top leaders in a college or university to become champions of creating a diverse and inclusive school. We will look at a variety of approaches to getting them involved in this work, and helping them understand that their commitment is in the best interest of the institution and all of its various stakeholders. A group of senior leaders will talk about their strategies in getting senior leaders involved and committed.

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

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

Martha J. Kanter, Ph.D., Under Secretary of Education, U.S. Department of Education—Washington, DC (**Invited**)

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

<http://www.franceskendall.com/>

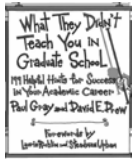
Patricia (Pat) M. Lowrie, Director, Women's Resource Center, Michigan State University—East Lansing, Michigan lowriep@msu.edu

Christine Stanley, Ph.D., Vice President and Associate Provost for Diversity, Texas A&M University—College Station, Texas

10:00 a.m.–noon

West Mezzanine Level, 270
MOSCONE CENTER SOUTH

MAJOR WORKSHOP



308 What They Didn't Teach You in Graduate School: 199 Helpful Hints for Success in Your Academic Career

Graduate students study and master the literature, theories, and methodologies in their discipline. However, often they are not given practical advice about how the academic world really works. The presenter will discuss a full range of topics about how to complete your Ph.D. successfully and how to be most effective as a faculty member. Topics in this session will include, (but will not be limited to) (a) tips on conducting dissertation research and writing a dissertation, (b) finding a job in academia, (c) earning tenure, (d) writing winning grant proposals, and (e) publishing in leading, peer-reviewed journals. In addition, the presenter will draw upon the latest research to discuss the barriers facing faculty members who are women or faculty of color or faculty from poverty. This session will present strategies that help junior professors from these previously (and, to some degree, still) marginalized groups to overcome these barriers and function productively in colleges and universities.



David E. Drew, Ph.D., School of Educational Studies, Claremont Graduate University—Claremont, California david_drew@cgu.edu
For more information, visit <http://www.cgu.edu/pages/388.asp>

10:00 a.m.–noon

2-HOUR CONCURRENT SESSIONS

10:00 a.m.–noon

East Mezzanine Level, 212
MOSCONE CENTER SOUTH

Levels of Experience: **Novice and Intermediate**

309 Targeted AND Privileged: The Importance of Examining Whiteness Within the LGBT Community

◆◆ Interactive Training ◆◆

This session will present a practical model for examining dominance within the LGBT world. Based in theories on socialization within oppressive systems and the intersection of multiple social identities, we will interrogate the impact of dominance and marginalization on our LGBT community. Participants will experience facilitated activities, gain tools, and practice new behaviors that deal with the intersection of sexual orientation with race/ethnicity and gender. As a group, we will explore how unconscious dominance can operate even within an oppressed group and the institutional structures we create. Participants will commit to action steps for bringing this information back to their organizations and their lives. This session should particularly benefit those to whom NCORE'S commitment to inclusivity and intersectionality is of particular interest. It will benefit by identifying often invisible and unconscious factors which can lead to marginalization and exclusivity even within the oppressed group and providing participants with both important testimony and constructive action responses.

Laurie B. Lippin, Ph.D., Lecturer, University of California, Davis; Organizational Coach and Consultant, Equity Action, LLC—Rohnert Park, California laurie@equityaction.net

10:00 a.m.–noon

East Mezzanine Level, 238
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

310 The Lumina Project: A Comprehensive Study on the Retention and Collective Experience of African American Men at UCLA

◆◆ Research/Assessment/Evaluation ◆◆

This presentation spotlights the work of the Lumina Project, which is the newest research initiative of the UCLA Black Male Institute that focuses on the retention and campus experiences of African American males at UCLA. The Lumina project provides a quantitative analysis of retention trends at UCLA since 1995 with special emphasis on areas of origin, cohort retention, four year vs. six-year retention rates, and major upon graduation. The qualitative analysis comprises interview assessments of four major retention programs on campus; focus groups for African-American male seniors, athletes, transfers, freshman, and dismissed students; and lastly interviews of incoming first-year African American males about their experiences at UCLA. The session will explore the trends in collective experiences, examine programmatic approaches, and highlight the impact of participation in the first ever “Blacklimate” Course—an orientation course for 1st-year African American males at UCLA. This session should particularly benefit Student Affairs officers, retention-based program administrators, and academic advisors who are interested in the retention and achievement of African American males at Predominately White Institutions.

Randy Boykins, Undergraduate Researcher, UCLA Black Male Institute, Graduate School of Education and Information Studies, University of California—Los Angeles, California rboykins@ucla.edu

Dennis Denman, Undergraduate Researcher, UCLA Black Male Institute, Graduate School of Education and Information Studies, University of California—Los Angeles, California dd525@ucla.edu

Ebreon Farris, Undergraduate Researcher, UCLA Black Male Institute, Graduate School of Education and Information Studies, University of California—Los Angeles, California ebreon@ucla.edu

Terry Flennaugh, Graduate Student Researcher, UCLA Black Male Institute, Graduate School of Education and Information Studies, University of California—Los Angeles, California terryflennaugh@gmail.com

Tyrone C. Howard, Ph.D., Principal Investigator, UCLA Black Male Institute, Graduate School of Education and Information Studies, University of California—Los Angeles, California thoward@gseis.ucla.edu

Corey Matthews, Graduate Student Researcher, UCLA Black Male Institute, Graduate School of Education and Information Studies, University of California—Los Angeles, California coreymatthews@ucla.edu

Devon Miner, Undergraduate Researcher, UCLA Black Male Institute, Graduate School of Education and Information Studies, University of California—Los Angeles, California dminer@ucla.edu

10:00 a.m.–noon

East Mezzanine Level, 222
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

311 DE-RACE-ING Power in Higher Education

◆◆ Curricular/Pedagogical Models ◆◆

Throughout the history of the United States, “race” has been one of the dynamic, socially constructed narratives through which mechanisms or technologies of power have operated to maintain a highly unequal social order (Foucault, 1977). Elites have used “race” to categorize people and place them in this social hierarchy. Race narratives have legitimized surveillance techniques that have disproportionately restrained people of color, and standardized institutional practices that favor the dominant white, upper/middle class. Race narratives and the technologies of power they embody have morphed over time. However, they continue to produce notions of racial hierarchy as normal common sense.

Presenters will engage participants in activities they use in their classrooms to help pre-service teachers become aware of how various technologies of power currently operate at all levels of education to sustain hierarchies and inequities in society, and explore approaches to unmasking these technologies. This session should particularly benefit educators who are attempting to contribute actively to greater equity in education and society by facilitating a more collective, collaborative, consciousness of how race narratives sustain racial hierarchies, and how these narratives can be interrupted.

Roberta Ahlquist, Ph.D., Professor, Secondary Teacher Education, San José State University—San José, California Roberta.ahlquist@sjsu.edu

Ann Berlak, Ph.D., Adjunct Professor, Social Foundations, San Francisco State University—San Francisco, California annberlak@yahoo.com

Virginia Lea, Ph.D., Associate Professor of Education, University of Wisconsin-Stout—Menomonie, Wisconsin leav@uwstout.edu

10:00 a.m.—noon

West Mezzanine Level, 258, 260
MOSCONE CENTER SOUTH

FILM PREVIEW AND DISCUSSION



312 *Last Chance For Eden (PART I)*

Director Lee Mun Wah

Last Chance for Eden—Part I is a documentary about nine women and men who spend two weekends together talking about racism. On camera for 24 hours, they struggle to find a way to understand each other's differences. In the second half, they ask each other questions they have always wanted answered. Their responses and reactions are compelling and revealing, but also intimate and honest. (2002)

10:30 a.m.—noon

West Mezzanine Level, 250
MOSCONE CENTER SOUTH

A CONVERSATION WITH WILLIAM HARVEY



313 Perspectives on Change in the American System of Higher Education

William B. Harvey, Ph.D., Provost/Vice President, Academic and Student Affairs, Rosemont College—Bryn Mawr, Pennsylvania

William Harvey has four decades of higher education experience and a wide range of education and advocacy knowledge. He was the first person ever appointed to the position of Vice President for Diversity and Equity at the University of Virginia, where he initiated and provided support to a wide variety of faculty and student organized programs and activities that celebrated the rich diversity of the University. While at UVA, he also initiated the Virginia-North Carolina Alliance for Minority Participation, a consortium of eight colleges and universities funded by a \$5 million grant from the National Science Foundation.

10:30 a.m.—noon

West Mezzanine Level, 272
MOSCONE CENTER SOUTH

A CONVERSATION WITH ANGELA PROVITERA MCGLYNN



314 Improving Retention Rates for First Generation, Low-Income, and Minority Students

Angela Provitera McGlynn, a Professor *Emeritus* of Psychology at Mercer County Community College in West Windsor, New Jersey

Angela taught psychology at a community College for 35 years. She is currently a national consultant on teaching and learning issues. She is the author of *Successful Beginnings for College Teaching: Engaging Your Students from the First Day* and *Teaching Today's College Students: Widening the Circle of Success* mcglynna@mccc.edu

For book signing by Angela Provitera McGlynn, please visit the **Atwood Publishing** booth. www.atwoodpublishing.com

For more information, please visit

<http://www.atwoodpublishing.com/authors/AProvitera.htm>

10:30 a.m.—noon

Esplanade Ballroom Level, 303
MOSCONE CENTER SOUTH

SPECIAL FEATURE PRESENTATION



315 Toward a Critical Mixed Race Studies Paradigm: Exploring the Intersections of Identity in Higher Education

Andrew Jolivéte, Ph.D., Chair and Associate Professor, American Indian Studies, College of Ethnic Studies, San Francisco State University—San Francisco, California



Sponsored by the SpeakOut <http://www.speakoutnow.org/>

10:30 a.m.—noon

East Mezzanine Level, 228, 230
MOSCONE CENTER SOUTH

CALIFORNIA NEWSREEL FILM SCREENING

Barrie McClune, Director, African American Perspectives Collection, California Newsreel—San Francisco, California www.newsreel.org



316 SNCC 50th Anniversary Conference

Executive Producer: SNCC 50th Anniversary Conference, Documentary Sub-Committee

This complete collection of DVDs present formal addresses, panel discussions and cultural programs that took place at a conference and reunion unfolding over four days at Shaw University in Raleigh, North Carolina on the 50th anniversary of the founding of the Student Non-Violent Coordinating Committee (or SNCC). The collection features presentations from veteran SNCC members and supporters including Bob Moses, Congressman John Lewis, Judy Richardson, Bernice Johnson Reagon, Harry Belafonte, Kathleen Cleaver, Danny Glover, Reverend James Lawson, and the Attorney General Eric Holder. A highlight reel from the DVD collection will be presented.

10:30 a.m.–noon

90-MINUTE CONCURRENT SESSIONS

10:30 a.m.–noon

West Mezzanine Level, 262
MOSCONE CENTER SOUTHLevels of Experience: **Intermediate****317 The Future of Campus Diversity: Reflections From 14 Public Institutions Facing Bans on Affirmative Action**

◆◆ Policy Issues ◆◆

Following a 2006 statewide ballot initiative banning the use of affirmative action in state of Michigan, the University of Michigan convened a summit of peer colleagues early in 2007 to discuss the challenges and strategies for ensuring diversity under these new legal constraints. The success of these meetings prompted U-M to convene two conferences that will bring together directors of admissions, financial aid, and outreach; chief diversity officers; and other relevant staff at 14 public institutions whom face similar bans. The first conference took place in March 2011, and the second will convene in November 2012. Thus, the current session will focus on the outcomes of the first of these two planned conferences that have been sponsored by the Ford Foundation to support the University of Michigan's leadership on diversity and affirmative action issues in higher education.

Presenters will provide a broad overview of the diversity landscape, including social issues at stake, legal restrictions, and university responses in the seven states affected, but most importantly, detailed insight into the specific institutional strategies that were developed and implemented to maintain and advance diversity will be highlighted. This session should particularly benefit administrators, faculty, and staff who are looking for legally permissible ways to more fully engage diversity on their campuses in the wake of an increasing number of state bans on affirmative action.

John Matlock, Ph.D., Associate Vice Provost and Director, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan
matlock@umich.edu

Katrina Wade-Golden, Ph.D., Assistant Director, Research and Assessment, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan
wlm@umich.edu

10:30 a.m.–noon

East Mezzanine Level, 236
MOSCONE CENTER SOUTHLevels of Experience: **Novice and Intermediate****318 Hispanics: One Size Doesn't Fit All**

◆◆ Case Studies/Model Programs ◆◆

The rapidly growing population of Hispanics in the U.S. has given rise to an influx of a soon to be new majority-minority student population at Georgia Tech. However, their participation in programs, even programs targeted specifically to them, is relatively low. We decided to pay attention to this low participation rate and explore deeper the potential root of the issue. We hypothesize that at Georgia Tech we are providing a homogeneous solution for a heterogeneous population. This "one size fits all" approach used at Georgia Tech reflects the same methodology used across the United States for Hispanics.

This interactive session explores an innovative way of approaching Hispanic students by exploring the diversity within them. We will discuss the case of the Georgia Tech Office of Minority Educational Development (OMED) and the different approaches the resources used to identify the subcategories of Hispanic students and the future implications for current programs. This session should particularly benefit participants working directly in the execution, planning and managing of Hispanic programs within their school. At the end of the session, we invite participants to discuss issues in the Hispanic diversity

observed at their own institutions and challenge them to take this creative approach back to their schools for further exploration.

Beatriz Hegidio, Hispanic Engagement Partner, Georgia Institute of Technology, OMED: Educational Services—Atlanta, Georgia
beatriz.hegidio@omed.gatech.edu

Adrienne Prysock, Data Analysis Partner, Georgia Institute of Technology, OMED: Educational Services—Atlanta, Georgia
Aprysock@omed.gatech.edu

10:30 a.m.–noon

East Mezzanine Level, 200
MOSCONE CENTER SOUTHLevels of Experience: **Novice****319 Asian American Pacific Islanders—Breaking the Glass Ceiling of Enrollment in Higher Education**

◆◆ Case Studies/Model Programs ◆◆

This session will describe best practices, new initiatives, and strategies that were developed by South Seattle Community College and funded through a grant of federal Minority Serving Institution (MSI). Presenters will address the following areas: First Year Experience Initiatives, Basic Studies Transition Curriculum, Graduation and Transfer Rates, and Disaggregation of Data and a Virtual Resource Center. While these initiatives have been developed for an Asian American Pacific Islander target population at a diverse urban community college, they can be adapted and implemented in a variety of settings. An important component of the strategies is the inclusion of family and community members as they have provided developmental input and have become involved in the learning process of our students at South Seattle Community College. This session should particularly benefit higher education administrators, faculty, and support staff working with diverse student populations.

Dorrienne Chinn, Community College Instructor, and AANAPISI Transition Specialist, AANAPISI Grant Team Member, South Seattle Community College—Seattle, Washington
dchinn@sccd.ctc.edu

Robert Dela-Cruz, Community College Instructor, and AANAPISI Curriculum Specialist, AANAPISI Grant Team Member, South Seattle Community College—Seattle, Washington
rcruz@sccd.ctc.edu

Rochelle Fonoti, Community College Instructor, and AANAPISI Curriculum Development and Student Initiatives Specialist, AANAPISI Grant Team member, South Seattle Community College—Seattle, Washington
rfonoti@sccd.ctc.edu

10:30 a.m.–noon

East Mezzanine Level, 206
MOSCONE CENTER SOUTHLevels of Experience: **Intermediate****320 Higher Education Hip Hop and the Hood: a Critical Informant in the Creation of the "Belonging Initiative" a National Model for Retention**

◆◆ Research/Assessment/Evaluation ◆◆

This session will demonstrate our understanding of both the historical and the contemporary picture of higher education to draw connections between popular culture and "liberal learning," broadly speaking. We will examine how hip-hop and higher education are both related to the (neighbor) hood, and illustrate the principles of liberatory pedagogy, as demonstrated in the creation of "The Belonging Initiative" at Mills College. Presenters will interrogate the contradictions between the historical and contemporary narratives of higher education, where research, literature, and data encourage us to "hold space" for students in higher education institutions that were not necessarily founded with them in mind. The session will focus on strategies for getting a diverse student body to and through college. It will examine our use of theoretical and applied research related to social and academic integration, hip hop and cultural capital as critical components of student retention. This session will draw on our own experiences of neighborhood and community, as well as popular culture and higher education, as we share the framework for replicating "The Belonging Initiative" at participants' home campuses. This session

should particularly benefit participants committed to social justice, retention, and access and equity in higher education.

Nolan A. Jones, Doctoral Student, Educational Leadership, Mills College—Oakland, California njones@hnu.edu

Joi D. Lewis, Ph.D., Dean of Student Life and Professor, Educational Leadership, Mills College—Oakland, California jlewis@mills.edu

Mildred S. Lewis, Doctoral Student, Educational Leadership, Mills College—Oakland, California mildredlewis@peralta.edu mildredlewis@yahoo.com

Margaret Morrissey, Graduate Student, Educational Leadership, Mills College—Oakland, California mmorrissey@mills.edu

10:30 a.m.–noon

West Mezzanine Level, 274
MOSCONE CENTER SOUTH
Levels of Experience: **All**

321 Finding Your Voice: The Keys to Your Greatest Potential

◆◆ Interactive Training ◆◆

My grandmother was a key musical influence in my life. She began teaching me hymns and how to sing my ABCs when I was three years old. Later it was the genius of artists and musicians such as Donny Hathaway, Stevie Wonder, Carl Anderson, Marvin Gaye, Shirley Horn, and Daryl Coley that would continue to enlighten the path in my finding my own unique vocal expression. However, it wasn't until I experienced a disappointing turn in my career as a football player, and swift exit out of Corporate America, that I was reintroduced to my love for music. This was the genesis of discovering my truest passion and gift.

The session is an opportunity for all to participate to grow closer to understanding what the gift within is all about. In this session we will explore:

- Excellence as standard
- Visualizing and Visioning
- Authentic creativity
- Building confidence
- Discovering your “It”
- Passion
- Creating a plan to fulfill your goals and dreams
- A practice of Integrity
- Exercising resources
- Meditation: Accessing the creative space within
- Allowing your greatness to become who you are, and
- Service: Being an agent of change and transformation for the greater good

Charles Holt, Charles Holt Productions, The New Conversation Series—Los Angeles, California <http://www.charlesholtproductions.com/>

10:30 a.m.–noon

East Mezzanine Level, 208-210
MOSCONE CENTER SOUTH
Levels of Experience: **Novice and Intermediate**

322 Building In-Person and Online Partnerships Through Peer Mentoring: The Class of 2013 Program

◆◆ Case Studies/Model Programs ◆◆

This session explains the development and evolution of a new peer-mentoring program designed for high school student's persistence to college. Developed by faculty at James Madison University and Harrisonburg High School in Virginia, the program is now fully integrated into the student curriculum of the university's Centennial Scholars Program (CSP) and the high school's AVID program. The “Class of 2013” pilot program is designed to address issues outside of the classroom that typically impact academic persistence. The specific program goals and mentor training techniques will be shared in an

interactive presentation. Presenters will describe the online and in-person curriculum and related activities, lessons learned, and current research efforts to measure the impact of this program. This session should particularly benefit those new to program development for underserved students in highly diverse contexts, those interested in using this program as a model, and individuals who would like to provide feedback about the Class of 2013 program before it is refined and implemented elsewhere.

Michele D. Estes, Ph.D., Assistant Professor, Learning, Technology and Leadership Education, James Madison University—Harrisonburg, Virginia estesmd@jmu.edu

Amanda Francis, Centennial Scholars Program Graduate Student Program, James Madison University—Harrisonburg, Virginia ranciag@dukes.jmu.edu

Oris Griffin, Ed.D., Professor, Learning, Technology and Leadership Education, James Madison University—Harrisonburg, Virginia griffiot@jmu.edu

Diane Strawbridge, Director of Student Retention, Centennial Scholars Program, James Madison University—Harrisonburg, Virginia strawbd@jmu.edu

10:30 a.m.–noon

West Mezzanine Level, 256
MOSCONE CENTER SOUTH
Levels of Experience: **Intermediate**

323 Living Out Loud: Arts, Activism, and the Academy

◆◆ Curricular/Pedagogical Models ◆◆

In a collaborative grassroots and university effort, Bryonn Bain—spoken word poet, prison activist, and educator—delivered a series of performance-based programs on Wittenberg University's campus in Springfield, Ohio community with university students, faculty and staff, community organizers and non-profit professionals. Come see the way one university created a program that illustrates how to bridge the divide between the arts and activism, thereby learning how to design an experience on campus and in the surrounding community that has the capacity to shift consciousness and catalyze social change. This session should particularly benefit the faculty, staff, administrators and students thinking of ways to develop programs that seek to transcend the silo-minded thinking that sees student development activities as isolated from academic concerns, academic concerns as isolated from community engagement, and college campuses as isolated from local communities. You can expect a highly interactive session that will include hands-on activities, some spoken-word performance and some very practical advice on how to move an initiative of this type forward on your campus.

Miguel Martinez-Saenz, Associate Provost and Associate Professor of Philosophy, Wittenberg University—Springfield, Ohio mmartinezsaenz@wittenberg.edu

10:30 a.m.–noon

East Mezzanine Level, 226
MOSCONE CENTER SOUTH
Levels of Experience: **Intermediate**

324 A Meta-Dialogue on Race Dialogues: Developing the Discussion and What is Not Being Said...

◆◆ Curricular/Pedagogical Models ◆◆

This session will offer participants a glimpse of the intergroup dialogue process as a strategy many institutions of higher education as well as city centers/agencies are employing to address racism on their campuses and within their communities. Many have developed programs to provide opportunities for their citizens to participate in Dialogues focusing on issue of Race and Ethnicity. This will be an interactive presentation and participants will be encouraged to share their experiences and perspectives on Race Dialogues. The presenter hope to illustrate the challenges, limitations and potential benefits of intergroup dialogues focusing on racism. While we know that topics such as white privilege, institutional racism, stereotype and racial identity development emerge as key themes in dialogues, we are also very interested in keeping the talk authentic and discovering ways that move dialogues into deeper waters. Intergroup dialogues with undergraduate student populations on predominantly white campuses, or in predominantly white communities, pose particular difficulties related to group balance, engagement and resistance. Personal philosophies regarding group facilitation skills will be shared. This

session should particularly benefit those interested in utilizing dialogue approaches for addressing issues of racism on their college campuses or within their communities.

Christopher Weiss, Senior Academic Counselor, Student Support Services, Syracuse University—Syracuse, New York cjweiss@syr.edu

10:30 a.m.—noon

East Mezzanine Level, 224
MOSCONE CENTER SOUTH

Levels of Experiences: **Novice**

325 The Inner Works of the Campus Climate Survey: From Talk to Action! Researching, Developing, Administrating, Disseminating, and Action

◆◆ Research/Assessment/Evaluations ◆◆

The Campus Climate Survey is one of the most powerful tools in determining the perceived culture of your institution. This session focuses on how to research, develop, administer, disseminate, and turn the results into actionable items to benefit the campus community. This session should particularly benefit participants who plan to conduct a campus climate survey or have conducted surveys in the past but have not been successful in translating the results to action items.

Sunday D. Griffith, Interim Director of Institutional Research, University of Toledo—Toledo, Ohio Sunday.griffith@utoledo.edu

Shanda L. Gore, Ed.D., Assistant Vice President for Equity and Diversity, University of Toledo—Toledo, Ohio Shanda.gore@utoledo.edu

10:30 a.m.—noon

East Mezzanine Level, 220
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

326 Racial Identity Development and Sociorace: The Impact on Cultural Competence in Counseling

◆◆ Curricular/Pedagogical Models ◆◆

The session begins with an interactive activity, “What is my sociorace?” This presentation then discusses major aspects of a graduate course in counseling psychology that utilizes racial identity development as a theoretical base in teaching cultural competence. A study was conducted with one class of graduate students in this course. Data were collected from three sources and analyzed, and the results will be discussed. The findings reflect the related literature as well as the instructor’s experiences over a number of years. Suggestions for instructors of such courses will be shared. This session should particularly benefit those who teach/train prospective counseling psychologists at the master’s or doctoral levels, as well as the deans or heads of departments of Counseling Psychology.

Kerry D. Frank, Ph.D., Associate Professor, Graduate School of Professional, University of St. Thomas—Minneapolis, Minnesota kdfrank@stthomas.edu

10:30 a.m.—noon

West Mezzanine Level, 276
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

327 Creating Mentorship Opportunities: Taking the Next Step in Your Career

◆◆ Interactive Training ◆◆

This session will provide an opportunity for professionals, particularly professionals of color, to reflect and discuss identifying and building relationships with mentors. We will examine challenges professionals face when seeking mentors including the concepts of identity-similar mentors, organic versus organized mentoring, and community and interpersonal barriers’ one may face in finding an effective mentor. This session should particularly benefit participants of color who are interested in finding avenues in which to explore their own needs in finding mentor relationships, and reflecting on their own

strengths in determining how to be a mentor to others.

becky martinez, ed.d., Independent Consultant and Trainer, Infinity Martinez Consulting—Hemet, California beckymartinez@infinitymartinez.com

Victor Santana-Melgoza, Associate Director, Multicultural Affairs, University of Massachusetts—Lowell, Massachusetts vsmelgoza@gmail.com

1:15–2:30 p.m.

75-MINUTE CONCURRENT SESSIONS

1:15–2:30 p.m.

East Mezzanine Level, 206
MOSCONE CENTER SOUTH

Levels of Experience: **All**

328 Hiring Diverse Faculty in Community College: A Case Study

◆◆ Research/Assessment/Evaluations ◆◆

Currently there is a lack of racial/ethnic diversity among the faculty in 2-year colleges. In 2007–08, 35% of all students in public 2-year colleges in the U.S. were students of color. Yet at these same colleges, the faculties were 82% White and 17% ethnic minority (U.S. Department of Education, 2007). With increasing (though disproportionate) numbers of students of color achieving baccalaureate and graduate degrees and aspiring to teach, why do many 2-year colleges continue to struggle to increase the racial/ethnic diversity of their teaching ranks? What is a reasonable expectation for the percentage of racial/ethnic diversity in a community college faculty? What are obstacles to increasing the hiring of the faculty of color on 2-year campuses?

This presentation attempts to respond to these questions in a case study of a 2-year college in a mid-sized Midwestern city. Through analysis of documents related to search and screen procedures and close scrutiny of particular searches, insight is gained into how institutional obstacles are created. Recommendations are made on how efforts to diversify the faculty may be more effective. This session should particularly benefit those working to diversify faculty ranks; those who are interested in community colleges and affirmative action issues.

Eugene M. Fujimoto, Ph.D., Assistant Professor, Educational Leadership Department, College of Education, California State University—Fullerton, California efujimoto@fullerton.edu

1:15–2:30 p.m.

East Mezzanine Level, 212
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate and Advanced**

329 Serving Asian American Pacific Islanders: Making The Invisible Visible

◆◆ Case Studies/Model Programs ◆◆

This session provides an overview of landmark Asian American, Native American, Pacific Islander Serving Institutions (AANAPISI) designation, including criteria for the designation, a brief history of the development, the current AANAPISI grantees, and the future opportunities for other institutions to become AANAPISIs. South Seattle Community College will highlight its program with the lessons learned and the work yet to be done to debunk the myth of the “model minority.” This session should particularly benefit participants who are interested in serving the specific needs of Asian American Pacific Islander students; Administrators who are interested in the new AANAPISI designation - who it serves and why it is important. And practitioners who wish to benefit from the lessons learned by one institution—South Seattle Community College—in serving the needs of AAPI students.

Chanda Ishisaka, Financial Aid Resource Analyst, South Seattle Community College—Seattle, Washington cishisaka@scsd.ctc.edu

May Toy Lukens, Project Director, South Seattle Community College’s Title III-A grant and South’s Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant—Seattle, Washington mlukens@scsd.ctc.edu

1:15–2:30 p.m.

East Mezzanine Level, 220
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

330 Creating Racial Literacy in the Classroom Through Contemporary Australian Indigenous Art

◆◆ Case Studies/Model Programs ◆◆

Racial literacy is now appearing as a dynamic pedagogical and theoretical praxis, predominantly in America. It is still to be engaged with intensively in Australia but an example of how racial literacy is being taught in an Australian classroom is with dialogue and reference to the power of contemporary political Australian Indigenous art.

This session will present the racial literacy research that aims to decode the discursive and performative systems of race, aiding in the critical understanding of methods of representation, interpretation, and construction of knowledge. As a methodology, it makes race legible by examining class and location, revealing race as a set of representational practices. At present, as technology expands, there is a growing influx of images, texts, visuals, all of which are social, cultural products. Lacking the critical tools to read, see, speak, listen and filter social or cultural products, produces students who are vulnerable to negative beliefs, stereotypes and mythologies. Racial literacy aims to intervene in this process by producing critically literate and engaged individuals who can counter racism. Art, and this example of political Australian Indigenous art is a critical powerful tool for teaching racial literacy in the University.

Dianne Jones, Indigenous Artist and Lecturer—Victoria, Australia
dianneljones@yahoo.com

Odette Kelada, Ph.D., Lecturer, Australian Indigenous Studies, School of Culture and Communication, University of Melbourne—Victoria, Australia
okelada@unimelb.edu.au

1:15–2:30 p.m.

East Mezzanine Level, 222
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

331 Enhancing a Multilingual Workplace: Creating Institutional Change Through Communication, Cultural Understanding and Learning

◆◆ Case Studies/Model Programs ◆◆

Presenters will share the greatest challenges that employees from “foreign” cultures face every day in higher education. A Recruitment Program supported by strategic Cultural and Linguistic Services (CLS) for the institution is presented at this session as a model program. This approach demonstrates innovation and excellence in the delivery of outstanding affirmative action and equal employment opportunity practices between Wisconsin state agencies and the University of Wisconsin System. CLS focuses on the recruitment, retention, and promotion of a diversified workforce through highly innovative and creative programs. More specifically CLS provides interpretation and translation services along with training and educational interventions in the Spanish, Hmong, Tibetan and Mandarin Chinese languages. Cultural Linguistic Services’ mission is to enhance communication, cultural understanding and learning in order to advance in multilingual work environments. This session should particularly benefit institutions facing different racial/ethnic and national origin groups, linguistic issues and barriers. It examines strategies that maximize programming and resources to address the issues of workforce language and multicultural barriers in predominately mono-cultural and mono-lingual institutions.

Adín Palau, Recruitment Manager, Office of Human Resource Development, University of Wisconsin—Madison, Wisconsin apalau@ohr.wisc.edu

Carmen Romero-González, Training Officer Supervisor, Office of Human Resource Development, University of Wisconsin—Madison, Wisconsin cromero@ohr.wisc.edu

1:15–2:30 p.m.

East Mezzanine Level, 224
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate and Advanced**

332 Diversity at Faith-Based Institutions: It’s About the Mission

◆◆ Research/Assessment/Evaluation ◆◆

This session will present findings from a qualitative doctoral dissertation on four faith-based institutions. This study explores the drivers behind these institutions’ diversity efforts, the role their missions play in influencing their change efforts, and whether tension exists between their missions as faith-based institutions and their desires to become more inclusive. The presenter will share his findings using Daryl G. Smith’s (2009) dimensions of diversity as the conceptual framework. The session should particularly benefit participants who work at faith-based institutions and those who are interested in learning how to sustain diversity efforts over time by linking their work to mission, history, and values. In addition this session will be helpful for those at faith-based institutions.

Joel Perez, Ph.D., Dean of Transitions and Inclusion, George Fox University—Newberg, Oregon jperez@georgefox.edu

1:15–2:30 p.m.

West Mezzanine Level, 270
MOSCONE CENTER SOUTH

Levels of Experience: **Novice and Intermediate**

333 Exploring Worlds, Building Bridges—A Collaborative Educational Dialogue on Culturally Responsive Pedagogy

◆◆ Curricular/Pedagogical Models ◆◆

This session examines an innovative and thought-provoking program amongst university faculty and staff and local high school teachers around the concept of culturally responsive classrooms. Faculty and staff at the University of North Carolina-Asheville and local high school teachers from the greater community met, discussed, read, created action plans, and implemented strategies to create and/or maintain culturally responsive classrooms. Information on the background and various components of the program will be provided. Insights and lessons gleaned from the program’s implementation will be provided with an emphasis on effective teaching strategies shared by the participants. Finally, this session will address next steps for the program based on participants’ feedback. This session should particularly benefit participants interested in strengthening university and K-12 public education partnerships, facilitating meaningful professional development opportunities, and increasing knowledge of best practices related to culturally responsive pedagogy.

Melinda C. Bullen, Coordinator, Teacher Recruitment, University of North Carolina—Asheville, North Carolina mbullen@unca.edu

Lisé Kloeppe, Assistant Professor of Drama, University of North Carolina—Asheville, North Carolina lkloeppe@unca.edu

Tiece M. Ruffin, Ph.D., Visiting Assistant Professor, and Coordinator, Diversity Outreach, University of North Carolina—Asheville, North Carolina truffin@unca.edu

1:15–2:45 p.m.

West Mezzanine Level, 250
MOSCONE CENTER SOUTH

A CONVERSATION WITH STEPHANIE FRYBERG



334 “Me?” or “Not Me?” How Cultural Models of Education Influence Academic Motivation and Performance for Native Students

Stephanie Fryberg, Tulalip, Ph.D., Assistant Professor, Department of Psychology and Affiliate Faculty in American Indian Studies, University of Arizona—Tucson, Arizona

Stephanie Fryberg teaches undergraduate and graduate courses on cultural and social psychology. Her research interests focus on how social representations of race, culture, and social class influence psychological well-being, physical health, and educational attainment. Recent publications include, *On being American Indian: Current and possible selves* (with H. R. Markus, in *Journal of Self and Identity*), Racial ethnic self-schemas (with D. Oyserman, M. Kemmelmeier, H. Brosh, and T. Hart-Johnson, in *Social Psychology Quarterly*), and The possible selves of diverse adolescents: Content and function across gender, race and national origin (with D. Oyserman, in *Possible selves: Theory, research, and application*). Manuscripts currently in press include *Models of education in American Indian, Asian American, and European American contexts* (with H. R. Markus), Honor or harm: The effects of American Indian mascots on American Indian selves (with H. R. Markus, D. Oyserman, and J. M. Stone), The psychology of engagement with Indigenous identities: A cultural perspective (with G. Adams, D. M. Garcia, and E. U. Delgado), and *The Psychology of Invisibility* (with S. Townsend).

1:15–3:15 p.m.

Esplanade Ballroom Level, 302
MOSCONE CENTER SOUTH

MAJOR WORKSHOP

335 Critical Intersections: Understanding the Essential Connections Between Anti-racism, Gender Liberation and LGBT Liberation Work in the Service of Social Justice Education

This presentation will analyze the intersections of racial, gender, and queer justice in the service of engaging in truly liberatory social justice education. Aspects of this intersectionality, such as how the white imperial gaze polices race as well as gender and queerness, and how gender norms and heteronormative family/social structures support the maintenance of racism and white supremacy in the U.S., will serve as templates for this analysis. More specifically, the focus of this conference session is to raise participant awareness regarding the inextricable links between racial justice (the ending of white supremacy and racism), queer liberation, and gender equality, and then identify concrete ways to use this intersectional awareness to deepen the efficacy of our social justice education work in P-16 educational settings.



Heather W. Hackman, Ph.D., Associate Professor, Department of Human Relations and Multicultural Education, St. Cloud State University—St. Cloud, Minnesota hwhackman@stcloudstate.edu

1:15–3:15 p.m.

Esplanade Ballroom Level, 301
MOSCONE CENTER SOUTH

MAJOR WORKSHOP

336 Multicultural Student Development Multicultural Center: Let’s Talk About It? Interrogating the Multicultural and Ethnic Specific Binary

Do emerging ideas of diversity and multiculturalism also include maintaining historically ethnic specific programs? In this new era of budget accountability and operational efficiency, where campuses are trying to restructure services, how do those of us seated in the traditional ethnic and cross cultural areas rethink multiculturalism that supports emerging communities while honoring historical programs. <http://multicultural.berkeley.edu/>



S. Nzingha Dugas, President, JDOTT; Director, Academic Coordinator, Office of African American Student Development, Multicultural Student Development, Division of Equity & Inclusion, University of California—Berkeley, California (**Coordinator**)

Lupe Gallegos-Diaz, Director, Office of Chicano/Latino Student Development, Multicultural Student Development and Multicultural Immigrant Student Program, University of California—Berkeley, California

Elisa Huerta, Coordinator, Multicultural Center, Multicultural Student Development, University of California—Berkeley, California

Jere Takahashi, Director, Asian Pacific American Student Development and Multicultural Immigrant Student Program, University of California—Berkeley, California

Lisa Walker, Director, Office of Cross Cultural Student Development, University of California—Berkeley, California

1:15–4:15 p.m.

Esplanade Ballroom Level, 305
MOSCONE CENTER SOUTH
For Part I, see Index 307

MAJOR WORKSHOP

337 When You Build It and They Don’t Come: Getting Senior Leaders to Show UP and Engage in “The Work”

(For workshop description, see page 35)

1:15–4:15 p.m.

3-HOURS CONCURRENT SESSIONS

1:15–4:15 p.m.

East Mezzanine Level, 238
MOSCONE CENTER SOUTHLevels of Experience: **Intermediate and Advanced**
338 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. 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.



Scott Gross, ADL Training Specialist and Facilitator, Anti-Defamation League A WORLD OF DIFFERENCE® Institute—Los Angeles, California Contact: dstogel@adl.org

1:15–4:15 p.m.

East Mezzanine Level, 236
MOSCONE CENTER SOUTH
Levels of Experience: **All**
339 “Comedy as Catalyst,” an Interactive Discussion on Diversity, Racism & Prejudice in the Workplace

◆◆ Interactive Training ◆◆

◆◆ Long- and Short-Range Planning ◆◆

The session will feature live interactive performance, post-show discussion and review of program model developed by Graciela Dufour of Lewis University and The Black Jew Dialogues. “The Black Jew Dialogues” and Lewis University are working collaboratively to develop “Comedy as Catalyst.” A program model to recognize the diversity of human experience and to provide an ongoing dialogue that honors and fosters diversity in the university community. The show acted as a jumping off the point for a series of programs and activities sponsored collaboratively to affect students, faculty and staff. The objective is to use this new model to bring the unspoken discussion of racial/cultural distinctiveness into the community mainstream. The performance connects Lewis’ core values of our mission statement, in addition to our “Sanctified Zone” commitment that pronounces Lewis University as “A People and a Place Committed to Diversity.” The Sanctified Zone commitment declares that our community is working to end racism, bias and prejudice by valuing diversity in a safe and nurturing environment. Though our “Sanctified Zone” concept is based in the university’s religious orientation, “Comedy as Catalyst” is a secular undertaking. The hope is that other universities will look at the model as a whole or in parts to initiate conversation across the academic, private and public sectors. The program acts as the overarching theme that draws together a wide range of offerings which stimulate the cross gender/generational/cultural/religious engagement on the large and small scale throughout the academic year. This session should particularly benefit individuals who wish to develop a campus wide model for creating a dialogue that fosters a more open exchange of ideas about our distinctiveness.

Graciela Dufour, Associate Vice President for Human Resources, Lewis University—Romeoville, Illinois dufourgr@lewisu.edu

Ron Jones, Actor/ Producer, The Black Jew Dialogues—Winston-Salem, North Carolina Ron@thebjd.com

Larry Jay Tish, Actor/ Producer, The Black Jew Dialogues—Cambridge, Massachusetts larry@thebjd.com

1:15–4:15 p.m.

West Mezzanine Level, 256

MOSCONE CENTER SOUTH

Level of Experience: **Novice and Intermediate**

340 Mixed-Race on Campus: Multiracial Student Identities and Issues in Higher Education

◆◆ Policy Issues ◆◆

Multiracial and Mixed-Race students are a growing, yet under-recognized, population at U.S. colleges and universities. How well does your campus serve Multiracial students' needs and Multiracial student organizations? And how can you support improvements?

In this interactive session, we'll explore challenges facing Multiracial students and Multiracial student organizations—as well as possible solutions to those challenges. Participants will also learn basic Multiracial terms, demography, and identity theories, as well as gain resources for learning more in the future. Participants will have the opportunity to develop personal and collaborative action plans to implement what they've learned. This session should particularly benefit participants interested in the success of multiracial students and student organizations, students interested in organizing multiracial groups, and Student Affairs professionals who are interested in policy changes to support multiracial students.

Eric Hamako, Doctoral Candidate, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts hamako@educ.umass.edu

1:15–4:15 p.m.

East Mezzanine Level, 226

MOSCONE CENTER SOUTH

Levels of Experience: **Novice and Intermediate**

341 Training Students to Become Peer Facilitators for Intergroup Dialogue: A Pedagogical Approach

◆◆ Case Studies/Model Programs ◆◆

◆◆ Interactive Training ◆◆

This session presents and models an innovative course designed to train undergraduate students to lead peer dialogues on topics such as racism, sexism, heterosexism, religion oppression, classism and ableism at a small, Catholic, liberal arts college. Presenters will go over the syllabus and activities of the course; student co-facilitators will demonstrate various types of exercises that students learn to co-facilitate. The student panel will share their experience of moving from participant to co-facilitator throughout the course, and their experiences then co-facilitating on campus through the spring term. Lessons learned from the first offering of this course will be shared, including securing administrative support, and the process of co-learning by faculty and students. This session should particularly benefit faculty and staff who are interested in the development of student leaders in campus anti-racism work, and students interested in taking an active role in this work on their campuses.

Margaret (Megan) Alexander-Short, Undergraduate Student, Psychology Major, St. Mary's College—Moraga, California mga4@stmarys-ca.edu

Vina Giang, Undergraduate Student, Communications Major and Minor in Sociology, St. Mary's College—Moraga, California vmg1@stmarys-ca.edu

Ruiyong Huang, Undergraduate Student, Business Administration Major, St. Mary's College—Moraga, California Huang_ruiyong@yahoo.com

Jonathan Magal, Undergraduate Student, Business Administration Major, St. Mary's College—Moraga, California jm28@stmarys-ca.edu

Martin Marquez, Undergraduate Student, Sociology Major and Ethnic Studies Minor, St. Mary's College—Moraga, California mm27@stmarys-ca.edu

Mary McCall, Ph.D., Professor of Psychology, School of Science, and Program Director, Ethnic Studies, School of Liberal Arts, St. Mary's College—Moraga, California mmccall@stmarys-ca.edu

Rockeish McKenzie, Undergraduate Student, Engineering Major, St. Mary's College—Moraga, California rcm4@stmarys-ca.edu

Priyanka Bharat Sandhi, Undergraduate Student, Psychology Major, St. Mary's College—Moraga, California priyanka.sandhi@gmail.com

Lien Truong, Undergraduate Student, Sociology Major and Ethnic Studies Minor, St. Mary's College—Moraga, California lkt1@stmarys-ca.edu

Corliss Askew Watkins, Coordinator, Academic Advising, Black Student Achievement, St. Mary's College—Moraga, California caw4@stmarys-ca.edu

1:30–3:30 p.m.

Esplanade Ballroom Level, 300

MOSCONE CENTER SOUTH

For PART I, see Index 306

SPECIAL FEATURE PRESENTATION

Presidents Symposium: 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 and have helped improve their quality. Presidential leadership and support have almost always been critical to the success of these efforts. In this year's Presidents Symposium, the panel of presidents will discuss their leadership experiences and efforts in a related area: the internationalization of their institutions to expose students and faculty to other cultures and the effects of globalization. They will also discuss the lessons learned from their institutions' involvement in international programs and activities.

342 PART II—Promoting Internationalization: A Panel of Presidents Share Their Experiences and Initiatives

This 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 they have faced as leaders in promoting the internationalization of each of their institutions. Among other issues, they will discuss:

- Specific examples of the various international programs and activities they have initiated and supported on their campuses,
- The problems and challenges they faced in initiating and conducting these efforts,
- How they financed these programs and activities, and made the participation of students affordable,
- How faculty and student exchange programs have benefited the participants, especially in making them more knowledgeable and sensitive to other cultures, religions (e.g., Islam and Buddhism), and living standards.
- How these programs and activities have contributed to promotion of diversity and equity on campus, and to the internationalization of the curriculum.



Ding-Jo Currie, Ph.D., Chancellor, Coast Community College District; Former President, Coastline Community College; Former Assistant Superintendent/Vice President of Economic and Community Development at Rio Hondo College, Whittier, CA; Past Board Chair, American Association of Community Colleges—Costa Mesa, California



Richard W. Lariviere, Ph.D., President, University of Oregon, Eugene, Oregon; Former Executive Vice Chancellor and Provost at the University of Kansas; Former Dean, College of Liberal Arts, University of Texas at Austin; Life Member, Council on Foreign Relations; Fellow of the Royal Asiatic Society of Britain. <http://president.uoregon.edu/biography/>



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 yolanda.moses@ucr.edu



Sidney A. Ribeau, Ph.D., President, Howard University—Washington, DC; Former President, Bowling Green State University; Former Vice President for Academic Affairs, California State Polytechnic University, Pomona.
<http://www.howard.edu/president/>



Bob H. Suzuki, Ph.D., President *Emeritus*, California State Polytechnic University—Pomona, California; Former Vice President for Academic Affairs, California State University, Northridge; Recipient of ACE's 2010 Reginald Wilson Diversity Leadership Award (**Moderator**)

1:30–3:30 p.m.

East Mezzanine Level, 228, 230
MOSCONE CENTER SOUTH

FILM SCREENING & EXCLUSIVE SNEAK PREVIEWS

343 CALIFORNIA NEWSREEL



Blacking Up: Hip-Hop's Remix of Race and Identity

Producer/Director: Robert A. Clift

Blacking Up explores tensions surrounding white participation in Hip-Hop. For some, it is an example of cultural progress. For others, it is just another case of cultural appropriation. Winner of the American Library Association's 2011 Notable Videos for Adults Award.



Sneak Preview Presentations

California Newsreel presents a sneak preview of five new documentaries in production:

■ **Soul Food Junkies** (4 minutes)

Directed by Byron Hurt

Filmmaker Byron Hurt explores the health advantages and disadvantages of Soul Food, a quintessential American cuisine. Soul food will also be used as the lens to investigate the dark side of the food industry and the growing food justice movement that has been born in its wake.

■ **More Than a Month** (11 minutes)

Directed by Shukree Tilghman

More Than a Month is a feature documentary that follows Shukree Hassan Tilghman, an African-American filmmaker, on a cross-country campaign to end black History Month. Through this challenging, complex, and often comedic journey, the film explores what the treatment of history tells us about race and equality in "post-racial" America.

■ **RACE** (4 minutes)

Directed by Katherine Cecil

RACE is a cautionary tale about how not to go about rebuilding a city post-disaster, and challenges the mythology of post-racialism in the age of President Obama. Against the backdrop of a devastated city, a largely displaced citizenry, and an increasingly divided community, this documentary film charts the unlikely 2006 re-election of New Orleans Mayor Ray Nagin by a completely different electorate than had first put him in office.

■ **The Loving Story: The Long Walk Home** (15 minutes)

Directed by Nancy Buirski

The Loving Story documents the interracial love story of Mildred and Richard Loving and 1967 Supreme Court case that changed the course of marriage equality in America.

■ **Turkey Creek** (10 minutes)

Directed by Leah Mahan

Turkey Creek is about a Mississippi Gulf Coast community, settled by emancipated slaves, that has built powerful alliances to fight urban sprawl and industrial contamination—to protect the culture and natural environment that sustained eight generations.

1:30–3:30 p.m.

West Mezzanine Level, 258, 260
MOSCONE CENTER SOUTH

FILM PREVIEW AND DISCUSSION



344 **Last Chance For Eden (PART III)**

Director: Lee Mun Wah

Last Chance for Eden is a documentary about nine women and men who spend two weekends together talking about racism. On camera for 24 hours, they struggle to find a way to understand each other's differences. PART III focuses on the biographies of the cast members as they struggle to understand what happened to them in their families and, eventually, their journey toward finding healthy lives as adults. (2002)

2:30–4:30 p.m.

Esplanade Ballroom Level, 303
MOSCONE CENTER SOUTH**SPECIAL FEATURE PRESENTATION**
**345 A SpeakOut Panel Discussion:
Toward a Racially and Economically Just
Immigration Policy: What's at Stake, What
Will it Take?**
<http://www.speakoutnow.org/>
Panel Members:

Gerald Lenoir, Director of Black Alliance for Just Immigration, an organization that engages African Americans and other communities in a dialogue that leads to actions that challenge U.S. immigration policy and the underlying issues of race, racism and economic inequity that frame it.



Roberto Lovato, Associate Editor with *New America Media*, the country's largest network of 700 print and electronic ethnic media, a frequent contributor to *The Nation* and the *Huffington Post*, former Executive Director of the Central American Resource Center, then the country's largest immigrant rights organization.



Rinku Sen, Executive Director of Applied Research Center—a public policy institute advancing racial justice through research, advocacy and journalism; co-author of *The Accidental American: Immigration and Citizenship in the Age of Globalization*. (See advertisement, on page 101)



Catherine Tactaquin, Executive Director and co-founder of the National Network for Immigrant and Refugee Rights—an alliance of over 250 local coalitions and immigrant, refugee, community, religious, civil rights and labor organizations and activists nationwide.



Hugh Vasquez, Moderator, SpeakOut - the Institute for Democratic Education and Culture, long-time diversity educator and author, Senior Associate at the National Equity Project which promotes educational equity.

2:30–4:30 p.m.

2-HOUR CONCURRENT SESSIONS

2:30–4:30 p.m.

East Mezzanine Level, 232
MOSCONE CENTER SOUTH
Level of Experience: **All**
**346 You Mean, There's Race in My Movie? Using Movies
to Understand Race**

◆◆ Interactive Training ◆◆



This session dynamically demonstrates the latest innovation in media literacy for today's "Internet generation." Educators realize the difficulty in (1) teaching about diversity specifically, and (2) maintaining student interest generally. Here, we do both by using a medium that no student can resist:

Mainstream Movies! Using Hollywood as our guide, you will learn how to identify both common and covert racial patterns in mainstream media while simultaneously promoting critical thinking inside the classroom. As we watch and analyze clips, we will laugh together and cry together. But be ye forewarned; you will NEVER see movies the same way again!

Frederick Gooding, Founder, CEO, The Minority Reporter—Rockville, Maryland
fgooding@minorityreporter.com

2:30–4:30 p.m.

East Mezzanine Level, 200
MOSCONE CENTER SOUTHLevels of Experience: **Intermediate**
**347 Trees Planted By the Waters—"They" Shall Not
Be Moved: Ongoing Initiatives at the University of
Akron for the Recruitment and Retention of African
American Males**

◆◆ Case Studies/Model Programs ◆◆

Issues related to the recruitment, retention and graduation of African American males at institutions of higher education have received increased attention. Although some institutions have responded with programs to reverse the current trend of African American males being increasingly absent from college campuses, we believe that the issues of African American males and higher education needs to be examined within the larger historical context of Africans in America.

The purpose of this presentation is threefold. Presenters will provide a conceptual framework to understand the current crisis of African Americans within a historical context, utilizing the works of Hilliard (1998) and Myers (1998). This session will discuss the ongoing Black male initiatives including strategies on funding the initiatives, and the process for implementing Black Male Initiatives at the University of Akron. 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., Professor, Collaborative Program in Counseling Psychology, 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.

West Mezzanine Level, 272
MOSCONE CENTER SOUTHLevels of Experience: **All**
**348 Understanding Perceptions of Self and Our Biases: A
Key Component to Eliminating Health Care Disparities**

◆◆ Interactive Training ◆◆

Research suggests that a culturally sensitive approach can produce effective partnerships between physicians and patients that can lead to better patients' adherence to treatment, health literacy, and trust/satisfaction. These, in turn, can contribute to better health outcomes, such as lower morbidity rates, lower cost of health care, and equity of services.

This interactive session will offer a culturally sensitive and patient-centered approach with the following goals: (1) provide models for thinking about culture and its various dimensions, (2) understand how social position affects the patient/doctor relationship, and (3) translate awareness into culturally competent skills when communicating with patients from diverse backgrounds. This session should particularly benefit those involved with health care delivery or training health professionals (e.g., students, residents/interns, or faculty) to be culturally competent.

Daniel Hiroyuki Teraguchi, Ed.D., Assistant Dean, Student Affairs, and Director, Office for Student Diversity, and Leader for Cultural Competency in Medical Education, School of Medicine, Johns Hopkins University—Baltimore, Maryland dteraguchi@jh.edu

2:30–4:30 p.m.

West Mezzanine Level, 274
MOSCONE CENTER SOUTH
Levels of Experience: **Intermediate**

349 Microaggression: The “Invisible” Barrier to Academic Success

◆◆ Case Studies/Model Programs ◆◆

This session will address how one campus is attempting to confront the adverse effects of microaggressions as work is being done to develop a comprehensive diversity plan. The session will discuss the activities and practices used to directly address microaggressions and the complexities involved in developing a diversity plan reflective of the expressed values and mission of the institution related to accessibility, diversity and social justice. The presenter will spend time defining microaggression (subtle, verbal, nonverbal insults directed toward an individual due to their membership to a group; often done automatically and unconsciously), examining social, political, historical, economic context influencing prevalence of microaggressions and exploring “backlash” associated with diversity and multicultural efforts on college campuses. The session will provide information on the impact microaggressions have on academic achievement and success of both the “victim” and “perpetrator” of microaggressions. Participants will be asked to actively engage in discussions about how microaggressions are being demonstrated on their campuses and how their institutions have responded. Through case studies the participants will be able to brainstorm effective ways to address microaggressions on their campuses.

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

2:30–4:30 p.m.

West Mezzanine Level, 276
MOSCONE CENTER SOUTH
Levels of Experience: **Novice**

350 Other Awareness Project—95% Guilt & Anger Free

◆◆ Interactive Training ◆◆



Other Awareness Project is a thought-provoking, humorous mixture of film documentary, comedy, and audience discussion that looks into what I think is the continued incorrect categorization of people into “racial”

groups by skin color and other arbitrary things, in light of everything we know scientifically, legally, religiously, any way you want to look at it. In this era of “keeping it real,” Internet access, DNA research, why do intelligent people still classify themselves into “racial” groups and, is it helping to solve any problems? The project isn’t focused on racism or past wrongdoings, real or perceived. It’s more focused on today and tomorrow, and helping to discover what is the best plan going forward that everyone can support. A secondary purpose is to see if there are people who can live without calling themselves or anyone else, any of the legally undefined and arbitrary labels. “What is the continued value of using these words to try and solve any problems?” This session should particularly benefit participants who want to explore the value of using language that promotes the success of people without having to place them in arbitrary and poorly defined categories at the beginning of the process.

Michael James Brown, Abolitionist/Comedian, Writer/Producer of the Other Awareness Project—Long Beach, California mjb@otherawarenessproject.com

2:30–4:30 p.m.

East Mezzanine Level, 208, 210
MOSCONE CENTER SOUTH
Levels of Experience: **Advanced**

351 Diversity Initiatives That “WORK”: A Comprehensive Plan for University Diversity and a Statewide Diversity Policy

◆◆ Policy Issues ◆◆

This session will provide detailed information on the resources necessary to develop, implement and evaluate a comprehensive plan for university diversity in correlation with a statewide diversity policy. The information provided will be inclusive of the establishment and the role of a university diversity office, the position of Associate Provost for diversity planning, establishment of a Diversity Planning Council, how to establish support from upper level administration, incorporating diversity initiatives into the university’s strategic plan, establishing funding for diversity initiatives, and implementing new policies for diversity to make diversity systemic within an institution. During the session there will be a discussion on the role and scope of a Diversity Planning Council, University Diversity Committee and how the partnership between these two organizations and the Associate Provost for Diversity Planning drive the diversity initiatives for the campus. This session should particularly benefit those who are upper level administrators and faculty that are responsible for affecting change in their institutions around issues of diversity.

Gary Barksdale, Executive Director, Human Resources, Eastern Kentucky University—Richmond, Kentucky Gary.Barksdale@eku.edu

Markus Cross, Director of Marketing and Public Relations, Eastern Kentucky University—Richmond, Kentucky Mark.Cross@eku.edu

George Gallien, Program Director, Multicultural Student Affairs, Eastern Kentucky University—Richmond, Kentucky George.Gallien@eku.edu

Sandra D. Moore, Associate Provost for Diversity Planning, Eastern Kentucky University—Richmond, Kentucky Sandra.Moore@eku.edu

John Taylor, Ph.D., Associate Professor, Communication and Chair, the Faculty Senate, Eastern Kentucky University—Richmond, Kentucky John.Taylor@eku.edu

Socorro Zaragoza, Ph.D., Assistant Professor, Foreign Languages and Humanities, Eastern Kentucky University—Richmond, Kentucky Socorro.Zaragoza@eku.edu

2:45–4:15 p.m.

90-MINUTE CONCURRENT SESSIONS

2:45–4:15 p.m.

East Mezzanine Level, 206
MOSCONE CENTER SOUTHLevels of Experience: **Intermediate****352 Cooper Woodson College: Amalgamating African American Students and Scholarship Through Leadership and Community Involvement Among Students, Faculty and Staff**

◆◆ Case Studies/Model Programs ◆◆

This session reports on how Cooper Woodson College (CWC) amalgamates African American students and scholarship through leadership and community involvement. Furthermore, this session will display how beneficial it is for students to participate and to be involved in community issues through leadership positions. CWC has incorporated several staff and faculties from the California State University, Sacramento (CSUS) to serve as mentors to the scholars in the CWC program. This session will include narratives from faculty, staff and scholars who explain how this relationship between community involvement and leadership leads to scholarship on the CSUS campus. This session should particularly benefit the faculties who are interested in creating a program that brings together students and scholarship, and students who are interested in striving toward leadership positions in their community as a whole.

Kristy Crocker, Undergraduate Student, Psychology and Business Major; Secretary of Cooper Woodson College Enhancement Program, California State University—Sacramento, California kmc262@saclink.csus.edu

Ricky Green, Ph.D., Associate Professor, Ethnic Studies, Cooper Woodson College Enhancement Program, California State University—Sacramento, California greenr@csus.edu

Rashad Mosley, Undergraduate Student, Ethnic Studies Major; Member, Cooper Woodson Scholar, Cooper Woodson College Enhancement Program, California State University—Sacramento, California rm2684@saclink.csus.edu

Boatamo Mosupoye, Ph.D., Associate Professor, Ethnic Studies and Director, Pan African Studies, California State University—Sacramento, California mosupoye@csus.edu

Jules Ramzy, Undergraduate Student, Government and International Relations Major; Cooper Woodson Scholar, Cooper Woodson College Enhancement Program, California State University—Sacramento, California j.ramzy@hotmail.com

Patrice Wright, Undergraduate Student, Biology and Social Work Major; Member, Cooper Woodson Scholar, Cooper Woodson College Enhancement Program, California State University—Sacramento, California Patrice_kamaria_2009@yahoo.com

2:45–4:15 p.m.

East Mezzanine Level, 212
MOSCONE CENTER SOUTHLevels of Experience: **Intermediate****353 Hispanic Scholarship Fund (HSF) University Alliance Pilot Program—The Impact of Collaborating With Universities, Communities and Families to Increase Recruitment and Strengthen Persistence in Latino Students**

◆◆ Case Studies/Model Programs ◆◆

In 2006 the Hispanic Scholarship Fund created the University Alliance program. This pilot project sought to increase Latino enrollment and strengthen student persistence at two state flagship universities. After conducting an in depth assessment of its community, HSF and the universities employed family-centered recruitment efforts, high school to college transition events and intrusive on-campus student support, both universities experienced growth in enrollment and persistence.

This session will present data to show the impact the last four years of this pilot program has had on students. This session should particularly benefit

university staff conducting outreach events that focus on Latino students and families and student support staff that wants to hear about strategies employed to strengthen Latino student persistence. The University Alliance presentation is designed for university personnel familiar with admissions, financial aid and student services work and policies, in particular those related to retention. The audience member at an intermediate level or higher level will be familiar with the presentation terminology and our description of services.

Belen Sanchez, Senior Program Officer, Scholar & Alumni Relations, Hispanic Scholarship Fund—San Francisco, California bsanchez@hsf.net

Erin Thompson, Campus Manager, HSF University Alliance, University of Georgia—Athens, Georgia Ethompson@hsf.net

2:45–4:15 p.m.

West Mezzanine Level, 270
MOSCONE CENTER SOUTHLevels of Experience: **Intermediate****354 Hip Hope! Creative Ways to Use Hip Hop Culture and Its Music for Positive Creative Expression**

◆◆ Interactive Training ◆◆

This interactive session examines the ways in which elements of Hip Hop culture and its music can be used as a positive mechanism to stimulate socio-cultural and political thought. Recognized pioneers such as DJ Kool Herc, Grandmaster Flash, and Afrika Bambaata of the movement express the value diversity of music and audience in the development of the culture. First, participants will learn the socio-cultural and historical significance of Hip Hop culture and its music as a social movement. Second, participants will learn from selected examples of how to analyze lyrics of Hip Hop music from the United States and Ghana. Third, participants will learn an approach to writing their own Hip Hop Lyrics. This session should particularly benefit participants who are interested in developing a curriculum that teaches students to be critical thinkers inside and outside of the classroom.

David Blackburn, Director, Multicultural and International Student Affairs (MISA), Niagara University—Niagara University, New York deb@niagara.edu

Tara Jabbaar-Gyambrah, Ph.D., Director, Multicultural Affairs, Hilbert College—Hamburg, New York Tjabbaar-gyambrah@hilbert.edu

2:45–4:15 p.m.

East Mezzanine Level, 220
MOSCONE CENTER SOUTH**355 To Haze and Not Recruit, or at Least Die Trying: Issues That Face Multicultural Greek Letter Organizations on our Campuses**

◆◆ Interactive Training ◆◆

Cultural based Greek letter organizations can play a significant role on our campuses, but these groups are facing some critical issues that could lead to the end of their very existence. This interactive and engaging session is designed to provide campus administrators, advisors and individual members with the opportunity to dialogue on issues of academic standards, risk management, recruitment and chapter management. The session will provide clear learning outcomes that can help campus administrators and students move cultural-based groups toward being a more healthy and productive chapter. During this session participants will be able to participate in intentional discussion regarding the future of these organizations. The session will purposely challenge faculty, staff and students to think outside of their organizations and dialogue on the many issues that face their community. Specifically the session will include the following components: (1) academic progress, (2) recruitment, (3) risk management, and (4) chapter management.

Robert N. Page Jr., Consultant, Diversity Issues and Multicultural Recruitment and Retention—Lawrence, Kansas rpage@ku.edu

2:45–4:15 p.m.

East Mezzanine Level, 222
MOSCONE CENTER SOUTH

Levels of Experience: **Novice and Intermediate**

356 Transforming Generation Me Into Us: Infusing a Culture of Equity at a PWI

◆◆ Interactive Training ◆◆

This session will focus on “today’s college student” while examining different identities and what it means to construct “us” mentality instead of a “me” mentality as a result of effective programming efforts. During this presentation, presenters will share their own experiences and strive to help others develop campus wide multicultural initiatives to educate students, faculty and staff. The session will facilitate a discussion on the best current practices throughout the United States and the programs that we have implemented at our university. In addition, this session will showcase the film titled “Speak Up!” which shows stories from Lehigh University students speaking out against the stereotypes, biases, and prejudices that they’ve experienced on our campus and what we as individuals can do to change this environment. This session should particularly interest participants who want to (1) examine the key issues affecting students on campus as it relates to their self identity; (2) discuss perceptions, strengths, and challenges of cultural equity and inclusion within a university; (3) assess and criticize research conducted within the field of culture, equity and inclusion; (4) reflect on their own positions within the university and how they can enable change on campus; and (5) compile ideas and best practices.

Quiana Daniel, Coordinator, Residence Life, Lehigh University—Bethlehem, Pennsylvania qmd208@lehigh.edu

Regina Donato, Coordinator, Residence Life, Lehigh University—Bethlehem, Pennsylvania red208@lehigh.edu

2:45–4:15 p.m.

East Mezzanine Level, 224
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

357 Uncovering the Impact and Reach of Diversity at Your Campus: How to Assess and Evaluate Inclusive Excellence/Campus Diversity Master Plans

◆◆ Long- and Short-Range Planning ◆◆

This session is designed to share key steps for how to conduct a comprehensive evaluation of inclusive excellence/diversity master plans at higher educational institutions. Together, presenters have conducted large-scale evaluations of diversity master plans for various campuses and thus, possess valuable expertise at designing and conducting diversity plan evaluations. Presenters will discuss how to systematically design and conduct evaluation processes for a diversity master plan and all of its components (non-academic and academic). Topics to be covered will include the following: designing a customized evaluation plan for campus diversity master plans; creating a rigorous evaluation methodology (surveys, interviews, focus groups, diary method, portfolio reviews); assessment techniques, inventories, and metrics for academic (curricular, research) and non-academic (professional development, policies, procedures, employee and community relations) components; validated assessment measures; analyzing and making sense of evaluation data; writing up evaluation outcomes for accreditation reports; presenting the evaluation findings and making recommendations for future diversity strategy. This session should particularly benefit university administrators who are in charge of major diversity plans for their educational institutions and/or must report about diversity for accreditation agencies. All knowledge levels are welcome but will directly benefit diversity administrators for higher education institutions and companies.

Rona Tamiko Halualani, Ph.D. Professor of Intercultural Communication, Evaluator of San José State University’s Inclusive Excellence/Diversity Master Plan, Department of Communication Studies, San José State University—San José, California halualani@yahoo.com

Hugh Haiker, Ph.D., Professor, Lecturer, Humanities and Communication, California State University-Monterey Bay—Seaside, California

Christopher Lancaster, Ph.D., Professor, Lecturer, Department of Communication Studies, San José State University—San José, California

3:00–4:30 p.m.

West Mezzanine Level, 250
MOSCONE CENTER SOUTH

A CONVERSATION WITH GEORGE LIPSITZ



358 How Racism Takes Place

George Lipsitz, Ph.D., Professor, Department of Black Studies, University of California—Santa Barbara, California

George Lipsitz, studies social movements, urban culture, and inequality. His books include *Midnight At The Barrelhouse*, *Footsteps In The Dark*, *The Possessive Investment In Whiteness*, *A Life In The Struggle*, and *Time Passages*. Lipsitz serves as chairman of the board of directors of the African American Policy Forum and is a member of the board of directors of the National Fair Housing Alliance. He received his Ph.D. in history at the University of Wisconsin.

For more information, please visit <http://www.soc.ucsb.edu/faculty/george-lipsitz>

5:00–5:45 p.m.

Esplanade Ballroom Level, 307, 308, 309, 310
MOSCONE CENTER SOUTH

AFTERNOON CONFERENCE GENERAL SESSION



359 Keynote Address: Beyond Black and White: A New Paradigm for Civil Rights

Frank H. Wu, J.D., Chancellor and Dean, William B. Lockhart Professor of Law, Hastings College of the Law, University of California—San Francisco, California

Frank Wu, is the William B. Lockhart Professor of Law. The first Asian American to serve as Dean at UC Hastings. Dean Wu previously taught for a decade at Howard University. He also has taught at the law schools of George Washington University, University of Maryland, Columbia University, University of Michigan, Peking University, as well as in the undergraduate programs of Johns Hopkins University and Deep Springs College. He served as dean of Wayne State University Law School in his hometown of Detroit. Active in the community, Dean Wu served as a Trustee of Gallaudet University, the only university in the world serving primarily deaf and hard of hearing individuals; he served for four years as Vice-Chair of its Board. He also has been a member of the Board of Directors of the Leadership Conference on Civil Rights, a member of the Board on Professional Responsibility in Washington, D.C. (which adjudicates attorney discipline matters), and Chair of the Human Rights Commission of Washington, D.C. Currently he is a member of the U.S. Department of Education’s National Advisory Committee on Institutional Quality and Integrity (NACIQI) to advise the Secretary of Education on matters of accreditation. He is also a member of the U.S. Defense Department’s Military Leadership Diversity Commission to make recommendations to Congress and the President on policies that provide leadership opportunities in the Armed Forces. Dean Wu’s research and writing emphasizes issues of diversity and civic engagement. His works include *Yellow: Race in America Beyond Black and White*, and *Race, Rights and Reparation: Law and the Japanese American Internment*, which he co-authored under a grant from the Civil Liberties Public Education Fund.

For more information, please visit www.uchastings.edu/faculty-administration/chancellor-dean

5:45–6:45 p.m.

Esplanade Ballroom Level, 304 and 306
MOSCONE CENTER SOUTH

BOOK SIGNING AND INFORMAL DIALOGUE

360 Frank H. Wu

(Please visit the SpeakOut Booth, NCORE Book Agent)

6:00–7:00 p.m.West Mezzanine, 272
MOSCONE CENTER SOUTH**NDNCORE MEETINGS****361 Networking Meeting**

For other meetings of the NDNCORE, see index 002, 127, 210, 455.

6:00–7:30 p.m.West Mezzanine, 270
MOSCONE CENTER SOUTH**LATINO/A MEETINGS****362 Meeting and Roundtable Discussion (Social to follow)**

For other meetings of the Latino/a Caucus, see Index 004, 129, 208, 457.

6:00–7:30 p.m.West Mezzanine, 274
MOSCONE CENTER SOUTH**WHITES PARTNERING TO DISMANTLE RACISM MEETINGS****363 PART II—Discussion: Recognizing Internalized Dominance**

For other meetings of the White Caucus group, see Index 128, 238, 456.

6:00–8:00 p.m.West Mezzanine, 256
MOSCONE CENTER SOUTH**APINCORE (Asian/Pacific Islander American) MEETINGS****364 Future Planning and Caucus Nominations and Elections**

For other meetings of the APINCORE Caucus group, see Index 126, 207, 458.

6:00–8:00 p.m.Esplanade Ballroom Level, 300
MOSCONE CENTER SOUTH**JDOTT SUMMIT MEETING****365** Two meetings are hosted by the John D. O'Bryant National Think Tank for Black Professionals in Higher Education on Predominantly White Campuses

(JDOTT), a national association that has developed through the efforts of NCORE's African American Networking Group.

For JDOTT Board meeting, see Index 132.

8:00–10:00 p.m.West Mezzanine, 276
MOSCONE CENTER SOUTH**MULTI RACIAL/INTER RACIAL MEETINGS****366 Networking Meeting**

For other meetings of the Multi Racial/Inter Racial group, see Index 005, 459.

8:00–10:00 p.m.Esplanade Ballroom Level, 307, 308, 309, 310
MOSCONE CENTER SOUTH**SPECIAL FEATURE: FILM PREVIEW AND DISCUSSION****367 La Mission**

Director/Writer Peter Bratt and Actor, Benjamin Bratt (invited)

The acclaimed motion picture followed by a Q & A with director/writer Peter Bratt and actor Benjamin Bratt (invited). Peter Bratt is an acclaimed director, screenwriter and producer. His films include *Follow Me Home* (1996), an honest, humorous look at race and identity and his latest, *La Mission* (2009), a powerful motion picture about family, redemption, and community. Both films star Peter's brother and collaborator, Benjamin Bratt.

About La Mission:

Growing up in San Francisco's Mission District, Che Rivera (Benjamin Bratt) has always had to be tough to survive. He's a powerful man respected throughout the barrio for his masculinity and his strength, as well as for his hobby building lowrider cars. At the same time, he's also a man feared for his street-tough ways and violent temper. A reformed inmate and recovering alcoholic, Che has worked hard to redeem his life and do right by his pride and joy: his only son, Jes, whom he raised on his own after the death of his wife. Che's path to redemption is tested, however, when he discovers Jes is gay. In a rage, Che violently beats Jes, disowning him. He loses his son - and loses himself in the process. Isolated and alone, Chec comes to realize that his patriarchal pride is meaningless to him, and to maintain his idea of masculinity, he's sacrificed the one thing that he cherishes most - the love of his son. To survive his neighborhood, Che has always lived with his fists. To survive as a complete man, he'll have to embrace the side of himself he's never shown. Sponsored by: [SpeakOut info@speakoutnow.org](http://SpeakOut.info@speakoutnow.org)

NOTES

DAY AT A GLANCE • FRIDAY, JUNE 3

“SCHOOL SPIRIT DAY”

All Conference Participants are Encouraged to Wear Apparel that Represents and Celebrates Their School Spirit

7:45–8:45 a.m.

- 401. NATIONAL ADVISORY COMMITTEE (NAC)**
Sub-Committee Meetings

8:00–9:00 a.m.

- 402. CONTINENTAL BREAKFAST**

8:00 a.m.–7:00 p.m.

- 403. EXHIBITOR SHOWCASE AND RESOURCE CENTER**

9:00–9:45 a.m.

- 404. CONFERENCE MORNING PLENARY SESSION**
Keynote Address—Diversity: An Issue of Life-Enhancement for the Planet—Daniel R. Wildcat

10:00–11:00 a.m.

- 405. Book Signing and Informal Dialogue—Daniel R. Wildcat**

10:00 a.m.–noon

- 406. SPECIAL FEATURE PRESENTATION**
The Future of Diversity Trainings
- 407. MAJOR WORKSHOP**
Educating for Relevance in the Third Millennium: Diversity in the Higher Education Curriculum
- 408. MAJOR WORKSHOP**
Diversifying Faculty at a Public Research Institution: Successful Strategies at the University of California
- 409. MAJOR WORKSHOP**
Using Film to Teach Heterosexism, Homophobia, and Social Justice

2-HOUR CONCURRENT SESSIONS

- 410. Change the Conversation, Change the Future: Transformative Leadership for Equity**

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

- 411. The 10 Myths of Social Justice**
- 412. A Comprehensive Approach for the Support and Realization of a Diverse Student Body: A Look at American Indians/Alaska Natives in the Field of Social Work**
- 413. The Transformation of a Multicultural Academic Support Office**
- 414. The Relationship Between the Perception of Racial Discrimination and Academic Self-Concept Among African American Male College Students**
- 415. The Role of Mentoring for Underrepresented Minority Students in Biomedical/Behavioral Sciences**

- 416. Empowering Black Women to Lead in Today's Community College: A Study of Mid-level Community College Administrators' Experiences at the National Council on Black American Affairs (NCBAA) Institute**

- 417. Closing the Achievement Gap: Reaping the Rewards of Campus-Wide Efforts**

- 418. Engaging White College Students in Productive Conversations About Race and Racism: Avoiding Dominant Culture Projection and Condescension-Judgment Default**

- 419. Building White Teachers Who Get It: Four Strategies That Work**

- 420. Developing a Multicultural Resource Guide: An Online Resource for Building Community**

10:30 a.m.–noon

- 421. A CONVERSATION WITH NITASHA SHARMA**
Let's Talk About Inter-Minority Race Relations and Racism: (South) Asian/Black Relations Mediated Through Hip Hop Culture

- 422. A CONVERSATION WITH ERICKA HUGGINS**
Can We Talk? A Conversation About Race, Gender and Sexual Orientation

- 423. MEET THE AUTHOR**
Critical Multiculturalism: Theory and Praxis by Christine Sleeter

- 424. SPECIAL FEATURE PRESENTATION**
Leveraging the Internet for Greater Engagement in Programs to Promote Social Justice, Inclusiveness and Diversity

90-MINUTE CONCURRENT SESSIONS

- 425. If You Build it They Will Come: Minority Recruitment and Retention for Predominantly White Institutions in Homogeneous Communities and Regions**

- 426. Getting Past the Front Door**

- 427. Latinos on Campus**

- 429. Peer Mentoring: A Relational, Yet Strategic Approach to Encourage Student Success**

- 430. FILM PREVIEW AND DISCUSSION**
Vincent Who?

1:15–2:30 p.m.

75-MINUTE CONCURRENT SESSIONS

- 431. Close to Home: Using Dominant Privilege as an Organizing Concept for Tackling Injustice in Higher Education**

- 432. The Role of Policy in Constructing Values of Inclusion: A Critical Analysis of Hate/Bias Motivated Incident Reporting Procedures**

- 433. Building Successful Partnerships Across Student Life, Academic Affairs, and Student Organizations on Behalf of the Latino/a Community at the Ohio State University**

DAY AT A GLANCE • FRIDAY, JUNE 3

1:15–3:15 p.m.

434. MAJOR WORKSHOP

Understanding the New Majority of Non-Tenure Track Faculty

435. MAJOR WORKSHOP

20 Years of Teaching Diversity Skills to Law Students: The Pain, the Struggle and the Joy

436. MAJOR WORKSHOP

Let's Get Real About Racism

2-HOUR CONCURRENT SESSIONS

437. Addressing Unequal Treatment: Leading Change Through Groundbreaking Programs

438. Beyond Racial Aikido: Building Caucus-Based Programming Based Institutional Needs

439. Practical Ways to Reduce Stereotype Threat for Vulnerable Students and Faculty

440. Got Cultural Competence?: A Toolkit for Measuring and Building Your Organization's Cultural Competence

441. The Mis Education of The Black Greek™

442. FILM PREVIEW AND DISCUSSION

Papers

1:15–4:15 p.m.

443. MAJOR WORKSHOP

Understanding the Connections: An Intersectional Approach to Diversity in Higher Education

1:30–3:00 p.m.

444. A CONVERSATION WITH LAURA I. RENDÓN

Educating for Wholeness, Social Justice and Liberation

2:30–4:30 p.m.

445. SPECIAL FEATURE PRESENTATION

COINTELPRO 101

446. SPECIAL FEATURE PRESENTATION

Racism, White Rage and Wanting "Their" Country Back: Fighting for Justice in an Age of Backlash"

447. MAJOR WORKSHOP

Emergent Wisdom Conversation: Race, Leadership and Beloved Community

2:45–4:15 p.m.

90-MINUTE CONCURRENT SESSIONS

448. M.A.L.E. Call—Mentoring African American Leadership and Education

449. Assessing Students Using a Strength-Based Approach: The Educational Excellence and Equity "YESS Score," Presented Along With the College of Marin

450. One College, One Community: Achieving Cross Culture Collaboration by Looking Through the Same Lens

451. Faculty Self-Assessment: A Tool for Promoting Civil Discourse in the Pluralistic Classroom

452. How to Establish a Mentoring Program for Multicultural Students

5:00–5:45 p.m.

453. CONFERENCE AFTERNOON PLENARY SESSION

Keynote Address: New Initiative to Examine Equity of College-Access Programs—Estela Mara Bensimon

5:45–6:45 p.m.

454. Book Signing and Informal Dialogue—Estela Mara Bensimon

6:00–7:00 p.m.

455. Native Delegates (NDNCORE) Caucus

Future Planning

456. Whites Partnering to Dismantle Racism Caucus

Discussion: Liberation and Planning

6:00–7:30 p.m.

457. Latino/a Caucus

Meeting and Roundtable Discussion (Social to follow)

6:00–8:00 p.m.

458. APINCORE (Asian/Pacific Islander American) Caucus

No-Host APINCORE Dinner Social

459. Multi Racial/Inter Racial Caucus

Networking Meeting

8:30–10:00 p.m.

460. EVENING SPECIAL EVENT

"Honor Our Heritage" Pow Wow

10:00 p.m.–1:00 a.m.

461. JDOTT-SPONSORED DANCE

FRIDAY, JUNE 3, 2011

“SCHOOL SPIRIT DAY”

All Conference Participants are Encouraged to Wear Apparel that Represents and Celebrates Their School Spirit

7:45–8:45 a.m.

East Mezzanine Level, 202, 204
MOSCONE CENTER SOUTH

NATIONAL ADVISORY COMMITTEE (NAC)

401 Sub-Committee Meetings

There are two 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/times, see Index 301.

8:00–9:00 a.m.

Entrance Lobby Level, Foyer
MOSCONE CENTER SOUTH

402 Continental Breakfast

8:00 a.m.–7:00 p.m.

Esplanade Ballroom Level, 304 and 306
MOSCONE CENTER SOUTH

EXHIBITOR SHOWCASE AND RESOURCE CENTER

403 For more information of Exhibitor Showcase, see Index 211.)

For more comprehensive listing of Exhibitors and their products and services, see page 88.

9:00–9:45 a.m.

Esplanade Ballroom Level, 307, 308, 309, 310
MOSCONE CENTER SOUTH

MORNING CONFERENCE GENERAL SESSION



404 Keynote Address Diversity: An Issue of Life-Enhancement for the Planet

Daniel R. Wildcat, a Yuchi member of the Muscogee Nation of Oklahoma; Director, American Indian Studies Program, Haskell Indian Nations, University in Lawrence, Kansas

Daniel Wildcat has been an invited speaker on North American Indian worldviews at Harvard Medical School, Creighton University, University of Kansas Medical School, Kansas State University, University of California (Riverside) and many other institutions of higher education. Mr. Wildcat is frequently asked to speak to community groups and organizations on the issue of cultural diversity. In 1992 he was honored with the Heart Peace Award by the Kansas City organization “The Future Is Now” for his efforts to promote world peace and cultural diversity. In 1994 he helped form a partnership with the Hazardous Substance Research Center at Kansas State University to create the Haskell Environmental Research Studies (HERS) Center as a non-profit Native American research center to facilitate: (1) technology transfer to tribal governments and Native communities, (2) transfer of accurate environmental information to tribes, and (3) research opportunities to tribal college faculty and students throughout the United States. In 1996 Mr. Wildcat helped plan and organize an American Indian educational program

to celebrate the 25th anniversary of Earth Day. As a part of the program, he moderated a live nationally broadcast dialogue in Washington, D.C. between traditional American Indian Elders and American Indian scientists and engineers about the way we must live if we are to ensure a healthy planet for our children. He, also, helped plan and design a four-part video series entitled *All Things Are Connected: The Circle of Life* (1997), which dealt with land, air, water and biological issues related to environmental science and policy issues facing Native nations. His first book, *Power and Place: Indian Education in America* (2001), was the result of a friendship and scholarly collaboration with the “dean” of American Indian critical thinking, Vine Deloria Jr. His new book co-edited with Steve Pavlik is entitled *Destroying Dogma: Vine Deloria Jr. and His Influence on American Society* (2006) should be in bookstores. For more information, please visit <http://www.huffingtonpost.com/dan-wildcat>

10:00–11:00 a.m.

Esplanade Ballroom Level, 304 and 306
MOSCONE CENTER SOUTH

BOOK SIGNING AND INFORMAL DIALOGUE

405 Daniel R. Wildcat

(Please visit the SpeakOut Booth, NACORE® Book Agent)

10:00 a.m.–noon

East Mezzanine Level, 238
MOSCONE CENTER SOUTH

SPECIAL FEATURE PRESENTATION

406 The Future of Diversity Trainings

So what do we do after yet another diversity session where we become more aware of the plight of people of color, women and gays? Where do Euro Americans go with all the white guilt and privilege they've suddenly learned about but don't know what to do with or how to get rid of? How do we embrace our commonalities without ignoring our differences? Where do we begin and how do we know when we have finally overcome our prejudices and fears?

These are important questions that Lee Mun Wah will attempt to answer in a thought provoking discussion. He will explore how to move from simply having a diversity-consciousness to practicing diversity in our daily lives, communities, workplaces and relationships.



Lee Mun Wah, nationally-acclaimed filmmaker (*The Color of Fear*, and *Last Chance for Eden*); Master Diversity Trainer, author, educator, poet and Asian folk teller. He is the founder and Executive Director of StirFry Seminars & Consulting—Berkeley, California www.stirfryseminars.com

10:00 a.m.-noon

West Mezzanine Level, 256
MOSCONE CENTER SOUTH

MAJOR WORKSHOP**407 Educating for Relevance in the Third Millennium: Diversity in the Higher Education Curriculum**

All stakeholders in higher education—students, faculty, administrators and trustees—need diversity competency to lead an ever more diverse nation. This presentation will provide an overview of a three-point strategy for infusing diversity into the post-secondary curriculum. How and why the Academy must saturate the curriculum with diversity competency in order to fulfill its fundamental mission will be addressed. Examples of curriculum development challenges met and still outstanding will be discussed.



Alison Akant, J.D., Principals of COMPETENT + COMPLIANT (Competent + Compliant draws upon the unique expertise of its founders, Alison Akant and Sandra B. Durant, in diversity, law, and education)—New York, New York aa@diversityresearch.com
<http://www.competentandcompliant.com>



Sandra B. Durant, J.D., Associate Professor, Phoenix Law School—Phoenix, Arizona

10:00 a.m.-noon

Esplanade Ballroom Level, 305
MOSCONE CENTER SOUTH

MAJOR WORKSHOP**408 Diversifying Faculty at a Public Research Institution: Successful Strategies at the University of California**

This session will address institutional strategies at the University of California to increase recruitment, retention and advancement of faculty of color through programs that place contributions to diversity, equity and access at the heart of the academic mission. The session will address (1) efforts to evaluate contributions to equity and diversity in the evaluation of faculty merit for appointment and advancement; (2) the Berkeley Initiative for Equity, Diversity and Inclusion, which is creating clusters of faculty interested in diversity-related research; (3) the Berkeley Engaged Scholarship Initiative which supports faculty innovation to develop community-based components to new or existing courses; and (4) the UC President's and Chancellor's Postdoctoral Fellowship Programs which provide a two year research fellowship to scholars in all fields whose research, teaching and service will contribute to diversity, equity and inclusion in higher education.



Sheila O'Rourke, J.D., Assistant Provost, Academic Affairs, University of California-Berkeley; and Director of the University of California President's Postdoctoral Fellowship Program—Berkeley, California
sorourke@berkeley.edu

10:00 a.m.-noon

East Mezzanine Level, 236
MOSCONE CENTER SOUTH

MAJOR WORKSHOP**409 Using Film to Teach Heterosexism, Homophobia, and Social Justice"**

The recent [and not-so-recent] rash suicides and bullying of gay teens has raised the importance of facilitated, classroom dialogue about sexual orientation to a higher level. This conversation cannot be dominated by any one particular voice or perspective, but should be an inclusive experience where each student can come to understand the intersections of cultural identities. The use of mainstream film, as a purveyor of cultural norms, enables educators to open communication about how we each have been socialized to accept the systemic oppression of those who do not identify as heterosexual. 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, Author, *We've Scene It All Before: Using Film Clips in Diversity Awareness Training* (2009), *Reel Diversity: A Teacher's Sourcebook* (2008); Director, Frederick Douglass Institute for Academic Excellence; Founder, Pennsylvania Association of Liaisons and Officers of Multicultural Affairs; Faculty, Department of Developmental Instruction, Bloomsburg University—Bloomsburg, Pennsylvania brian_johnson@mannanunlimited.com

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

Esplanade Ballroom Level, 300
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate and Advanced**

410 Change the Conversation, Change the Future: Transformative Leadership for Equity

◆◆ Interactive Training ◆◆ ◆◆ Theoretical Models ◆◆

This session will explore what it takes to be a transformative leader under current conditions in the United States and beyond. Disparities in education, health care, jobs, and income due to race and social class are wide and growing. Today's leaders are in the position of reproducing either these disparities or joining and leading efforts to transform. The core to producing transformation is changing the discourse, the narrative, and our conversations before changing our actions. This session should particularly benefit individuals who are current or developing leaders in universities, k-12 schools, or community organizations working toward educational equity. We will explore current theories and practices that have the highest probability of transformative leadership development and focus on developing your skills to be a transformative (versus a reproductive) leader.

Victor Cary, Senior Director, National Equity Project—Oakland, California

Hugh Vasquez, Senior Associate, National Equity Project—Oakland, California
hvasquez@nationalequityproject.org

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

10:30–11:45 a.m.

East Mezzanine Level, 212
MOSCONE CENTER SOUTHLevels of Experience: **Novice****411 The 10 Myths of Social Justice**

◆◆ Theoretical Models ◆◆

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 will present the 10 myths of social justice, 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 of Educational Programs & Publications, ACPA - College Student Educators International—Washington, DC vwall@acpa.nche.edu

10:30–11:45 a.m.

East Mezzanine Level, 226
MOSCONE CENTER SOUTHLevels of Experience: **Intermediate****412 A Comprehensive Approach for the Support and Realization of a Diverse Student Body: A Look at American Indians/Alaska Natives in the Field of Social Work**

◆◆ Long- and Short-Range Planning ◆◆

This session provides participants a comprehensive, strategic plan that is utilized to enhance American Indian/Alaska Native (AIAN): (1) student recruitment, experience, and development, (2) alumni’s relations, and (3) organizational growth and collaborative opportunities. Information on AIAN in the field of social work is provided as a brief introduction. This is followed by the necessary steps for creating goals within an organization, specifically within the Kathryn M. Buder Center for American Indian Studies, located in the Brown School of Social Work. Seven metrics identified by the Buder Center will be discussed, with a special focus on student development, alumni’s relations, and community collaboration. This session should particularly benefit those who are creating strategic plans for diverse populations, more specifically AIAN, staff that are involved in the formation or implementation of strategic plans, and those concerned with outreach, student satisfaction, success, and leadership, alumni’s relations, and university-tribal collaboration.

Kellie Szczepaniec, Research Assistant, Kathryn M. Buder Center for American Indian Studies, Washington University—St. Louis—Missouri kszczepaniec@wustl.edu

10:30–11:45 a.m.

East Mezzanine Level, 200
MOSCONE CENTER SOUTHLevels of Experience: **Novice and Intermediate****413 The Transformation of a Multicultural Academic Support Office**

◆◆ Case Studies/Model Programs ◆◆

Being a multicultural student at a predominately white institution can be a challenge. What can also be a challenge is helping those students who sometime seem like they do not want to be helped.

This session will discuss ways in which the Director of the Multicultural Academic and Support Services (MASS) office strategized to take a department on the brink of extinction to a point where the department has increased its contacts dramatically in three years. Presenters will discuss the strategies they used in order to inform students of their services and why students are currently visiting MASS in numbers not seen in many years. The three primary programs of the MASS department are the SOAR program, a six-week summer program for primarily African-American and Hispanic students, The First Generation Program, a program helping to acclimate first generation students to the UCF campus through advising and academic programming and The Brother to Brother Program, a program designed to increase retention and graduation rates of multicultural and first generation male students on the UCF campus. This session should particularly benefit those who are interested in increasing student participation in their programs.

Wayne Jackson, Director, Multicultural Academic and Support Services Office, University of Central Florida—Orlando, Florida WJACKSON08081@NETSCAPE.NET

Natalia Leal, Assistant Director, Multicultural Academic and Support Services Office, University of Central Florida—Orlando, Florida nleal@mail.ucf.edu

10:30–11:45 a.m.

East Mezzanine Level, 220
MOSCONE CENTER SOUTHLevels of Experience: **Intermediate****414 The Relationship Between the Perception of Racial Discrimination and Academic Self-Concept Among African American Male College Students**

◆◆ Theoretical Model ◆◆

This session will examine the relationship between racial identity, perceptions of racism, and the academic self-concept of African American male college students. The theoretical underpinnings and the findings of a mixed-methodological study will be presented. Perceptions of racism were examined within three (3) contexts: campus, instructor, and peer. Academic self-concept comprises eight (8) dimensions. In short, the findings reveal a negative correlation between the participants’ perceptions of racism and academic self-concept. This session should particularly benefit higher education professionals from both Academic Affairs and Student Development who are interested in creating a campus climate that fosters the persistence, retention, and successful matriculation of African American male college students.

Litesa E. Wallace, Doctoral Candidate, Education, Leadership Educational Psychology and Foundation, Northern Illinois University-DeKalb, Illinois; Counselor, Rock Valley College—Rockford, Illinois le_wallace@yahoo.com

10:30–11:45 a.m.

East Mezzanine Level, 208-210

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate and Advanced**

415 The Role of Mentoring for Underrepresented Minority Students in Biomedical/Behavioral Sciences

◆◆ Case Studies/Model Programs ◆◆

The Initiative for Maximizing Student Diversity (IMSD) Program utilizes a multi-tiered approach to increase the number of underrepresented minority students who receive PhD's and engage in research in the biomedical and behavioral sciences. Mentoring has been proven to be an effective method for training protégés in a number of fields, including the biomedical and behavioral sciences (Eby, Allen, Evans, Ng, and DuBois, 2008). Having a mentor can provide multiple benefits such as professional development, academic support and social support. Although mentoring is often thought of in terms of faculty-student interactions, productive mentoring can also occur between students. The faculty and peers each can make a unique contribution to the mentoring process of undergraduate and graduate students.

This presentation will focus on the mentoring of students engaged in biomedical and behavioral research and the training of faculty and student mentors in an academic setting. The goal of the session is to share our best practices thus far. This session should particularly benefit upper-level undergraduate students, graduate students, administrators, faculty members and others engaged in the implementation of enhancement programs on campus.

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

Felysha L. Jenkins, Doctoral Candidate, Psychology; Graduate Assistant, IMSD Program, North Carolina State University—Raleigh, North Carolina imsdasst@gw.ncsu.edu

10:30–11:45 a.m.

East Mezzanine Level, 222

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

416 Empowering Black Women to Lead in Today's Community College: A Study of Mid-level Community College Administrators' Experiences at the National Council on Black American Affairs (NCBAA) Institute

◆◆ Research/Assessment/Evaluation ◆◆

This session examines the results of a qualitative study on Black women's perceptions and experiences with a culturally-specific leadership development program, the NCBAA Institute for Midlevel Leaders, and its impact on their subsequent leadership in community colleges. Information on the background and rationale of Black women's experiences and preparation to function in mid level leadership roles will be provided. This session should particularly benefit college CEOs interested in developing and retaining Black women in mid level leadership roles, Black women serving or seeking to serve in a mid level leadership role, college executives interested in diversifying their mid level leadership teams, and graduate students seeking to better understand the nature and methods associated with qualitative research.

Kimberly A. Beatty, Dean of Languages, Mathematics and Sciences, Tidewater Community College—Portsmouth, Virginia kbeatty@tcc.edu

10:30–11:45 a.m.

West Mezzanine Level, 258-260

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

417 Closing the Achievement Gap: Reaping the Rewards of Campus-Wide Efforts

◆◆ Case Studies/Model Programs ◆◆

UNC Charlotte is one of eleven campuses identified as having eliminated the graduation gap between both African American and Latino students and the Caucasian student population as reported in the August 2010 series of reports by The Education Trust's College Report Online entitled, *Big Gaps, Small Gaps*. Campus-wide efforts including the development of the Office of Multicultural Academic Services were integral in achieving this goal. Integrated activities and programming will be discussed, as well as, "best practices" and lessons learned. This session should particularly benefit participants who are responsible for academic support programs, retention programs, and/or Summer Bridge programs that target students from underrepresented populations.

Samuel T. Lopez, Director, Multicultural Academic Services, University of North Carolina—Charlotte, North Carolina Slopez7@uncc.edu

10:30–11:45 a.m.

East Mezzanine Level, 224

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

418 Engaging White College Students in Productive Conversations About Race and Racism: Avoiding Dominant Culture Projection and Condescension-Judgment Default

◆◆ Curricular/Pedagogical Models ◆◆

Conversations about racism and White privilege are rarely easy, but necessary in order to have a more equitable society. Through honest and properly facilitated dialogues people can work through their prejudices toward other people. This presentation explores two ways that White preservice educators inadvertently halt classroom conversations about racism. This session should particularly benefit college level educators who seek to facilitate more effective classroom-based conversations about race, racism, and privilege.

Aram deKoven, Ed.D., Assistant Professor of Education, University of Wisconsin—Eau Claire, Wisconsin dekovea@uwec.edu

Jesse Dixon, Ed.D., Director, Office of Multicultural Affairs, University of Wisconsin—Eau Claire, Wisconsin dixonjl@uwec.edu

10:30–11:45 a.m.

East Mezzanine Level, 206

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate and Advanced****419 Building White Teachers Who Get It: Four Strategies That Work**

◆◆ Curricular/Pedagogical Models ◆◆

Building white teachers who “get it” requires a paradigm shift in teacher education from the superficial emphasis of diverse students, families and communities as “other” to extensive and multidimensional experiences that emphasize “getting it” through self-understanding of teacher values and beliefs that create unconscious bias and adversely impact students. Although the importance of teacher identity in working with all students is well documented (e.g., Delpit, 1996, 2002; Dickar, 2008; Eterline, Cochran-Smith, Ludlow, & Mitescu, 2008; Gay, 2010), traditional methods of teacher training and diversity standards that do not emphasize teacher identity continue to dominate many programs.

This presentation will focus on four strategies that were developed, implemented and refined during the past several years at a predominantly white campus to counter the limitations of traditional teacher education pedagogy: (a) university partnerships with high school teacher academy programs, (b) a multifaceted urban cohort program for preservice teachers, (c) a residential summer immersion program, and (d) teacher identity activities in a senior capstone course. This session should particularly benefit the faculty and administrators in teacher education programs who would like to discuss urban cohort and teacher academy programs, and apply teacher identity as a central organizing concept in training preservice teachers.

Barbara Rose, Ph.D., Associate Professor, Department of Teacher Education, Miami University—Oxford, Ohio flanbebj@muohio.edu

Kevin Bush, Doctoral Candidate, Educational Leadership, Miami University—Oxford, Ohio talberkm@muohio.edu

Molly Merz, Teacher Academy Instructor, Hamilton High School, Hamilton City Schools—Hamilton, Ohio Molly_Mertz@fc.hamilton-city.k12.oh.us

Ray Terrell, Ph.D., Assistant Dean, Research and Diversity (retired January 2011), Miami University—Oxford, Ohio terrelr@muohio.edu

10:30–11:45 a.m.

East Mezzanine Level, 234

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate****420 Developing a Multicultural Resource Guide: An Online Resource for Building Community**

◆◆ Case Studies/Model Programs ◆◆

An innovative, dynamic, customizable, and sustainable format for an online Multicultural Resource Guide (MRG) have been developed at Oregon State University (OSU). The OSU MRG is a web site that provides a comprehensive search on hard-to-find resources that support traditionally underserved students, staff, and faculty at OSU and within the local community. An example of a commonly reported challenge would be an African-American woman looking for hair care services in Corvallis, Oregon.

This session will guide participants to create a vision, develop a collaborative process, and identify resources for building community at their institution or organization through the development of their own MRG. This session should particularly benefit participants who are involved with gathering and organizing robust amounts of information on multicultural support resources, faculty and staff who seek to decrease a high turnover rate for faculty from under-represented communities, students and professionals who actively advise students in seeking multicultural support resources, and practitioners who are involved with multicultural support partnerships with community organiza-

tions as well as colleges and universities to provide direct services to students of color and students from historically marginalized identities.

Eric J. Hansen, Ph.D., Associate Director, University Housing & Dining Services, Oregon State University—Corvallis, Oregon eric.hansen@oregonstate.edu

Michael E. Shingle, Leadership Development Assistant, Student Leadership & Involvement, Oregon State University—Corvallis, Oregon mike.shingle@oregonstate.edu

10:30 a.m.–noon

West Mezzanine Level, 250

MOSCONE CENTER SOUTH

A CONVERSATION WITH NITASHA SHARMA**421 Let's Talk About Inter-Minority Race Relations and Racism: (South) Asian/Black Relations Mediated Through Hip Hop Culture**

Nitasha Sharma, Ph.D., Assistant Professor, African American Studies and Asian American Studies, Department of African American Studies, Northwestern University—Evanston, Illinois

For more information, please visit

<http://www.afam.northwestern.edu/faculty/sharma.html>

10:30 a.m.–noon

Esplanade Ballroom Level, 303

MOSCONE CENTER SOUTH

A CONVERSATION WITH ERICKA HUGGINS**422 Can We Talk? A Conversation About Race, Gender and Sexual Orientation**

Ericka Huggins, Human Rights Activist, Poet, and Currently a Professor in Women's Studies and brings her legacy of spiritual activism and social justice to her teaching; as well as a former Black Panther leader and Political Prisoner.

For more information, please visit www.speakoutnow.org

10:30 a.m.–noon

West Mezzanine Level, 270

MOSCONE CENTER SOUTH

MEET THE AUTHOR**423 Critical Multiculturalism: Theory and Praxis**

Critical multiculturalism has emerged over the last decade as a direct challenge to liberal or benevolent forms of multicultural education. By integrating and advancing various critical theoretical threads such as anti-racist education, critical race theory, and critical pedagogy, critical multiculturalism has offered a fuller analysis of oppression and institutionalization of unequal power relations in education. But what do these powerful theories really mean for classroom practice and specific disciplines?

Edited by two leading authorities on multicultural education, *Critical Multiculturalism: Theory and Praxis* brings together international scholars of critical multiculturalism to directly and illustratively address what a transformed critical multicultural approach to education might mean for teacher education and

classroom practice. Providing both contextual background and curriculum specific subject coverage ranging from language arts and mathematics to science and technology, each chapter shows how critical multiculturalism relates to praxis. As a watershed in the further development of critical multicultural approaches to education, this timely collection will be required reading for all scholars, educators and practitioners of multicultural education.



Christine Sleeter, Ph.D., Professor *Emeritus*, Professional Studies, California State University—Monterey Bay, California

10:30 a.m.—noon

Esplanade Ballroom Level, 302
MOSCONE CENTER SOUTH

SPECIAL FEATURE PRESENTATION

424 Leveraging the Internet for Greater Engagement in Programs to Promote Social Justice, Inclusiveness and Diversity

Early architects and designers of the Internet were committed to 'doing good' through the development of the network we've come to know as the Net. While there are numerous examples of the naivety of that early informing value system, and indeed many illustrations of truly evil uses of the Net, there is also a growing collection of exemplar projects and programs committed to engaging people in efforts to promote social justice, inclusiveness and diversity.

This session will outline a series of inner city, city-wide, regional, national, and international examples of maturing offerings that have engaged university and college students and the communities around them in these issues. Both the design of these offerings and the lessons learned offer participants valuable lessons learned and opportunities for replication and scalability.



Lev Gonick, Ph.D., Vice President for Information Technology Services, Case Western Reserve University—Cleveland, Ohio
lev.gonick@case.edu



Bob H. Suzuki, Ph.D., President *Emeritus*, California State Polytechnic University-Pomona, California; Recipient of ACE's 2010 Reginald Wilson Diversity Leadership Award (**Moderator**)

10:30 a.m.—noon

90-MINUTE CONCURRENT SESSIONS

10:30 a.m.—noon

West Mezzanine Level, 272
MOSCONE CENTER SOUTH

Levels of Experience: **Novice and Intermediate**

425 If You Build it They Will Come: Minority Recruitment and Retention for Predominantly White Institutions in Homogeneous Communities and Regions

◆◆ Long- and Short-Range Planning ◆◆

This session is designed to aid in the recruitment and retention of a diverse cultural community to and within predominantly Anglo American institutions that are located in predominantly Anglo American communities. Two private Liberal Arts Colleges—Hanover College (located in Southern Indiana), and Bryn Athyn College (located in suburban Philadelphia)—both have growing minority populations that exist within small homogeneous communities. Multicultural recruitment and retention are challenge for most higher learning institutions, but for colleges and universities in predominantly white rural or suburban areas these challenges often appear insurmountable. Fortunately, these seemingly large hurdles can be conquered by (1) identifying barriers between your institution and your target population, (2) building a successful recruitment plan for student of color, (3) preparing your community for change, (4) transitioning and supporting your students of color in your community. This session should particularly benefit participants who represent institutions in homogeneous communities and regions and are interested in effecting immediate and long-lasting change in their institution's multicultural recruitment and retention efforts. It is our hope that participants will utilize the struggles and success of the Bryn Athyn College and Hanover College models to affect positive multicultural growth within their own campus communities.

Monica Green, Assistant Director of Admissions, Hanover College—Hanover, Indiana
greenm@hanover.edu

Adrienne M. Stinson, Director, Benjamin Templeton Scholarship Program; and Coordinator, Multicultural Recruitment, Bryn Athyn College—Bryn Athyn, Pennsylvania
Adrienne.stinson@brynathyn.edu

10:30 a.m.—noon

West Mezzanine Level, 262
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

426 Getting Past the Front Door

◆◆ Curricular/Pedagogical Models ◆◆

As the economy increasingly impacts who can enter the community college, low income, under-prepared and students of color are getting stopped at the front door.

This session presents innovative and realistic approaches to breaking down artificial barriers to access and addressing the needs of disenfranchised students who attempt to enroll at the community college level. Through restructuring policies, procedures and service delivery, Mt. San Antonio College is attempting to assist students in getting through the front door, into a seat, and succeeding developmentally, socially, and academically. Presenters will describe how policies and procedures were re-vamped, and how programs were initiated to meet the needs of first generation college students. Bridge programs and specific initiatives addressing Latino, African American and undocumented students' intervention efforts will be shared. This session should particularly benefit professionals and students working in Student Affairs and Academic Affairs. Practical models for policy development, process changes, and program intervention models will be shared with participants.

Dyrell Foster, Ph.D., Associate Dean, Counseling, Mt. San Antonio College—Walnut, California
dwfoster@mtsac.edu

Anabel Perez, Counselor/Learning Communities Coordinator, San Antonio College—Walnut, California
aperez@mtsac.edu

10:30 a.m.–noon

West Mezzanine Level, 276
MOSCONE CENTER SOUTH
Levels of Experience: **All**

**427 Latinos on Campus**

◆◆ Case Studies/Model Programs ◆◆

This session will present the documentary, *Latinos on Campus*, filmed at Tufts University in Medford, Massachusetts. The documentary is a probing, intimate look at the journey of Latino students into mainstream American higher education. Issues (racial/ethnic identity, socioeconomic class) raised in the film will be discussed as well as

the successes and challenges of programs supporting Latino students at Tufts University. Students who appeared in the film will be present and participate in the discussion. This session should particularly benefit faculty, administrators, and students who want to deepen their understanding of the issues facing Latino students in a predominant white and elite institution. It will also be beneficial to anyone working directly with students of color and low income students of all racial backgrounds.

Andrea Diaz, Undergraduate Student, International Relations and French Major, Tufts University—Medford, Massachusetts

Lisnera Nuez, Undergraduate Student, American Studies and Child Development Major, Tufts University—Medford, Massachusetts

Rubén Salinas-Stern, Director and Founder, Latino Center, Tufts University—Medford, Massachusetts Ruben.Stern@tufts.edu

10:30 a.m.–noon

East Mezzanine Level, 232
MOSCONE CENTER SOUTH
Levels of Experience: **Novice and Intermediate**

429 Peer Mentoring: A Relational, Yet Strategic Approach to Encourage Student Success

◆◆ Case Studies/Model Programs ◆◆

This informative session will address how the University of Akron strives to engage and retain first-year students through the efforts of the Office of Multicultural Development's Peer Mentoring Services. Participants will have an opportunity to learn various strategies as presenters address how the program has been positively impacting incoming multicultural undergraduate students. Peer Mentoring Services is able to enhance the overall success of culturally diverse students while promoting involvement, empowerment, and self-efficacy. From a theoretical framework that blends leadership, career, and character development with best practices of peer education, participants will be encouraged to explore actual and possible learning outcomes for both mentors and mentees. This presentation will benefit those who serve in mentoring roles themselves and those interested in creating, implementing, and/or strengthening a peer mentoring program. Presenters will share their model for intentional mentor and mentee recruitment; education and training of peer mentors; careful mentor/mentee matches that foster healthy relationships; facilitation of mentor/mentee relationship; and ongoing assessment of the program and participants.

Henrique G. Alvim, Doctoral Student, Cultural Foundations of Education, Kent State University—Kent, Ohio; Coordinator, Academic Support Services, Office of Multicultural Development, University of Akron—Akron, Ohio halvim@uakron.edu

Brittani Davis, Undergraduate Student, Psychology Major; Peer Mentor Leader, Office of Multicultural Development, University of Akron—Akron, Ohio bla12@zips.uakron.edu

Jasmine Redd, Undergraduate Student, English Major; Peer Mentor Leader, Office of Multicultural Development, University of Akron—Akron, Ohio jsr28@zips.uakron.edu

10:30 a.m.–noon

East Mezzanine Level, 228, 230
MOSCONE CENTER SOUTH

FILM PREVIEW AND DISCUSSION**430 Vincent Who?**

Vincent Who? (2009) - in 1982, at the height of anti-Japanese sentiments, Vincent Chin was murdered in Detroit by two white autoworkers who said, "it's because of you mother** that we're out of work." When the judge fined the killers a mere \$3,000 and three years probation, Asian Americans around the country galvanized for the first time to form a real community and movement. This documentary features interviews with the key players at the time,

as well as a whole new generation of activists. "Vincent Who?" asks how far Asian Americans have come since then and how far we have yet to go. Featured interviews include: Helen Zia (lead activist during the Chin trial), Renee Tajima Pena (director, "Who Killed Vincent Chin?"), Stewart Kwoh (Executive Director, Asian Pacific American Legal Center), Lisa Ling (journalist), Sumi Pendakur (University of Southern California), Dale Minami (civic rights attorney), Doua Thor (Executive Director, Southeast Asian Resource Action Center), and a group of five diverse young APA activists whose lives were impacted by Vincent Chin.

Curtis Chin is an award-winning writer and producer who has worked for ABC, NBC, Fox, the 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 outlet.

1:15–2:30 p.m.

75-MINUTE CONCURRENT SESSIONS

1:15–2:30 p.m.

East Mezzanine Level, 220
MOSCONE CENTER SOUTHLevels of Experience: **Intermediate and Advanced****431 Close to Home: Using Dominant Privilege as an Organizing Concept for Tackling Injustice in Higher Education**

◆◆ Case Studies/Model Programs ◆◆

Dominant privilege is at the heart of racism, classism, sexism and other types of discrimination, including those found in higher education curricula, institutional policies and practices, and campus climate issues. Many inequities in colleges and universities should be addressed through using privilege as the centerpiece for exploration; yet that is rarely done. If part of dominant privilege is the choice to not acknowledge its existence or impact, then low (or no) institutional expectations about the awareness of privilege serve to validate privilege further.

This session will focus on (a) expanding current applications of privilege by introducing a framework that emphasizes accountability of those in privileged groups, and the interrelationship of privilege to policies and practices in higher education, and (b) discussion of examples of application of the framework to specific and common campus issues that are “close to home,” such as the thwarting or elimination of diversity efforts and programs, and the impact of privilege on the curricula. This session should particularly benefit the faculty, staff and administrators who would like to apply dominant privilege as a central organizing concept for defending against institutional injustices or who would like to incorporate dominant privilege into systemic institutional review.

Barbara Rose, Ph.D., Associate Professor, Department of Teacher Education, Miami University—Oxford, Ohio flannebj@muohio.edu

1:15–2:30 p.m.

East Mezzanine Level, 222
MOSCONE CENTER SOUTHLevels of Experience: **Intermediate****432 The Role of Policy in Constructing Values of Inclusion: A Critical Analysis of Hate/Bias Motivated Incident Reporting Procedures**

◆◆ Research/Assessment/Evaluation ◆◆

This session examines the language and discourses utilized in campus hate/bias incident reporting policies and procedures. Utilizing a critical discourse analysis framework, policies' documents of this type are examined at the national level in order to fully understand the values imbued in policy discourse that pervades them. This session should particularly benefit participants who are interested influencing the campus climate for racial minority students. By positioning hate/bias incident policies in the larger campus climate literature and deconstructing the conflicting agendas, power and social norms operating within these discourses, we gain a more complete view of how these policies can be reconstructed to better serve and provide advocacy for marginalized populations.

Juan Carlos Garibay, Research Associate, Higher Education Research Institute, University of California—Los Angeles, California j.c.garby@gmail.com

Felisha Ann Herrera, Research Analyst, Higher Education Research Institute, University of California—Los Angeles, California fherrera@ucla.edu

F. Michelle Richardson, Assistant Professor, Department of HPER, Hampton University—Hampton, Virginia Richardson@hampton.edu

1:15–2:30 p.m.

West Mezzanine Level, 250
MOSCONE CENTER SOUTHLevels of Experience: **Novice and Intermediate****433 Building Successful Partnerships Across Student Life, Academic Affairs, and Student Organizations on Behalf of the Latino/a Community at the Ohio State University**

◆◆ Case Studies/Model Programs ◆◆

This session examines the development of strong collaborations between student life, academic departments and student organizations at the Ohio State University. The presentation will focus on the increasing and ongoing collaborations between the Multicultural Center, Student Organizations, the Latin American Space for Enrichment and Research (L.A.S.E.R.) and the Office of Diversity and Inclusion, to contribute to co-curricular learning and engagement of Latino/a students. The session will also look at the challenges faced by the Latino Community at the Ohio State University, as well as the course of action taken by their members to better serve their community. Presenters will examine the creation of co-curricular lecture series in depth, film series and workshops that enabled the general community to learn about the diversity in the Latino culture, and that enhanced cross-cultural understandings. Presenters also will discuss collaboration strategies, learning outcomes, and assessment data of recent series. This session should particularly benefit participants who are interested in developing programs that are actively supported by different departments at the university, as well as those who seek to increase visibility and awareness of minority groups on their campuses.

Frederick Luis Aldama, Ph.D., Arts & Humanities Distinguished Professor of English; Director, Latino Studies, and Director, L.A.S.E.R./Latino and Latin American Studies Space for Enrichment and Research, Ohio State University—Columbus, Ohio aldama.1@osu.edu

Indra Leyva, Intercultural Specialist, Liaison to Latino Student Initiatives and Women Initiatives; Co-Chair, Organization of Hispanic Faculty and Staff, Multicultural Center, Student Life, Ohio State University—Columbus, Ohio leyva-santiago.1@osu.edu

Theresa Rojas, Doctoral Student, English Department, Ohio State University—Columbus, Ohio rojasbud@yahoo.com

Yolanda Zepeda, Assistant Provost, Office of Diversity and Inclusion, Ohio State University—Columbus, Ohio Zepeda.3@osu.edu

1:15–3:15 p.m.

West Mezzanine Level, 250
MOSCONE CENTER SOUTH**MAJOR WORKSHOP****434 Understanding the New Majority of Non-Tenure Track Faculty**

This presentation will explain the shift in the academy from a largely tenured to non-tenure track and the shifting labor market. It will examine the experience of being a NTT faculty and ways to best maximize this experience as well as how to find an institution that best suits your employment interests. The value and role of unions will also be discussed. The session will also explain what the shift in faculty means for administrators and ways that the new faculty need to be supported in order to ensure student learning and success.



Adrianna Kezar, Ed.D., Associate Professor, Higher Education, Rossier School of Education, University of Southern California—Los Angeles, California kezar@usc.edu

1:15–3:15 p.m.

East Mezzanine Level, 236
MOSCONE CENTER SOUTH**MAJOR WORKSHOP****435 20 Years of Teaching Diversity Skills to Law Students: The Pain, the Struggle and the Joy**

This session will discuss the legal education environment and difficulties of teaching diversity skills in a professional education. A lawyer needs to be able to see the potential factors in a person's background that may affect the legal analysis that should be applied and then be able to perform legal analysis that recognizes that these factors may affect the application of law, the choice of the legal theory to apply, the choice of defense, the choice of rules and the application of the rules, and then how to argue it before the court. Unfortunately, traditional legal education takes the approach that the law is neutral and objective. Except in some limited areas of law (such as discrimination), legal educators teach students to ignore race, gender, class, and sexual orientation. Cases are often written with no context. This session will review the challenges of teaching diversity skills in such an environment, and the focus will particularly be on teaching implicit bias as a foundation for diversity skills and the use of technology such as discussion forums.



Vernellia Randall, J.D., Professor of Law, University of Dayton—Dayton, Ohio vrrandall@gmail.com

1:15–3:15 p.m.

East Mezzanine Level, 238
MOSCONE CENTER SOUTH**MAJOR WORKSHOP****436 Let's Get Real About Racism**

There is so much that is unspoken in this country about race issues. In this session we will explore how to have this dialogue on race and racism in a way that will lead to more intimate and honest conversations and relationships with one another. This gathering is about confronting some of the issues that keep us all from talking to one another about race/racism. It is also about discovering new ways to begin that conversation, creating a bridge to talk about our differences, exploring what opens us up and what closes us down, and finally, looking at 101 ways to become culturally competent in our relationships and workplaces. Before we can truly become a multicultural nation, we must have ongoing relationships based on respect and understanding, reflection and curiosity. Our differences and our similarities must be embraced, valued and integrated into the very fabric of our workplaces, communities, schools and governmental institutions. It also means coming to an understanding that awareness and holidays are just the beginning. I hope that you will join us in making this a better world not only for our children, but for ourselves—not by starting tomorrow, but by beginning that conversation today.

Lee Mun Wah's recently released book, *Let's Get Real About Racism: What People of Color Can't Say & Whites Won't Ask*, available through Stirfry Seminars & Consulting www.stirfryseminars.com



Lee Mun Wah, nationally-acclaimed filmmaker (*The Color of Fear*, and *Last Chance for Eden*); Master Diversity Trainer, author, educator, poet and Asian folk teller. He is the founder and Executive Director of StirFry Seminars & Consulting—Berkeley, California

1:15–3:15 p.m.

2-HOUR CONCURRENT SESSIONS

1:15–3:15 p.m.

East Mezzanine Level, 224
MOSCONE CENTER SOUTHLevels of Experience: **Novice and Intermediate****437 Addressing Unequal Treatment: Leading Change Through Groundbreaking Programs**

◆◆ Curricular/Pedagogical Models ◆◆

Health disparities exist and are widening; reducing health disparities remains a fundamental challenge. The institute of medicine mandates from health professional programs to integrate health disparities and cultural responsiveness into curricula. Creating, teaching and sustaining cultural competency programs is examined in this session through the groundbreaking work of the "Spirit Seminars" developed at Samuel Merritt University School of Nursing. The program has been evaluated for efficacy and is cost effective, experiential, and easily replicable in institutes of higher learning. The goal is to enhance cultural responsiveness through increasing students' awareness, knowledge and skills related to patients' values and needs in order to reduce disparities in health outcomes.

This interactive session addresses the role of evaluation, research and collaboration in building institutional support and program sustainability. Insights and strategies are provided into how educators can expedite students' development of cultural responsiveness as change agents and care providers with a focus on provocative content. The session should particularly benefit educators committed to enhancing the cultural content of their curriculum through developing and keeping a live innovative program that increase awareness of professional roles in addressing disparities and strengthening their own skills in addressing controversial issues.

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

Miriam Eisenhardt, MPH, RN, Assistant Professor, Community Health Nursing lead Faculty and Course Manager for Graduate and Undergraduate Programs, Samuel Merritt University—Oakland, California meisenhardt@samuelmerritt.edu

Marjorie Hammer, MS, FNP, RN, Assistant Professor, Pediatric and Mental Health Nursing, Samuel Merritt University—Oakland, California mhammer@samuelmerritt.edu

1:15–3:15 p.m.

East Mezzanine Level, 212
MOSCONE CENTER SOUTHLevels of Experience: **Intermediate****438 Beyond Racial Aikido: Building Caucus-Based Programming Based Institutional Needs**

◆◆ Long- and Short-Range Planning ◆◆

This presentation is an in-depth discussion of the implementation of University of Vermont's (UVM) Racial Aikido model at Oregon State University (OSU) and how the two-day retreat has spawned additional conversations about supporting other students in subordinated groups and engaged white students in their exploration of white identity and privilege. This session will outline the intent of the retreats has been to be a transformative experience for the students involved, and have also been transformative in shifting OSU's culture and social justice education and support across campus. The program has been a catalyst for campus-wide collaboration, including colleagues from Student Affairs, Academic Affairs and other divisions, to help awareness raising, increasing skill development, healing and replenishment, and ally development. This session should particularly benefit those who wish to implement a cultural shift in the support of education of students, in their subordinated or dominant identities. Also, the session should benefit those who wish to

engage in conversation about how to develop diversity curriculums and new efforts for a Predominantly White Institution (PWI).

Nina Gassoway, Resident Director, Housing & Dining Services (UHDS), Oregon State University—Corvallis, Oregon nina.gassoway@oregonstate.edu

Eric Hansen, Associate Director, University Housing & Dining Services (UHDS), Oregon State University—Corvallis, Oregon eric.hansen@oregonstate.edu

Sabrina Kwist, Associate Director, Student Diversity Programs and Summer Academic Workshop (SAW), Mills College—Oakland, California skwist@mills.edu

Willie Morgan, Resident Director, Housing & Dining Services (UHDS), Oregon State University—Corvallis, Oregon willie.morgan@oregonstate.edu

Patricia Nguyen, Assistant Dean of Students, and Director, Asian and Asian American Center, Cornell University—Ithaca, New York pcn29@cornell.edu

Victor Santana-Melgoza, Associate Director, Multicultural Affairs, University of Massachusetts—Lowell, Massachusetts vsamelgoza@gmail.com

Michael E. Shingle, Leadership Development Assistant, Student Leadership & Involvement, Oregon State University—Corvallis, Oregon

Jennifer Viña, Assistant Director, University Housing & Dining Services, Oregon State University—Corvallis, Oregon ennifer.vina@oregonstate.edu

1:15–3:15 p.m.

East Mezzanine Level, 226
MOSCONE CENTER SOUTH

439 Practical Ways to Reduce Stereotype Threat for Vulnerable Students and Faculty

◆◆ Interactive Training ◆◆

Thanks to Psychology Professor Claude Steele and numerous researchers in several countries, we now understand how stereotype threats can be triggered and how the threat can easily undermine the academic, athletic, or cognitive performance of members of certain groups. The most frequent example: students from stigmatized minority groups who sense (or who are told) that their intellectual abilities are viewed as inferior by authority figures and many others. In this charged situation, vulnerable students and faculty often worry that they will confirm the negative stereotype associated with their group membership. Their worry and preoccupation can cause them to choke, clutch, and experience a rush of stress hormones and anxiety—all of which undermine their performance and achievement. How can the threat be reduced or eliminated?

This highly interactive session will provide a dozen action steps that can be taken by department chairs, mentors, instructors, peers, and vulnerable students (and the faculty) themselves. In preparation for this session, participants may wish to review two web sites: www.reducingstereotypethreat.org and www.implicit.harvard.edu

JoAnn Moody, Ph.D., J.D., Consultant on Campus Diversity, especially Faculty Diversity and Development—San Diego, California www.diversityoncampus.com

1:15–3:15 p.m.

East Mezzanine Level, 206
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

440 Got Cultural Competence?: A Toolkit for Measuring and Building Your Organization's Cultural Competence

◆◆ Long- and Short-Range Planning ◆◆

◆◆ Research/Assessment/Evaluation ◆◆

This presentation is based on the book, *High Impact Cultural Competence Education* (in press), written by Billy Vaughn, PhD CDP. The objective is to introduce participants to the Diversity Training University International (www.DTUI.com) innovative approach to designing, developing and implementing cultural competence education. Participants will learn a unique approach to cultural competence education that enhances program design. Examples from several higher education institutions will be offered. Participants will complete the 'Organizational Inclusion Assessment' survey to assess their organization's current stage of cultural competence and increase understanding of the utility of the instrument for targeting identified cultural competence gaps. A procedure for linking the cultural competence education initiative to the organization's bottom line will also be covered. This session should particularly benefit faculty, staff, and administrators involved in designing, developing, and implementing cultural diversity initiatives. Students and faculty interested in promoting diversity and inclusion will find it valuable.

Billy E. Vaughn, Ph.D., CDP, Contributing Core Faculty, School of Psychology, Organizational Psychology Program DTUI.com, Walden University, and Managing Partner, DTUI.com—San Francisco, California billyvaughn@dtui.com

1:15–3:15 p.m.

West Mezzanine Level, 262
MOSCONE CENTER SOUTH

Levels of Experience: **Novice**

441 The Mis Education of The Black Greek™

(Misconception #1 Pledging Produces Premium Product® New Member Processes in Divine Nine Organizations)

◆◆ Curricular/Pedagogical Models ◆◆

Paper v. Pledge. Process v. Performance. Passion v. Purpose.

This highly interactive and engaging session creatively addresses the "elephant in the room" that all Divine Nine Organizations must confront. The presenter 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. Afterwards, the presenter honestly and candidly 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 is responsible for perpetuating a hazing culture in Divine Nine organizations.



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

1:15–3:15 p.m.

West Mezzanine Level, 276
MOSCONE CENTER SOUTH

FILM PREVIEW AND DISCUSSION



442 *Papers*

Papers is the story of undocumented youth and the challenges they face as they turn 18 without legal status. There are approximately two million undocumented children who were born outside the U.S. and raised in this country. These are young people who were educated in American schools, hold American values, know only the U.S. as home and who, upon high school graduation, find the door to their future slammed shut.

Graham Street Productions produced this film in association with El Grupo Juvenil (the “Papers” Youth Crew). These youth producers were actively involved in all aspects of the production. They are working in collaboration with the youth who want to tell their stories as well as community organizations around the country who are working to change immigration policy on behalf of these young people.

1:15–4:15 p.m.

East Mezzanine Level, 200
MOSCONE CENTER SOUTH

MAJOR WORKSHOP

443 Understanding the Connections: An Intersectional Approach to Diversity in Higher Education

Intersectionality as a theoretical concept has practical implications for issues of teaching, learning, curriculum transformation, and faculty development. Additionally, it offers a framework useful for the self-reflection, personal growth, and teaching development beneficial for faculty members committed to creating and sustaining multiculturally inclusive classrooms.

This session first presents an overview of intersectionality, highlighting core assumptions and tenets of the framework. Next, we offer selected examples of applications across disciplines, highlighting specific course development and teaching strategies for using this model as an innovative way to infuse curricula with a social justice perspective. Participants will reflect on how such innovations might be useful in their own course goals, pedagogical practices, assignments, and assessment activities. Finally, we present two examples of the successful use of an intersectional lens to engage colleagues in yearlong faculty learning communities focused on constructive dialogue, sustained interaction, and increased mutual understanding around these significant issues thereby better preparing them to create and sustain multiculturally inclusive classrooms for students.



Cerri A. Banks, Ed.D., Dean, and Assistant Professor of Education, William Smith College, and Assistant Professor, Education, Hobart & William Smith Colleges—Geneva, New York



Mathew L. Ouellett, Ph.D., Director, Center for Teaching, University of Massachusetts—Amherst, Massachusetts



Susan M. Pliner, Ed.D., Associate Dean, Teaching, Learning, and Assessment; Director, Centennial Center for Leadership; and Assistant Professor of Education, Hobart & William Smith Colleges—Geneva, New York

1:30–3:00 p.m.

Esplanade Ballroom Level, 302
MOSCONE CENTER SOUTH

A CONVERSATION WITH LAURA RENDÓN



444 Educating for Wholeness, Social Justice and Liberation

Laura I. Rendón, Ph.D., Professor, Department of Educational Leadership and Policy Studies, University of Texas—San Antonio, Texas

For more information please visit:

www.public.eastate.edu/~lrendon/rendon/Welcome.html
www.education.utsa.edu/images/uploads/rendon.pdf

2:30–4:30 p.m.

Esplanade Ballroom Level, 305
MOSCONE CENTER SOUTH

SPECIAL FEATURE PRESENTATION



445 COINTELPRO 101

This session will feature a showing of the new film *COINTELPRO 101*, produced by the Freedom Archives. COINTELPRO (for Counter-Intelligence Program) is an acronym that has come to represent not only the formal FBI program of the 1950s, 1960s, and 1970s, but the entire conspiracy among government agencies, local, state, and federal to destroy movements for Black, Brown, Asian, and Indigenous self-determination and liberation, and to divide and disrupt progressive movements in general. The film combines rare historical footage with interviews of activists who were targets of that repression. The film will be followed by a panel discussion urging serious integration of this history into critical scholarship and raising the possibility of creating a movement to demand accountability and restitution.

Panelists will include: Ericka Huggins, former Black Panther leader and political Prisoner, she brings her legacy of spiritual activism and social justice to her teaching; Ward Churchill, Native American activist who has written extensively about COINTELPRO; Claude Marks, producer/director of the film, director of the Freedom Archives, and former political prisoner; and Liz Derias of the Malcolm X Grassroots Movement, who will discuss the film in the context of the current repressive climate as well as the growth of Islamophobia.



Ward Churchill, Ph.D.
Native American Activist
San Francisco California



Liz Derias
Malcolm X Grassroots Movement
Oakland, California



Ericka Huggins, Human Rights Activist, Poet, and Currently a Professor in Women's Studies, California State University-East Bay—Hayward, California



Claude Marks
Director, The Freedom Archives
San Francisco, California

2:30–4:30 p.m.

Esplanade Ballroom Level, 303
MOSCONE CENTER SOUTH

SPECIAL FEATURE PRESENTATION

446 Racism, White Rage and Wanting “Their” Country Back: Fighting for Justice in an Age of Backlash”

A conversation with Civil Rights Attorney Eva Paterson, and Anti-Racism Author, Tim Wise



Eva Paterson, President and co-founder, Equal Justice Society—a national organization dedicated to changing the law through progressive legal theory, public policy and practice; former Executive Director of the Lawyers’ Committee for Civil Rights
For more information visit
<http://www.equaljusticesociety.org/about/evapaterson/>



Tim Wise, Anti-racism activist and author of *Colorblind: The Rise of Post-Racial Politics and the Retreat from Racial Equity*; *Between Barack and a Hard Place: Racism and White Denial in the Age of Obama*; *Speaking Treason Fluently*; and *White Like Me: Reflections on Race from a Privileged Son*.



Sponsored presentation by [SpeakOut](http://www.speakoutnow.org/) <http://www.speakoutnow.org/>

2:30–4:30 p.m.

Esplanade Ballroom Level, 300
MOSCONE CENTER SOUTH

MAJOR WORKSHOP

447 Emergent Wisdom Conversation: Race, Leadership and Beloved Community

In a world with constant, rapid change, we need each other as never before. Powerful forces often tear at the social fabric. What does it take to create authentic community? How can we work together and still preserve our individuality and racial/ethnic and cultural identities? What are our responsibilities as leaders as we think, feel and sense our way toward a new definition of Beloved Community?

In this Emergent Wisdom Conversation, the moderator poses a series of questions to panelists that they have not heard in advance. This means that instead of prepared statements, the speakers rely on their deep wisdom. The panelists answer each question in turn, thereby creating a layering of responses, each adding to the conversation. This is not a debate, but an opportunity to see what emerges when we are not looking for consensus or a particular outcome. There is a pause between question and responses, and the audience is invited to formulate how they might respond to the question in that pause.



Akaya Windwood, President, Rockwood Leadership Institute—San Francisco, California (**Moderator**)
<http://rockwoodleadership.org/article.php?id=151>

PANEL MEMBERS ARE:

Rajasvini Bhansali, Executive Director, International Development Exchange (IDEX)
<http://www.idex.org>

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

Gregory Hodge, Owner/Consultant, Organizational and Community Development, a second term Member of the Oakland Unified School District Board of Education—San Francisco, California

2:45–4:15 p.m.

90-MINUTE CONCURRENT SESSIONS

2:45–4:15 p.m.

West Mezzanine Level, 250
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

448 M.A.L.E. Call—Mentoring African American Leadership and Education

◆◆ Curricular/Pedagogical Models ◆◆

Georgia College and State University has an 8% population of African American students. Three percent of this total is African American male with a large majority of this small portion being members of our athletic program. To improve the odds of success for the African-American males that enroll in GCSU, we are seeking funding to invest in the economic and academic futures of these promising African American males. Our institution has a model of a learning community through our honors program. This model provides highly motivated students the opportunity to work closely with professors and other motivated students to form a type of fraternal bond. The benefits from this model are (1) smaller classes, (2) graduate school preparation, (3) special activities, (4) scholarship opportunities, and (5) priority registration and group housing. This Learning Community Model can be replicated to assist us in the plight of our African-American male students; thus we propose M.A.L.E. Call-Mentoring African American Leadership and Education.

This session will examine African American Males at Predominately White Institutions-PWI's. We have examined the issues on our campus that may hinder matriculation. Many African American males encounter a lot of variables that contribute to non-college completion but conclude that many of them had left or forced out of college due to academic decencies. Researchers have examined a series of critical factors that help promote a climate of academic success for college men. These include peer group influence, family influence and support, faculty relationships, identity development and self-perception, and institutional environment. When African American males face isolation and alienation, the absences of peer connections and the lack of support to familial networks, plays even more vital roles in academic development for African American males which there is disconnect to the goals and the objectives of the pursuit of higher education.

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

C. Emmanuel Little, Coordinator, Diversity Retention and Training, Georgia College & State University—Milledgeville, Georgia emmanuel.little@gcsu.edu

2:45-4:15 p.m.

East Mezzanine Level, 220
MOSCONE CENTER SOUTH
Levels of Experience: **All**

449 Assessing Students Using a Strength-Based Approach: The Educational Excellence and Equity "YESS Score," Presented Along With the College of Marin

◆◆ Research/Assessment/Evaluation ◆◆

This session will provide the E3 (Educational Excellence and Equity) YESS assessment and 21st century competency skills frameworks to determine students' at-risk level and identify appropriate support services. This session should particularly benefit participants who are interested in working with and engaging immigrant students, practitioners who provide direct services to immigrant and/or undocumented students, and those who are concerned with the achievement gap in education related to immigrant students. Participants attending this session will learn how to: Identify students in the ignored, obvious, and hidden achievement gaps; identify 21st century competencies (Cultural Resiliency) of their students; identify the level of "at-risk" students in order to highlight their specific areas of need and maximize their probability of academic achievement. Through the use of traditional data collection, educators will be able to implement the "YESS Score" to identify their student population's statistical chances of graduation by state, school, and/or subcategories of student backgrounds. E3 is then able to interpret the scores to enable educators to match appropriate services with students in one of the three categories while determining their 21st century competencies or "Cultural Resiliency."

Juan Carlos Arauz, Ed.D., Executive Director, Educational Excellence and Equity (E3)—San Rafael, California uancarlos@e3ed.org

Arnulfo Cedillo, Director, Student Affairs, College of Marin—Kentfield, California arnulfo.cedillo@marin.edu

Juliet Schiller, Doctoral Candidate; Director, Teacher Training and Program Development, Educational Excellence and Equity; University of San Francisco—San Rafael, California julies@e3ed.org

2:45-4:15 p.m.

East Mezzanine Level, 222
MOSCONE CENTER SOUTH
Levels of Experience: **Intermediate**

450 One College, One Community: Achieving Cross Culture Collaboration by Looking Through the Same Lens

◆◆ Case Studies/Model Programs ◆◆

This session exemplifies how 16 partners came together to create a dynamic collaborative program that crossed racial, age and ethnic boundaries. The partners consisted of a community college, several school districts, libraries, community-based organizations, the State Correctional Institution of Pittsburgh and Shuman Detention Center. A month-long series of outreach events that centered on Ernest Gaines' novel, *A Lesson Before Dying* served as the catalyst for keynote speakers, a professional dance performance, live music, panel discussions, movie viewing and a mock trial. It also included "hands-on" activities that were developed and presented by teen residents in a detention center and adult male prisoners. The culminating event included a 30-minute documentary film made by students and staff that illustrate how powerful and empowering a project developed in a nonthreatening environment can be that touches the humanity in us all. Lessons learned and insights gathered from this unique collaboration will be shared. In addition, the documentary film will be shown to provide a visual of this citywide effort. This session should particularly benefit participants who are looking for a mechanism to empower a wide range of people through a single lens of creativity.

Barbara Evans, Ed.D., Associate Dean, Academic Affairs, Community College of Allegheny County—West Mifflin, Pennsylvania bevans@ccac.edu

Nick Kaczmarek, English Teacher, Propel Andrew Street High School—Munhall, Pennsylvania nkaczmarek@propelschools.org

Raymond Robinson, Social Services Manager, Shuman Juvenile Detention Center—Pittsburgh, Pennsylvania Raymond.Robinson@AlleghenyCounty.US

2:45-4:15 p.m.

East Mezzanine Level, 232
MOSCONE CENTER SOUTH
Levels of Experience: **Intermediate**

451 Faculty Self-Assessment: A Tool for Promoting Civil Discourse in the Pluralistic Classroom

◆◆ Interactive Training ◆◆

Colleges and universities across the country seek to prepare students for a pluralistic and multicultural society. Topics related to diverse aspects of identity such as race, gender, religion, and sexual orientation are complex, multilayered, and affect us all personally. They can also bring about challenging classroom moments. As such, the faculty's role in promoting civil discourse and pluralism becomes crucial for maintaining a positive, enriching classroom environment. To do so effectively, however, faculty members must be aware of their potential reactions to controversial issues, and understand how these can impact classroom discourse. Then, they must plan accordingly. What classroom strategies can the faculty utilize to manage heated debates? How can be focused planning prevents classroom explosions?

This session introduces the Faculty Self-Assessment Tool (FSAT), designed to help the faculty develop effective pedagogical approaches for managing difficult classroom dynamics and improving student learning outcomes. The presenter created the FSAT as a faculty exercise during her work as director of the assessment team for the Ford Foundation's Difficult Dialogues Initiative. This session should particularly benefit the faculty of all levels, particularly those interested in increasing their capacity to effectively teach diversity and pluralism subjects.

Hilda Hernández-Gravelle, Ed.D., President and Lead Consultant, HHG Higher Education Consulting—Berkeley, California hernandez-gravelle@hhg-hec.com

2:45-4:15 p.m.

West Mezzanine Level, 274
MOSCONE CENTER SOUTH
Levels of Experience: **Novice and Intermediate**

452 How to Establish a Mentoring Program for Multicultural Students

◆◆ Training of Trainers ◆◆

One of the fastest growing ways to help retain multicultural students in higher education is mentoring. Many colleges are beginning to look closer at this phenomenon called mentoring as a way to help their students feel comfortable in their new environment. This is especially true for multicultural students who might be attending predominately white institutions. Mentoring has been documented as a way to enhance the retention rates by matching an experienced person with someone who is new to the college. In order to establish a productive and successful mentoring program, it takes time to train mentors and protégés. Both groups need to know the ground rules of the relationship in order to assure it will be productive.

In this interactive session we will discuss what it takes to actually begin a mentoring program. In this session participants will explore the important process of how to demonstrate and provide statistical data regarding why mentoring is needed on their campus. This session should particularly benefit those who are interested in establishing or enhancing their mentoring program, as well as those who are interested in implementing or improving their mentoring program as a way to increase their student retention.

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 WJACKSON08081@NETSCAPE.NET

5:00–5:45 p.m.

Esplanade Ballroom Level, 307, 308, 309, 310
MOSCONE CENTER SOUTH

AFTERNOON CONFERENCE GENERAL SESSION



453 Keynote Address
New Initiative to Examine Equity of College-Access Programs

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

Estela Mara Bensimon's current research is on issues of racial equity in higher education from the perspective of organizational learning and socio-cultural practice theories. She is particularly interested in place-based, practitioner-driven inquiry as a means of organizational change in higher education. Dr. Bensimon's publications about equity, organizational learning, practitioner inquiry and change include: *The Underestimated Significance of Practitioner Knowledge in the Scholarship on Student Success*; *Doing Research that Makes a Difference*; *Equality in Fact, Equality in Results: A matter of institutional accountability*; *Measuring the State of Equity in Public Higher Education* and *Closing the Achievement Gap in Higher Education: An Organizational Learning Perspective*. Previously Dr. Bensimon conducted research on leadership in higher education and is the author and co-author of several publications on college presidents, department chairs, and administrative teams. Dr. Bensimon's publications have appeared in *Change*, *Review of Higher Education*, *The Journal of Higher Education*, *Liberal Education*, and *Harvard Education Review*. She is the co-author of *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education* (with Anna Neumann) and *Working with Junior Faculty: The Role of Department Chairs* (with K. Ward and K. Sanders). Estela Mara Bensimon has held the highest leadership positions in the Association for the Study of Higher Education (President, 2005-2006) and in the American Education Research Association-Division on Postsecondary Education (Vice-President, 1992-1994). She has served on the boards of the American Association for Higher Education and the Association of American Colleges and Universities. Bensimon was associate dean of the USC Rossier School of Education from 1996-2000 and was a Fulbright Scholar to Mexico in 2002. She earned her doctorate in higher education from Teachers College, Columbia University.

For more information, please visit http://rossier.usc.edu/faculty/estela_bensimon.html.

5:45–6:45 p.m.

Esplanade Ballroom Level, 304 and 306
MOSCONE CENTER SOUTH

BOOK SIGNING AND INFORMAL DIALOGUE

454 Estela Mara Bensimon

(Please visit the SpeakOut Booth, NCORE Book Agent)

6:00–7:00 p.m.

West Mezzanine Level, 272
MOSCONE CENTER SOUTH

NDNCORE MEETINGS

455 Future Planning

For other meetings of the NDNCORE, see index 002, 127, 210, 361.

6:00–7:00 p.m.

West Mezzanine Level, 274
MOSCONE CENTER SOUTH

WHITES PARTNERING TO DISMANTLE RACISM MEETINGS

456 Discussion: Liberation and Planning

For other meetings of the White Caucus group, see Index 128, 238, 363.

6:00–7:30 p.m.

West Mezzanine Level, 270
MOSCONE CENTER SOUTH

LATINO/A MEETINGS

457 Meeting and Roundtable Discussion (Social to follow)

For other meetings of the Latino/a Caucus, see Index 004, 129, 208, 362.

6:00–8:00 p.m.

West Mezzanine Level, 256
MOSCONE CENTER SOUTH

APINCORE (Asian/Pacific Islander American) MEETINGS

458 No-Host APINCORE Dinner Social

For other meetings of the APINCORE Caucus group, see Index 126, 207, 364.

6:00–8:00 p.m.

West Mezzanine Level, 276
MOSCONE CENTER SOUTH

MULTI RACIAL/INTER RACIAL MEETINGS

459 Networking Meeting

For other meetings of the Multi Racial/Inter Racial group, see Index 005, 366.

8:30–10:00 p.m.

Esplanade Ballroom Level, 307, 308, 309, 310
MOSCONE CENTER SOUTH

EVENING SPECIAL EVENT**460 “Honor Our Heritage”
Pow Wow**

NCORE® invites you to attend this social pow wow intended to allow conferees to dance to the drum beats of the ancestors! This exciting event will feature San Francisco Bay area drum groups and dancers in their pow wow dance regalia. More importantly, it is an opportunity for all NCORE® conferees join us in the dance circle as we celebrate our diversity. The Pow Wow is a rich tradition among many American Indian Nations that provides tribal communities an opportunity to gather, socialize, laugh, honor community members and share special moments. Please come and enjoy this rich, cross-cultural experience!

10:00 p.m.–1:00 a.m.

East Mezzanine Level, 220, 222, 224, 226
MOSCONE CENTER SOUTH

JDOTT–SPONSORED DANCE

461 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.

NOTES

DAY AT A GLANCE • SATURDAY, JUNE 4

9:00–10:15 a.m.

75-MINUTE CONCURRENT SESSION

- 501.** Foundation for Change: Institutional-Wide Assessment of Inclusion and Diversity at a Multi-Disciplinary Health Sciences University
- 502.** A Teacher Who Looks Like Me: Making Over Professional Education to Assure Students of Champions and Success in a Diverse Classroom
- 503.** I'm Not CRAZY, Neither Are You my SISTA....Please Believe Everything Gonna B'aight!: Using Critical Race Feminism, Black Feminist Epistemology, and Counterstories to Bring an Critical Awareness to the Untold Journeys of African American Women Graduate Students in Troubling Spaces and Places

9:00–11:30 a.m.

504. MAJOR WORKSHOP

Becoming Knowledgeable About Christian Hegemony: Examining the Everyday Impact of 1700 Years of Christian Dominance

505. MAJOR WORKSHOP

How Deans, Department Chairs, and Senior Colleagues Can Improve Retention of Their Early-Stage Faculty (both part-time and full-time)

506. MAJOR WORKSHOP

Exploring White Privilege and U.S. History Through Theater, Hip Hop and the new Free Land Curriculum Guide

9:00 a.m.–noon

3-HOUR CONCURRENT SESSIONS

507. SPECIAL SESSION FOR STUDENTS

Race, Ethnicity & Social Justice in the Year 2011

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

509. Diversity and Social Justice: Effectively Educating Future Mental Health Professionals

9:30–11:30 a.m.

510. SPECIAL FEATURE PRESENTATION

Panel Presentation: ETHNIC STUDIES IN THE 21st CENTURY

511. FILM PREVIEW AND DISCUSSION

If These Halls Could Talk

2-HOUR CONCURRENT SESSIONS

- 512.** Five Lenses for Educating and Assessing Cultural Competence
- 513.** Cracking the Codes: Race and Relationships in the 21st Century
- 514.** Using Theatre to Raise Consciousness About Diversity in Higher Education
- 515.** Coloring Outside the Lines: How One University Challenged Convention to Address the Intersection of Racism and Homophobia

10:00–11:30 a.m.

516. A CONVERSATION WITH JUDGE STEVE RUSSELL

Raising Arizona for Brown People

517. A CONVERSATION WITH AKAYA WINDWOOD

The Art of Transformative Leadership

90-MINUTE CONCURRENT SESSIONS

- 518.** Stereotyped: A Jewish Looking Gay Guy and a White-Talking Black Girl
- 519.** Engaging Black Men in Critical Conversations About Manhood and Masculinity

520. Using Formal Mentoring as an Intervention Strategy for the Recruitment

521. Speaking Up to Bias Without Blame or Guilt

522. That Takes Ovaries: Women's Empowerment and How Diversity Impacts Females

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

- 523.** Bridging the Gap: Retaining More Under Represented Minorities Into Medicine Through Community Mentors
- 524.** Diversity Administration Practicum: How We Engaged Business Students in Diversity Programming and Evaluation
- 525.** More Than Mentors: Empowerment Agents as Embodied Institutional Resistance

11:45 a.m.–1:15 p.m.

526. CLOSING LUNCHEON

1:30–3:00 p.m.

90-MINUTE CONCURRENT SESSION

527. SESSION WILL BENEFIT STUDENTS

Leadership Activities

528. Building Beloved Community: Integrating Spirituality and Compassion With Undoing Racism—Diversity Training Models

529. Real Talk: How Much Diversity Do We Really Want?—A Honest Discussion About the Diversity Training Landscape

530. "Everyone Counts": A Professional Learning Community Model for Diversity Exploration and Inclusion

531. Diversifying University Faculty to Support Academic Success: A Discussion

532. Retrospective Understandings: An Exploration of Individual-Collective Influences on High Achieving Black Students at Predominantly White Institution of Higher Education

1:30–3:30 p.m.

2-HOUR CONCURRENT SESSIONS

533. Power in Education: a Hidden (in)Competency

535. Solidarity and Compassion: Teaching Diversity for Worldview Transformation

536. Black and Brown Relations in Higher Education: Complicating Color and Belonging

537. Cultural Responsive Therapy With Latino Clients (Issues, Dilemmas and Diversity)

538. Historical Normalizing of Racist, Deficit Discourses and Problem-Posing Interventions

FILM PREVIEW AND DISCUSSION

539. *Yuri Kochiyama: Passion for Justice*

540. SPECIAL FEATURE PRESENTATION

Islam: Beyond the Myths, Breaking Down the Barriers

4:00–4:45 p.m.

541. CLOSING CONFERENCE GENERAL SESSION

Keynote Address—New Ways of Seeing, New Ways of Being: Building a Post-Racist Society—Robin D. G. Kelley

5:00–6:00 p.m.

542. Book Signing/Informal Dialogue—Robin D. G. Kelley

SATURDAY, JUNE 4, 2011

9:00–10:15 a.m.

75-MINUTE CONCURRENT SESSIONS

9:00–10:15 a.m.

East Mezzanine Level, 206

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

501 Foundation for Change: Institutional-Wide Assessment of Inclusion and Diversity at a Multi-Disciplinary Health Sciences University

◆◆ Research/Assessment/Evaluation ◆◆

While the concepts related to diversity and inclusion are commonly found as part of universities' mission and vision, implementing these concepts into practice can present a challenge. This study looked to identify the discrepancies between concepts and practice of diversity and inclusion at a multi-disciplinary health sciences' university. An anonymous electronic questionnaire was distributed among the university's students, faculty, and staff containing both quantitative and open-ended questions. Responses to quantitative questions were analyzed by determining response averages and cross-referencing responses to demographics.

This session will present the results which concluded those Hispanic/Latino students, faculty, and staff, as well as LGBTQ students and staff experience disparaging behavior on a regular basis at the University. The data further revealed three important themes for engaging diversity: proximity to difference, demonstrated action, and appreciation. A strong sense of fear also was an important theme that emanated from the survey. Lastly, participants indicated that faculty should lead the institution's diversity efforts. The results demonstrate that the university must bridge the gap that exists between diversity and inclusion concepts and practice creating more welcoming, safe community for all academic individuals to succeed. This session should benefit administrators and social-change professionals attempting to make change on their campus.

Peter Barbosa, Ph.D., Professor, Biochemistry & Immunology, California School of Podiatric Medicine, Samuel Merritt University—Oakland, California
pbarbosa@samuelmerritt.edu

Craig Elliot II, Ph.D., Assistant Vice President, Enrollment and Student Services, Samuel Merritt University—Oakland, California
Celliott@samuelmerritt.edu

9:00–10:15 a.m.

West Mezzanine Level, 272

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

502 A Teacher Who Looks Like Me: Making Over Professional Education to Assure Students of Champions and Success in a Diverse Classroom

◆◆ Curricular/Pedagogical Models ◆◆

This session will define what it means to have a teacher who "looks like" the students, explain why this affinity of "looks" matters—both inside and outside of the classroom—and discuss the various ways in which diversity in the faculty can augment diversity in students and in student learning. Presenters will describe student reactions to faculty "looks" and identify concrete learning outcomes enhanced by student identification with faculty members. In addition, this session will provide professors, academic deans, and appointments committee members with strategies for maximizing the "look" of their faculties, including making certain aspects of faculty identity more transparent to students. This session should particularly benefit educators at graduate

schools who are interested in reaching out most effectively to all students in their classrooms, those who are especially focused on students from underrepresented communities and those who serve underrepresented communities. The faculty and students alike who serve on faculty appointment, promotion and retention committees within the institutions also would benefit from this session.

Chris Chambers Goodman, J.D., Professor of Law, School of Law, Pepperdine University—Malibu, California
christine.goodman@pepperdine.edu
Sarah E. Redfield, J.D., Professor of Law, School of Law, University of New Hampshire—Concord, New Hampshire
Sarah.redfield@law.unh.edu

9:00–10:15 a.m.

West Mezzanine Level, 274

MOSCONE CENTER SOUTH

Levels of Experience: **Novice**

503 *I'm Not CRAZY, Neither Are You my SISTA... Please Believe Everything Gonna B'aight!:* Using Critical Race Feminism, Black Feminist Epistemology, and Counterstories to Bring an Critical Awareness to the Untold Journeys of African American Women Graduate Students in Troubling Spaces and Places

◆◆ Theoretical Model ◆◆

This interactive session focus on using Critical Race Feminism to examine and understand the intersections of race and gender. The session will explore the use of Critical Race Feminism, Black Feminist Epistemology and the use of Counterstorytelling as a way to examine and understand how race and gender dynamics shape both the challenges that African American women graduate on predominantly White campuses face and the mentorship they seek, find, and find helpful. By providing examples from on-going research study which will be completed August 2011 entitled "Keeping my Sistas through the Storm: Counterstories of African American Women Graduate Students Seeking Good Mentorship in Troubling Spaces and Places," the presenter will show how counterstories can be used as valid forms of "evidence" to document inequity or discrimination and respond to only quantitative data that measures discrepancies. Participants will be invited to develop, create, and share their own counter narratives in a space where "voice" is transformative and liberating. This is a place where harmful stories will be replaced with counterstories. This session should particularly benefit those interested in nontraditional research and theoretical approaches such as Critical Race Feminist & Counterstories, and those who study the intersections of race and gender. Since, this section is centered on the experiences of African American women graduate students on predominantly White campus, those considering retaining minorities on predominantly White campuses, African American women in the midst of this journey, and those implementing mentoring initiatives would find this session very informative, healing, and empowering.

Lara Chatman, Doctoral Candidate, Educational Leadership: Curriculum and Instruction, Miami University—Hamilton, Ohio
chatmala@muohio.edu

9:00–11:30 a.m.

Esplanade Ballroom Level, 301
MOSCONE CENTER SOUTH

MAJOR WORKSHOP

504 Becoming Knowledgeable About Christian Hegemony: Examining the Everyday Impact of 1700 Years of Christian Dominance

This interactive session created for people of all (or no) spiritual practices, will focus on the institutionalized system of Christian dominance in U.S. society that interconnects with sexism, racism, heterosexism, ableism, Islamophobia, and anti-Jewish oppression. The discussion will focus on:

- Understanding Christian dominance historically and contemporarily in the lives of U.S. residents and in the lives of people around the world.
- Examining the interconnections between Christian hegemony and imperialism, racism, sexism, heterosexism, economic exploitation, anti-Semitism and Islamophobia, and ableism.
- Becoming more aware of the impact of Christian values and institutions in our lives.
- Exchanging ideas about challenging Christian dominance internally and in our institutions.



Paul Kivel, Violence Prevention and Social Justice Educator, Activist and Writer, Author of *Uprooting Racism: How White People Can Work for Racial Justice*—San Francisco, California
<http://www.paulkivel.com/about.php>



Frances E. Kendall, Ph.D., Consultant on Organizational Change and Communication, Specializing in the Issues of Diversity—El Cerrito, California
For more information, visit <http://www.franceskendall.com/>

9:00–11:30 a.m.

Esplanade Ballroom Level, 302
MOSCONE CENTER SOUTH

MAJOR WORKSHOP

505 How Deans, Department Chairs, and Senior Colleagues Can Improve Retention of Their Early-Stage Faculty (both part-time and full-time)

Reduce stressors for minority faculty who find they are “solos” within their departments; neutralize positive and negative biases (rampant in academe) that are related to gender and group membership; deal with and contain (as opposed to ignore) difficult colleagues who bully others and poison department cultures—these and several other strategies will be spotlighted in this highly interactive session. Participants will learn nuts-and-bolts ways that they—as well as others on their campuses—can increase faculty retention, especially of under-represented minorities in majority departments.



JoAnn Moody, Ph.D., J.D., Faculty Developer, National Higher Education Consultant; Director (part-time), Northeast Consortium for Faculty Diversity—San Diego, California
joann.moody@earthlink.net
www.DiversityonCampus.com

9:00–11:30 a.m.

Esplanade Ballroom Level, 303
MOSCONE CENTER SOUTH

MAJOR WORKSHOP

506 Exploring White Privilege and U.S. History Through Theater, Hip Hop and the new Free Land Curriculum Guide

Through a newly developed curriculum for “Free Land: A Hip Hop Journey from the Streets of Oakland to the Wild Wild West” (the play and DVD of the same name), writer/performer Ariel Luckey examines the legacy of theft and genocide in this nation’s history. Using interactive theater exercises, music, and group discussions, we will explore family histories, cultural narratives, and national myths about who we are, where we live and how we got here. Tracking our families—footprints across the land and the history of U.S. colonialism and westward expansion, we will examine how they impact where we stand and who we stand with today. We will draw on the lessons and inspiration of our family stories to guide and inform our critical pedagogy and to build strategic alliances for racial justice within higher education institutions.



Ariel Luckey, Founder and Director, The Free Land Project; member, Speak Out: the Institute for Democratic Education and Culture—Oakland, California
<http://www.arielluckey.com/aboutme.html>

9:00 a.m.–noon

3-HOURS CONCURRENT SESSIONS

9:00 a.m.-noon

East Mezzanine Level, 238
MOSCONE CENTER SOUTH
Level of Experience: **Novice**

507 Race, Ethnicity & Social Justice in the Year 2011
SPECIAL SESSION FOR STUDENTS

◆◆ Interactive Training ◆◆

This special session 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.

PART I—“Joining Up” Students will participate in activities and discussions that will frame the conversation on social justice issues, as well as 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.

PART II—“Who am I and what do I bring?” Students will participate in activities and discussions on understanding dominant and subordinated group identities and how these dynamics impacts their work as change agents on campus.

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, ed.d., Faculty, Social Justice Training Institute—Hemet, California
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Kathy Obear, Ed.D., Founding Faculty, Social Justice Training Institute—Brooklyn, New York
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Minister Samuel Offer, Lead Faculty—Student Social Justice Training Institute—Baltimore, Maryland

Vernon A. Wall, Director of 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—Baltimore, Maryland
dr.jamiewashington@comcast.net

9:00 a.m.-noon

West Mezzanine Level, 256
MOSCONE CENTER SOUTH
Levels of Experience: **Intermediate**

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

◆◆ Curricular/Pedagogical Models ◆◆

Many educational opportunities have limited scope for building the cultural competence of participants. They are 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.

This session will present how to develop powerful and engaging learning opportunities focused on viewing cultural competency across a continuum of development and as a lifelong process of growth and change. Additionally, we 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—Improving Health and Nutrition Institute, 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

9:00 a.m.-noon

East Mezzanine Level, 236
MOSCONE CENTER SOUTH
Levels of Experience: **All**

509 Diversity and Social Justice: Effectively Educating Future Mental Health Professionals

◆◆ Interactive Training ◆◆

In this didactic and interactive session, presenters will share their experiences in helping others in higher education to acknowledge social justice in their future work as psychologists, family therapists and mental health professionals. Related concepts of disparities, societal inequities, disproportionality will form the foundation of the initial presentation. We will begin with a setting of context, agreements for learning and understanding essential components and rationale for eliciting and fostering personal compassion and social justice in our work as educators and academicians. Presenters will also share experiential, narrative processes that they utilize to understand awareness around these (and related) emotionally charged issues. As an experiential process for participants, there will be a facilitation of a group process used successfully in trainings and a discussion of strategies to address challenges in classroom teaching. To facilitate interactive learning, participants will be guided in sharing their own experiences as they might do with others. This session should particularly benefit psychologists who have a multicultural practice, teach multicultural courses, facilitate workshops, or engage in workplace services, initiatives or discussions about discrimination, power and privilege in a wide array of educational settings especially those training practitioners of the future mental health work force.

Timothy R. Baima, Ph.D., Faculty, College of Professional Studies, Counseling Psychology, John F. Kennedy University—Pleasant Hill, California
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Terri Davis, Ph.D., Associate Professor, College of Professional Studies, John F. Kennedy University—Pleasant Hill, California
tdavis@jfku.edu

Matthew R. Mock, Ph.D., Faculty, College of Professional Studies, Counseling Psychology, John F. Kennedy University—Pleasant Hill, California
mmock@jfku.edu

Haydee Montenegro, Ph.D., Professor of Psychology, John F. Kennedy University—Concord, California
hmontenegro@jfku.edu

9:30–11:30 a.m.

Esplanade Ballroom Level, 300
MOSCONE CENTER SOUTH

SPECIAL FEATURE PRESENTATION

510 Panel Presentation: ETHNIC STUDIES IN THE 21st CENTURY

Ethnic Studies originated as an academic field of study in California during the 1960s. San Francisco State University was the first university to offer Ethnic Studies after a student strike in 1968; UC-Berkeley followed a year later. Since then, Ethnic Studies has grown and evolved into a multi-faceted field.

This panel presentation brings together a panel of experts who will share their insight on Ethnic Studies in the 21st Century. Panel members will share with participants about their experiences and vision within their own respected department, and on (1) how has Ethnic Studies changed since the 1960s? (2) what are the current challenges, and issues facing ethnic studies scholars? And (3) what is the future of Ethnic Studies. Also, Two Mexican-American

Scholars discuss Arizona's Immigration law and its ramifications on the state's colleges and universities.



Manley Begay (Navajo), Ed.D., Co-Director of the Harvard Project on American Indian Economic Development (HPAIED), Director of the Native Nations Institute for Leadership, Management, and Policy (NNI) in the Udall Center for Studies in Public Policy; and Senior Lecturer/Associate Social Scientist in the American Indian Studies Program, University of Arizona—Tucson, Arizona
<http://nni.arizona.edu/whoweare/manleybio.php>



Yen Le Espiritu, Ph.D., Professor of Sociology and Chair, Department of Ethnic Studies, University of California-San Diego—La Jolla, California
www.ethnicstudies.ucsd.edu/faculty/espirtu.shtml



Darnell Hunt, Ph.D., Director, Ralph J. Bunche Center for African American Studies, Professor of Sociology, University of California—Los Angeles, California
www.bunchecenter.ucla.edu/faculty/faculty_hunt.html



Josephine Méndez-Negrete, Ph.D., Associate Professor, Bicultural-Bilingual Studies, College of Education and Human Development, University of Texas—San Antonio, Texas
www.education.utsa.edu/bicultural-bilingual_studies



Roberto Rodriguez, Ph.D. Assistant Professor, Department of Mexican American and Raza Studies, University of Arizona—Tucson, Arizona



Jeanette R. Davidson, Ph.D., Director, African and African American Studies and Associate Professor, School of Social Work, The University of Oklahoma—Norman, Oklahoma; author of *African American Studies*, published: 2010 Edinburgh University Press, distributed in USA by Columbia University Press (**Moderator**)

9:30–11:30 a.m.

East Mezzanine Level, 228, 230
MOSCONE CENTER SOUTH

FILM PREVIEW AND DISCUSSION

511 *If These Halls Could Talk*

Director Lee Mun Wah

Dealing with bullying as it relates to classism, racism, sexism, heterosexism and violence in our schools



If these Halls Could Talk is a documentary film about how college students are experiencing diversity issues on their campuses nationwide—addressing some of the challenges for students of color on predominantly white campuses as they interface with other students and faculty. You will hear from educators, presidents, chancellors, administrators and staff about their fears and

hopes while working with diverse students. You will also hear from representatives of programs that have had success in working with diverse populations in order to gain some insight on the challenges they face and breakthroughs they witness.

Lee Mun Wah, nationally-acclaimed filmmaker (*The Color of Fear* and *Last Chance for Eden*); Master Diversity Trainer, author, educator, poet and Asian folk teller. He is the founder and Executive Director of StirFry Seminars & Consulting—Berkeley, California
www.stirfryseminars.com

9:30–11:30 a.m.

2-HOUR CONCURRENT SESSIONS

9:30–11:30 a.m.

East Mezzanine Level, 200

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate and Advanced**

512 *Five Lenses for Educating and Assessing Cultural Competence*

◆◆ Curricular/Pedagogical Models ◆◆

◆◆ Research/Assessment/Evaluation ◆◆

This session will engage participants in exploring two questions, “Is there one best approach to educating for cultural competence in higher education?” and, “Is cultural competency measurable?” This session emerges from a 2010 research study of a pilot graduate course on *Cultural Competence & Managerial Leadership* offered through Hamline University’s School of Business. That study analyzed student learning outcomes as measured by five assessment instruments and concluded that a multi-perspective approach increased student cultural competence. Goals for the session include the following: (1) To introduce five distinct approaches to educating for cultural competency along with a sampling of corresponding assessment instruments, (2) to provide session participants an opportunity to identify their own preferred “lense(s)” on cultural competence, and (3) to explore some of the comparative strengths and limitations of each lense and discuss the implications of the session to participants’ own work at their home institutions. The session will conclude with an exploration of the potential benefits of the Five Lenses Approach to participants’ own teaching, training, research and/or assessment efforts. This session should particularly benefit faculty, faculty developers, staff, students, administrators, trainers and consultants who are interested in: (a) examining the strengths and limitations of various approaches to cultural competence, (b) addressing resistance to diversity in the classroom, and/or (c) designing and assessing learning outcomes for cultural competence.

James Francisco Bonilla, Ph.D., Associate Professor, School of Business, Hamline University—St. Paul, Minnesota jbbonilla@hamline.edu

Leah Ann Lindeman, Graduate Student, School of Education, Hamline University—St. Paul, Minnesota

Naomi Rae Taylor, Assistant Professor, Advanced Degree Department, School of Education, Hamline University—St. Paul, Minnesota

9:30–11:30 a.m.

East Mezzanine Level, 212
MOSCONE CENTER SOUTH

513 Cracking the Codes: Race and Relationships in the 21st Century

In this interactive session, Peggy McIntosh, and film director/producer Shakti Butler will lead a conversation on clips of interviews from the new film Butler is currently creating: *Cracking the Codes: Race and Relationships in the 21st Century*. Butler's goal in filmmaking is to help create a world where everyone can thrive. People who want to break free of the constraints, that keeping us from making a world where everyone can thrive need to be able to see what those constraints are; i.e., they need to crack the hidden codes to see what binds us. The film clips show interviews from various people talking about how they have come to see what binds them in inherited systems. Butler and McIntosh believe that people want goodness to happen but are in the grip of systems created decades, centuries, or millennia before they were born. Participants will view the film clips and then generate their own testimony from their lives. Through the use of Serial Testimony, in pairs or groups, all who attend will be able to speak about some of their own experiences in "cracking the codes."

Shakti Butler, Executive Director, Producer and Director, World Trust Educational Services—Oakland, California <http://www.world-trust.org>

Peggy McIntosh, Ph.D., Associate Director, Wellesley Center for Women; Founder and Co-Director, National SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity), Wellesley College—Wellesley, Massachusetts
www.wcwoonline.org/seed

9:30–11:30 a.m.

East Mezzanine Level, 232
MOSCONE CENTER SOUTH

Levels of Experience: **All**

514 Using Theatre to Raise Consciousness About Diversity in Higher Education

◆◆ Case Studies/Model Programs ◆◆

Theatre for Change is an innovative project in which a multiracial cast of students develops and performs original theater pieces aimed at raising consciousness about diversity. The final pieces are performed at the university to full houses composed of staff, faculty, students, and administrators (and video recordings are later shown at New Student Orientations). The theater is a powerful vehicle for reflecting actual issues at an institution, exploring complexities of racial dynamics, conveying the impact of oppression, and reaching hearts as well as minds. Now in its 6th year, TAC has been an effective tool for promoting awareness and dialogue about racism, privilege, and being an ally. The presentation will include video segments of performance that grapple with issues relevant to most academic institutions (such as cultural appropriation, intent versus impact of culturally insensitive comments, micro aggressions, invisibility and isolation among international students). Presenters will also discuss and demonstrate ways (nonperformance oriented) drama can be utilized to encourage reflection and conflict resolution in the classroom. This session should particularly benefit the faculty and students interested in using theater for social change; university administrators interested in finding creative venues for teaching cultural competence; and faculties interested in new ways of heightening multicultural sensitivity.

Emily Burkes-Nossiter, Registered Dramas Therapist, New Haven Post Traumatic Stress Center; Chair, Diversity Committee, National Association for Drama Therapy, Post Traumatic Stress Center—New Haven, Connecticut erb21@columbia.edu

Renee Emunah, Ph.D., RDT/BCT (Registered Dramas Therapist/Board Certified Trainer of Drama Therapists), Director, Drama Therapy Program, California Institute of Integral Studies—San Francisco, California remunah@ciis.edu

9:30–11:30 a.m.

East Mezzanine Level, 224
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

515 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 session, 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 Mondragon, Associate Faculty, LGBT Specialization, Antioch University-Los Angeles—Culver City, California

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

10:00–11:30 a.m.

West Mezzanine Level, 250
MOSCONE CENTER SOUTH

A CONVERSATION WITH STEVE RUSSELL**516 Raising Arizona for Brown People**

Steve Russell, Cherokee Nation, is a Texas trial court Judge by assignment and Associate Professor *Emeritus* of Criminal Justice at Indiana University-Bloomington. He is a columnist for *Indian Country Today*.

For more information, please visit [Indian Country Today](http://IndianCountryToday.com), Story Published: May 24, 2010

Steve Russell was born at Bristow, Oklahoma and is a citizen of the Cherokee Nation. He received his B.S. and J.D. degrees at the University of Texas-Austin, completing his law degree in 1975. Judge Russell obtained a Master of Judicial Studies at the University of Nevada-Reno in 1993. He is now an Associate Professor of Criminal Justice at Indiana University, Bloomington. Professor Russell has authored numerous scholarly articles focusing on criminal justice, American Indians, and colonialism. Russell practiced law from 1975 to 1978 when he became an Associate Judge on the Austin Municipal Court. From 1980 to 1982 he served as Presiding Judge of that court and from 1982 to 1994 as Judge of the Travis County Court.

10:00–11:30 a.m.

West Mezzanine Level, 222
MOSCONE CENTER SOUTH

A CONVERSATION WITH AKAYA WINDWOOD



517 The Art of Transformative Leadership

Akaya Windwood, President/CEO, Rockwood Leadership Institute—San Francisco, California

Akaya Windwood, the Bay Area-based President and CEO of the Rockwood Leadership Institute (a non-profit founded in 2000 to provide individuals, organizations and networks in the social benefit sector with powerful and effective training in leadership and collaboration), has a track record of more than 40 years of activism working for social and economic justice. Committed to creating diverse, healthy, safe communities, Akaya sits on a range of local and national boards and also does volunteer work in animal shelters. www.rockwoodleadership.org



Sponsored by the SpeakOut <http://www.speakoutnow.org>

10:00–11:30 a.m.

90-MINUTE CONCURRENT SESSIONS

10:00–11:30 a.m.

East Mezzanine Level, 222
MOSCONE CENTER SOUTH

Levels of Experience: **All**

518 Stereotyped: A Jewish Looking Gay Guy and a White-talking Black Girl

◆◆ Policy Issues ◆◆

Stereotyped: A Jewish Looking Gay Guy and a White-talking Black Girl is a Humorous and Innovative Approach to Dispelling the Myths and Attitudes That Create Division on Campuses and in the Work Place.

This session addresses the vast issues and pitfalls of stereotyping and how the seemingly innocent, but powerful practice leads to division rather than unity on diverse campuses and work environments. The presentation of “Stereotyped” should particularly benefit participants who are looking to promote unity and a sense of community on their campuses and places of work, as well as students, employees and facilitators who are interested in creating a sense of belonging for themselves and others whatever their socioeconomic, ethnic background, gender or sexuality may be.

“Stereotyped” was developed by two comedians, who have been on both sides of the issue; through the powerful use humor and candor presenters Karith Foster and Adam Lehman offer insight into the drawbacks of stereotyping, and equally as valuable they offer interactive exercises and viable solutions in to dismantle such practices in a fun and effective manner.

Karith Foster, Comedian/Speaker—Commmcack, New York Karith@karith.com

Adam Lehman, Comedian—Astoria, New York AdamLComic@gmail.com

10:00–11:30 a.m.

East Mezzanine Level, 222
MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

519 Engaging Black Men in Critical Conversations About Manhood and Masculinity

◆◆ Case Studies/Model Programs ◆◆

This session will address issues of engaging Black men in higher education, a task that often proven daunting. Participants will gain a better understanding of issues that face Black men in higher education, and how these issues affect their overall experiences. This will be achieved through several different means: (1) engaging with the narratives of successful Black men in higher education, (2) reviewing relevant developmental theories, (3) discussing methods for understanding and dispelling pervasive negative stereotypes, and (4) the exploration of one current model, being used at Wake Forest University—a short course/discussion series on manhood and masculinity. In this model, over a period of eight weeks Black men are engaged in meaningful conversations surrounding the main question, “what does it mean to be a Black man?” There are associated readings, guest facilitators, and hands-on activities built into the experience. Methods for initiating difficult conversations and directing deep reflection will be discussed. This session should particularly benefit the faculty/administrators who are seeking ways to meaningfully engage Black men, or better understand the experiences of these students on campus and how to address their needs.

Wilmon A. Christian III, Graduate Advisor, Student Minority Advisory and Recruitment Team, Pennsylvania State University—University Park, Pennsylvania
wac5059@psu.edu

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

10:00–11:30 a.m.

East Mezzanine Level, 220
MOSCONE CENTER SOUTH

Levels of Experience: **All**

520 Using Formal Mentoring as an Intervention Strategy for the Recruitment

◆◆ Case Studies/Model Programs ◆◆

The Urban Male Initiative (UMI) Program at John Jay College is part of the larger CUNY Black Male Initiative in New York City. UMI is designed to serve as the conduit through which underrepresented students find: a community of excellence for aligning personal strengths with degree programs of study, peer support and assistance in navigating their time at John Jay, enrichment programs that serve to introduce and hone the skills of students prior to their successful acceptance into graduate and professional schools, real life experience to students as a portal into corporate America, and an extended community to celebrate the successes of all. These goals are realized through the strength of peer and professional mentoring relationships.

This session will utilize a variety of methods to (1) explore the connection between formal mentoring and student persistence and satisfaction, (2) assist participants in establishing working strategies for dealing with males of color, (3) review current theoretical frameworks supporting mentoring as an educational intervention strategy, and (4) compose common traits from national models and cases that are applicable to the participants’ home institutions. This session should particularly benefit higher education administrators tasked with the success of undergraduate students of color.

Berenecen Johnson-Eanes, Ph.D., Vice President, Student Development, City University of New York, John Jay College of Criminal Justice—New York, New York
bjeanes@jjay.cuny.edu

John L. Mason, Doctoral Candidate, Educational Leadership, Mercer University—Norcross, Georgia johnlmason225@gmail.com

10:00–11:30 a.m.

West Mezzanine Level, 276
MOSCONE CENTER SOUTH
Levels of Experience: **Intermediate**

521 Speaking Up to Bias Without Blame or Guilt

◆◆ Interactive Training ◆◆

This session will introduce twelve techniques for speaking up against bias and stereotypes without blame or guilt. Participants will have an opportunity to view examples of the techniques in use and to practice these techniques that can be used in a variety of formal and informal settings. They are designed to help participants open up conversations regarding stereotypes and bias without diminishing an individual or destroying group dynamics. This session should particularly benefit participants who may be reluctant to speak up and confront demeaning comments, biases, and stereotypes targeted to them or to others in their presence. This session will increase participants' ability to create a respectful workplace and/ or other social setting.

Patreece D. Ingram, Ed.D., Professor, Agricultural and Extension Education, Pennsylvania State University—University Park, Pennsylvania Pdi1@psu.edu

10:00–11:30 a.m.

West Mezzanine Level, 270
MOSCONE CENTER SOUTH
Levels of Experience: **All**

522 That Takes Ovaries: Women's Empowerment and How Diversity Impacts Females

◆◆ Interactive Training ◆◆

This session includes a short lecture, and primarily is an interactive dialogue and story sharing with participants and session leaders. *That Takes Ovaries'* "Leading a Bold Life" workshops for women and girls' empowerment have been offered to 600+ gatherings worldwide in urban and rural areas of every continent. Participants will examine the intersection of gender and diversity, discuss how their backgrounds (race, ethnicity, class, gender affiliation, age, etc.) impact their woman-ness, be encouraged to share personal stories of courage when they spoke up for themselves, and hear dramatizations of courageous stories from the book, *That Takes Ovaries*. Participants will leave able to lead our empowerment model, which combines the ancient form of story-sharing, drama, and activism to raise participants' self-esteem and leadership skills so they will be all-around confident, risk-taking females. This session should particularly benefit both male and female participants who are interested in strengthening women's consciousness and encouraging women to speak up and speak out about women's needs on their campus as well as the wider world.

Bobbi Ausubel, Artistic Director and International Workshop Facilitator, *That Takes Ovaries* (TTO), an NGO, based in the U.S. and active around the globe—San Francisco, California bobbi.thattakesovaries@gmail.com

Linda M. Cunningham, Diversity Specialist, University of Nebraska Medical Center—Omaha, Nebraska lcunning@unmc.edu

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

10:30–11:45 a.m.

East Mezzanine Level, 206
MOSCONE CENTER SOUTH
Levels of Experience: **Novice**

523 Bridging the Gap: Retaining More Under Represented Minorities Into Medicine Through Community Mentors

◆◆ Case Studies/Model Programs ◆◆

This session examines the partnership between UCSF medical school (an academic institution) and Kaiser Permanente Oakland (a community residency program) to encourage more under represented minorities (URM) to pursue a career in the health sciences. Information on the background and rationale for this collaboration will be provided. Background information regarding barriers that under represented students face when applying for medical school will also be addressed. This session will also address the importance of involving community programs in the future of medicine, changing the face of "typical" doctors. This session should particularly benefit participants who are involved in student counseling, especially in places where students are interested in attending medical school, students who are interested in medical school, and those involved in community programs who are interested in forming collaborations with academic institutions.

Juan Guerra, M.D., Kaiser Permanente Staff/Partner—Oakland, California
Juan.Guerra@kp.org

Lisa Ryujin, M.D., MPH, Third Year OBGYN Resident Physician, Kaiser Permanente—Oakland, California Lisa.T.Ryujin@kp.org

10:30–11:45 a.m.

West Mezzanine Level, 272
MOSCONE CENTER SOUTH
Levels of Experience: **Intermediate**

524 Diversity Administration Practicum: How We Engaged Business Students in Diversity Programming and Evaluation

◆◆ Curricular/Pedagogical Models ◆◆

While theory can often fall short as a teaching tool for understanding the complexities of implementing diversity in higher education, this "practicum" empowered students to learn about the challenges and opportunities that exist for university leaders of diversity.

This session describes the unlikely partnership between the Pamplin College of Business students of MGT 3444, the Office for Diversity and Inclusion, and the Martin Luther King (MLK) Celebration Committee. What resulted from that collaboration was a team of 10 Business students that worked to develop an assessment plan to determine the impact of two key events of the MLK celebration led by the Office for Diversity and Inclusion and the MLK Committee. Through the students' participation in this project, they analyzed the historical, political and financial challenges of diversity programming and evaluation at a predominantly white institution; they presented a report summarizing the statistics of the evaluations relevant to the programmatic goals and objectives of the events; listed recommendations based on the findings; and finally debated the limitations including, but not restricted to the use self-report instruments, limited financial resources, and institutional politics. The student report was shared with the MLK Committee and recommendations were incorporated as the Committee began planning for another year of events in the spring of 2010. This session should particularly benefit faculty and administration who want to engage students in innovative, but practical approaches to learning about diversity.

T. Nichole Phillips, Ph.D., Assistant Professor, Department of Management, Virginia Polytechnic & State University—Blacksburg, Virginia tnphillips@vt.edu

Silvia Ramos, Associate Director of Diversity, Education and Training, Office for Diversity and Inclusion, Virginia Polytechnic & State University—Blacksburg, Virginia silviarc@vt.edu

10:30–11:45 a.m.

West Mezzanine Level, 274

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

525 More Than Mentors: Empowerment Agents as Embodied Institutional Resistance

◆◆ Theoretical Models ◆◆

Higher education institutions have not adopted system-wide practices and cultures to fully enable all students to succeed. While many in our field study students, less research is available on the faculty and staff who interact with them in empowering ways.

This research-based session locates “empowerment agents” as key forms of resistance against institutional reproduction, as well compared with the deficit positioning of low income and/or minority students. These Freireian empowerment agents leverage their social capital networks to offer meaningful support to marginalized students, while helping the students clarify and construct an action-oriented, social justice-centered, critically conscious world view. Traditional forms of mentoring and student engagement may result in only of the pipeline of neoliberal, individual achievement. In contrast, the work of the empowerment agent leads not only to individual success, but to the development of the will and ability to enact meaningful social change. This session should particularly benefit participants who are interested in increasing equitable practices in institutions of higher education, practitioners interested in the training and development of the faculty and staff who can fully engage in counter-reproductive practices, and practitioners who wish to learn counter-hegemonic skill sets from those identified as empowerment agents.

Sumun L. Pendakur, Ed.D., Director, Asian Pacific American Student Services, University of Southern California—Los Angeles, California pendakur@usc.edu

11:45 a.m.–1:15 p.m.

Esplanade Ballroom Level, 307, 308, 309, 310

MOSCONE CENTER SOUTH

526 LUNCHEON

1:30–3:00 p.m.

90-MINUTE CONCURRENT SESSIONS

1:30–3:00 p.m.

East Mezzanine Level, 228-230

MOSCONE CENTER SOUTH

SESSION WILL BENEFIT STUDENTS

Levels of Experience: **Novice and Intermediate**

527 Leadership Activities

◆◆ Interactive Training ◆◆

This session models leadership activities that have been used to engage and inspire students attending a youth leadership summit at the University of Nevada who were in first-generation or income-qualified access programs. This session consists of five hands on participatory leadership activities. Each of the activities correlate to the five practices of exemplary leadership, as described in the book titled *The Leadership Challenge*, by James M. Kouzes and Barry Z. Posner. This session should particularly benefit participants interested in developing student leaders, practitioners of access programs, participants who put on special events, and participants interested in expanding their repertoire of interactive teaching methods.

Christopher Barry, Graduate Student, Higher Education Administration; Graduate Intern, Center for Student Cultural Diversity, University of Nevada—Reno, Nevada chrisbarry@unr.edu

1:30–3:00 p.m.

East Mezzanine Level, 206

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate and Advanced**

528 Building Beloved Community: Integrating Spirituality and Compassion With Undoing Racism—Diversity Training Models

◆◆ Interactive Training ◆◆

The primary objective of this session is to develop a vision of what Beloved Community in action looks like as it relates to social justice/diversity trainings. Therefore, this session should particularly benefit diversity trainers/practitioners and those seeking to create diversity initiatives. We define Beloved Community as an inclusive, interrelated process based on love, justice, compassion, responsibility, and shared power, with a deep and abiding respect for all people, places, and things, that radically transforms individuals and restructures institutions. We will explore ways to (1) create learning atmospheres that integrate spiritual practice with social justice/diversity work, (2) encourage learners to tap into their interconnection to a just and loving society, and (3) increase our capacity for active engagement and community change. We will also explore the separation between spirituality and other aspects of our lives in order to reclaim our wholeness and re-spirit our institutions. Grace Lee Boggs, an elder Stateswoman of the movement, says, “Is it possible that our relationships today” would be more harmonious if we had discovered how to blend Malcolm’s militancy with King’s vision of the Beloved Community? Join us as we re-vision Beloved Community and create personal and community-based strategies for its realization.

Lauren Selfridge, Coordinator, Student Affairs, California Institute of Integral Studies—San Francisco, California

Shirley Strong, Dean of Students, and Director of Diversity, California Institute of Integral Studies—San Francisco, California sstrong@ciis.edu

1:30–3:00 p.m.

East Mezzanine Level, 236

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate and Advanced**

529 Real Talk: How Much Diversity Do We Really Want?—A Honest Discussion About the Diversity Training Landscape

◆◆ Training of Trainers ◆◆

In this session we will talk about how dealing diversity is often a delicate proposition: many groups or organizations publicly state that they want more diversity, but are strangely and subtly recalcitrant and resistant when it comes to implementing and embracing suggested changes in thinking and behavior. The presenter will highlight the 5 key “adversities to diversity” and will use humorous and insightful anecdotes to deliver practical takeaways for activists and students alike seeking to achieve more sincerity in diversity.

Frederick Gooding Jr., Director, Media Services, the Minority Reporter—Rockville, Maryland fgooding@minorityreporter.com

1:30–3:00 p.m.

East Mezzanine Level, 200
MOSCONE CENTER SOUTH
Levels of Experience: **Intermediate**

530 “Everyone Counts”: A Professional Learning Community Model for Diversity Exploration and Inclusion

◆◆ Case Studies/Model Programs ◆◆

This session presents the structure and outcomes of “Everyone Counts,” a faculty and professional learning communities (FPLC) program centered around issues of diversity and inclusion. This innovative program invited participation from all employment levels of the university, and fostered development of numerous projects that will continue to impact the institution. Perspectives and lessons learned will be presented by program participants, facilitators, and planners. This session should be of particular use to people seeking a model to foster cross-disciplinary, cross-institutional collaborative change.

Dannie Alexander, Director, Athletic Facilities and Operations, Western Michigan University—Kalamazoo, Michigan dannie.alexander@wmich.edu

Andrea L. Beach, Ph.D., Director, Faculty Development, and Associate Professor, Higher Education Leadership, Western Michigan University—Kalamazoo, Michigan andrea.beach@wmich.edu

Lonnie Duncan, Ph.D., Associate Professor, Counselor Education and Counseling Psychology; Co-Director, Training, Counselor Education and Counseling Psychology Doctoral Program, Western Michigan University—Kalamazoo, Michigan lonnie.duncan@wmich.edu

Lauren Freedman, Ph.D., Professor, Special Education and Literacy Studies, Western Michigan University—Kalamazoo, Michigan lauren.freedman@wmich.edu

Michelle Hruska, Executive Assistant, Office of the Provost of Academic Affairs, Western Michigan University—Kalamazoo, Michigan michelle.hruska@wmich.edu

Tierra L. Marshall, Graduate Assistant, Faculty Development; Student Associate, Diversity & Inclusion, Western Michigan University—Kalamazoo, Michigan tierra.l.marshall@wmich.edu

1:30–3:00 p.m.

East Mezzanine Level, 212
MOSCONE CENTER SOUTH
Levels of Experience: **Intermediate**

531 Diversifying University Faculty to Support Academic Success: A Discussion

◆◆ Case Studies/Model Programs ◆◆

At predominantly white institutions, an alarmingly low proportion of African American males are graduating due to attrition. Equally disheartening is the dearth African American professors that are full time or tenured at these institutions. For the small number of African American males that attend, there are few African American faculties hired or retained to serve as teachers, advisors, and mentors.

This session will propose a roundtable discussion to discuss policies at PWIs that are effective at attracting, hiring, and retaining highly qualified diverse faculties. The session leaders are the former program coordinators for the Faculty Recruitment Office at Stanford University and a senior counselor of an equal opportunity program at Stony Brook College. This interactive session should particularly benefit those who are interested in pursuing institutional and individual approaches to recruiting and retaining a diverse faculty.

S. Marshall Perry, Ph.D., Assistant Professor, Educational Administration, Leadership, and Technology, Dowling College—Shirley, New York perrysm@dowling.edu

Jarvis M. Watson, Counselor, Stony Brook/Educational Opportunity Program, Stony Brook University—Stony Brook, New York jarvis.watson@stonybrook.edu

1:30–3:00 p.m.

East Mezzanine Level, 232
MOSCONE CENTER SOUTH
Levels of Experience: **Intermediate**

532 Retrospective Understandings: An Exploration of Individual-Collective Influences on High Achieving Black Students at Predominantly White Institution of Higher Education

◆◆ Research/Assessment/Evaluation ◆◆

This session presents a dissertation research study that addressed an ongoing research problem where Black students represent the highest percentage of college students with noncompetitive academic grade point averages per class level and at the time of graduation. This study served as a response to this problem and a call in the literature to learn more about the experiences of high achieving Black college students who were actively involved in their communities. Using W. E. B. Du Bois' (1909/1989) concept of double consciousness, family systems theory, and a salutogenic model as conceptual frameworks, this study examined the influences of individual and collective sociocultural identities on the academic achievements and community involvements of ten Black alumni who attended a predominantly White institution between the years of 1985 and 2008. This session should particularly benefit participants who are interested in using different conceptual lenses to understand the experiences of high achieving Black students and who also seek academic success strategies grounded in the stories of high achieving Black alumni to complement current outreach, retention, graduation, and career placement practices of these students. Implications, applications, and further directions for research will be discussed.

Candice Elaine Brooks, Ed.D., Complex Coordinator, Graduate Apartments, University of California—Santa Barbara, California candiceebrooks@gmail.com

1:30–3:30 p.m.

2-HOUR CONCURRENT SESSIONS

1:30–3:30 p.m.

East Mezzanine Level, 226
MOSCONE CENTER SOUTH
Levels of Experience: **Intermediate**

533 Power in Education: a Hidden (in)Competency

◆◆ Curricular/Pedagogical Models ◆◆

What if we have failed to teach students to ask key questions about power? As a result, what is it, we as educators and students are failing to achieve, and what is it we need to rethink? How will movements for social justice proceed unless power is studied directly as an educational imperative? Throughout modern theoretical and practical discourse on education, pedagogy and institutional assessment we have collectively failed to study fundamental understandings of power. Suppose that most educators and students experience a deeply rooted fear of power and as a result a political starvation that undermines our most cherished commitments. With knowledge and insight into different forms of power—inside and outside of education—we can increase our effectiveness in addressing notions of race, ethnicity and related social phenomena more critically. Exploring and imagining the possibilities of redefining power can offer pathways to revive foundational lessons and value systems that have been desperately needed, but suffer from lack of grounding.

In this session, we will provoke new explorations of the meanings and uses of power, and provide theoretical and practical recommendations for bringing our whole selves into learning and teaching where power is a subject common to inquiry.

Nina Gassoway, Resident Director, Housing and Dining Services, Oregon State University—Corvallis, Oregon Nina.Gassoway@oregonstate.edu

Christian Matheis, ASOSU Student Advocate, and Instructor, Adult Education and Higher Education Leadership, Oregon State University—Corvallis, Oregon Christian.Matheis@Oregonstate.edu

1:30–3:30 p.m.

East Mezzanine Level, 208-210

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

535 Solidarity and Compassion: Teaching Diversity for Worldview Transformation

◆◆ Curricular/Pedagogical Models ◆◆

Whether examining racism, sexism, classicism, and other forms of cruelty, it is important to understand that oppression is not random. The patterns of oppression demonstrate that the various isms have used to separate people from people through race, class, color, gender, and other forms, in order to break our solidarity with and compassion toward one another. Moreover oppression has been used to separate people from nature in a way that allows global exploitation.

Within this interactive session, we will explore these patterns and how holding multiple perspectives can lead to world view transformation, solidarity, and compassion. This session should particularly benefit educators and scholars interested in integrating various forms of oppression in their teaching and scholarship as a means to look at larger patterns, transform habitual ways of thinking, and spark compassionate action. Participants should have familiarity with the challenges and opportunities with teaching about diversity and should be open to new models and interactive, contemplative activities.

Jeanine M. Canty, Ph.D., Core Faculty and Chair, Environmental Studies, Naropa University—Boulder, Colorado jcanty@naropa.edu

1:30–3:30 p.m.

East Mezzanine Level, 238

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

536 Black and Brown Relations in Higher Education: Complicating Color and Belonging

◆◆ Training the 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 interactive session will be real talk led by two dynamic brothers, who 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; Diversity and Social Justice Educator, Graduate Research Assistant, Iowa State University—Ames, Iowa rebelintellect4@yahoo.com
Minister Sam Offer, Senior Consultant, Washington Consulting Group—Pikesville, Maryland Rayfield90@hotmail.com

1:30–3:30 p.m.

East Mezzanine Level, 224

MOSCONE CENTER SOUTH

Levels of Experience: **Advanced**

537 Cultural Responsive Therapy With Latino Clients (Issues, Dilemmas and Diversity)

The utilization of family resources, cultural considerations, identity, socioeconomic class, the extended family, language, prejudices, discrimination, and common clinical misconceptions are essential backdrops for conducting therapy in the Latino community. Understanding diversity and cultural uniqueness within and between the Latino communities is a basic guiding principle in the therapeutic process. Learning objectives for this presentation are (1) valuing the clinical treatment issues in the Latino population, (2) examining ones presuppositions and prejudices, and (3) being fluid and conceptualizing with Latino client.

Michael J. Alicea, Doctoral Candidate, Education; Medical Social Worker (with Latino Population for 19 years), Baptist Health Systems, South Miami Hospital; Counselor and Family Therapist; Adjunct Professor, Miami-Dade College—Coral Gables, Florida mjalicea@bellsouth.net

1:30–3:30 p.m.

East Mezzanine Level, 222

MOSCONE CENTER SOUTH

Levels of Experience: **Intermediate**

538 Historical Normalizing of Racist, Deficit Discourses and Problem-Posing Interventions

◆◆ Research/Assessment/Evaluation ◆◆

For more than four hundred years, “modern disciplinary technologies of power” (Foucault, 1977) as hegemony have been effective in controlling the minds and bodies of citizens so they consent to racial inequities and a highly unequal social order. Race narratives have been constructed to legitimize these mechanisms of power; racism is one of the practices through which technologies of power have operated.

This session will present the research concerning how race narratives and racism are currently impacting students at the University of Wisconsin-Stout. The session also looks at how race narratives have changed over time. Presenters explore student and faculty resistance or counter-hegemonic responses to race narratives and racism, and how these efforts have been both neutralized and successful. Moreover, having shared the results of our research, we ask participants what significance our research may have for their campuses, and how we may develop more effective counter-hegemonic practices to bring about greater equity in education and the wider society. This session should particularly benefit educators interested in actively contributing to greater equity in the field of higher education by interrupting the deleterious impact of race narratives and racism on the experiences of students of color.

Virginia Lea, Ph.D., Associate Professor, Education Department, University of Wisconsin-Stout—Menomonie, Wisconsin leav@uwstout.edu

Dang Yang, Coordinator, Multicultural Recruitment & Retention, School of Education, University of Wisconsin-Stout—Menomonie, Wisconsin yangda@uwstout.edu

1:30–3:30 p.m.

Esplanade Ballroom Level, 300
MOSCONE CENTER SOUTH**FILM PREVIEW AND DISCUSSION****539 Yuri Kochiyama: Passion for Justice**

by Pat Sanders and Rea Tajiri



Sponsored by **Women Make Movies**—New York, New York www.wmm.com (WMM is the leading distributor of films by and about women)

Yuri Kochiyama is a Japanese American woman who has lived in Harlem for more than 40 years with a long history of activism on a wide range of issues. Through extensive interviews with family and friends, archival footage, music and photographs, *Yuri Kochiyama* chronicles this remarkable woman's contribution to social change through some of the most significant events of the 20th century, including the Black Liberation movement, the struggle for Puerto Rican independence, and the Japanese American Redress movement. In an era of divided communities and racial conflict, Kochiyama offers an outstanding example of an equitable and compassionate multiculturalist vision.

1:30–3:30 p.m.

Esplanade Ballroom Level, 303
MOSCONE CENTER SOUTH**SPECIAL FEATURE PRESENTATION****540 Islam: Beyond the Myths, Breaking Down the Barriers**

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 summer of 2010, the controversy regarding an Islamic Community Center project near Ground Zero of the World Trade Center in New York City sparked debate throughout the United States. While some focused on this specific issue, it became clearly evident that there is a broad base of hatred and resentment toward Muslims throughout the country. This was revealed by widespread opposition to the building of Islamic mosques and community centers as well as overt practices of racial profiling, hate crimes and discrimination. 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 will 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.

The session is for beginner to intermediate participants who are interested in learning about Islam, Muslims and the socio-political history of Islam as related to Western Civilization as well as the dynamics and experiences related to Muslims in the United States both pre- and post-9/11.



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



Sponsored presentation by **SpeakOut** <http://www.speakoutnow.org/>

4:00–5:00 p.m.

Esplanade Ballroom Level, 307, 308, 309, 310
MOSCONE CENTER SOUTH**CLOSING CONFERENCE GENERAL SESSION****541 Keynote Address****New Ways of Seeing, New Ways of Being: Building a Post-Racist Society**

Robin D. G. Kelley, Ph.D., Professor of American Studies, Ethnicity and History, College of Letters, Arts & Sciences, University of Southern California—Los Angeles, California

Robin D.G. Kelley, is the author of the prize-winning books *Thelonious Monk: The Life and Times of an American Original* (The Free Press, 2009); *Hammer and Hoe: Alabama Communists During the Great Depression* (University of North Carolina Press, 1990); *Race Rebels: Culture Politics and the Black Working Class* (The Free Press, 1994); *Yo' Mama's DisFunktional!: Fighting the Culture Wars in Urban America* (Beacon Press, 1997), which was selected one of the top ten books of 1998 by the Village Voice; *Three Strikes: Miners, Musicians, Salesgirls, and the Fighting Spirit of Labor's Last Century*, written collaboratively with Dana Frank and Howard Zinn (Beacon 2001); and *Freedom Dreams: The Black Radical Imagination* (Beacon Press, 2002). He also edited (with Earl Lewis), *To Make Our World Anew: A History of African Americans* (Oxford University Press, 2000), a Choice Outstanding Academic Title and a History Book Club Selection. *To Make Our World Anew* was an outgrowth of an earlier collaboration with Lewis, the eleven volume *Young Oxford History of African Americans* (Oxford University Press, 1995-1998), of which he authored volume 10, titled *Into the Fire: African Americans Since 1970* (1996). Kelley also co-edited (with Sidney J. Lemelle) *Imagining Home: Class, Culture, and Nationalism in the African Diaspora* (Verso, 1994). He is completing *Going Home: Jazz and the Making of Modern Africa* (Harvard University Press, forthcoming 2011), and a general survey of African American history co-authored with Tera Hunter and Earl Lewis to be published by Norton. Kelley's essays have appeared in several anthologies and journals, including *The Nation*, *Monthly Review*, *The Voice Literary Supplement*, *New York Times* (Arts and Leisure), *New York Times Magazine*, *New York Times Book Review*, *Rolling Stone*, *U.S. News and World Report*, *Color Lines*, *Code Magazine*, *Uthe Reader*, *Lenox Avenue*, *African Studies Review*, *Black Music Research Journal*, *Callaloo*, *New Politics*, *Black Renaissance/Renaissance Noir*, *One World*, *Social Text*, *Metropolis*, *American Visions*, *Boston Review*, *Fashion Theory*, *American Historical Review*, *Journal of American History*, *New Labor Forum*, *Souls*, *Metropolis*, and *frieze: contemporary art and culture, to name a few*. <http://www.monkbook.com/> rdkelley@usc.edu

5:00–6:00 p.m.

Esplanade Ballroom Level, 307, 308, 309, 310
MOSCONE CENTER SOUTH**BOOK SIGNING AND INFORMAL DIALOGUE****542 Robin D. G. Kelley**

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Thursday, June 2—8:00 a.m.–7:00 p.m.

Friday, June 3—8:00 a.m.–7:00 p.m.

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University of California, Los Angeles

University of San Diego

University of Wisconsin-Madison

West Love

White Privilege Conference

2011 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.

- 230. On Being a Black Feminist Scholar-Activist: Using Transdisciplinary Applied Social Justice and Critical Race Feminism to Inform Diversity and Affirmative Action Compliance Initiatives in Higher Education
- 410. Change the Conversation, Change the Future: Transformative leadership for equity
- 411. The 10 Myths of Social Justice
- 414. The Relationship Between the Perception of Racial Discrimination and Academic Self-Concept Among African American Male College Students
- 503. I'm Not CRAZY, Neither Are You my SISTA....Please Believe Everything Gonna B'aight!
- 525. More Than Mentors: Empowerment Agents as Embodied Institutional Resistance

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.

- 317. The Future of Campus Diversity: Reflections From 14 Public Institutions Facing Bans on Affirmative Action
- 340. Mixed-Race on Campus: Multiracial Student Identities and Issues in Higher Education
- 351. Diversity Initiatives That "Work": A Comprehensive Plan For University Diversity and a Statewide Diversity Policy
- 518. Stereotyped

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.

- 226. Cultural Infusion at the University of Alaska, Southeast
- 339. "Comedy as Catalyst," An Interactive Discussion on Diversity, Racism & Prejudice in the Workplace
- 357. Uncovering the Impact and Reach of Diversity at Your Campus: How to Assess and Evaluate Inclusive Excellence/Campus Diversity Master plans
- 412. A Comprehensive Approach for the Support and Realization of a Diverse Student Body: A Look at American Indians/Alaska Natives in the Field of Social Work
- 425. If You Build it They Will Come: Minority Recruitment and Retention for Predominantly White Institutions in Homogeneous Communities and Regions
- 436. Getting Real With Attracting, Developing and Retaining Difference: What Does it Really Take and are you Willing to Do it?
- 438. Beyond Racial Aikido: Building Caucus-Based Programming Based Institutional Needs
- 440. Got Cultural Competence?: A Toolkit for Measuring and Building Your Organization's Cultural Competence

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.

- 220. A New Path Forward: Transforming Multi-Ethnic Student Affairs at University of Michigan-Ann Arbor.
- 221. A New Retention Model: The Mercy College PACT
- 222. What? You Mean I Have to Pay for This? The Payoffs of Investing in a Financial Literacy Program
- 225. The South Florida Diversity Alliance--A University-Community Partnership
- 227. The Mutual Mentoring Initiative: Moving Beyond One-Size-Fits-All Mentoring
- 231. Using Strategic Partnership and Collaboration to Overcome Students of Color Recruitment and Retention Related Barriers
- 232. Teaching Diversity: Changing the Campus Climate of a Large Public University
- 233. Death by a Thousand Paper Cuts: Exploring the Impact of Microaggressions in Campus Life
- 234. Opening the Gateways: Case Study of an Exemplary Provisional Admissions Program at Fayetteville State University
- 318. Hispanics: One Size Doesn't Fit All
- 319. Asian American Pacific Islanders - Breaking the Glass Ceiling of Enrollment in Higher Education
- 322. Building In-Person and Online Partnerships Through Peer Mentoring: The Class of 2013 Program
- 329. Serving Asian American Pacific Islanders: Making the Invisible Visible
- 330. Creating Racial Literacy in the Classroom through Contemporary Australian Indigenous Art
- 331. Enhancing a Multilingual Workplace: Creating Institutional Change Through Communication, Cultural Understanding and Learning
- 341. Training Students to Become Peer Facilitators for Intergroup Dialogue: A Pedagogical Approach
- 347. Trees Planted by the Waters - "They" Shall Not be Moved: Ongoing Initiatives at the University of Akron for the Recruitment and Retention of American-American Males
- 349. Microaggression: The "Invisible" Barrier to Academic Success
- 352. Cooper Woodson College: Amalgamating African American Students and Scholarship Through Leadership and Community Involvement Among Students, Faculty and Staff
- 353. Hispanic Scholarship Fund (HSF) University Alliance Pilot Program—The Impact of Collaborating With Universities, Communities and Families to Increase Recruitment and Strengthen Persistence in Latino Students
- 413. The Transformation of a Multicultural Academic Support Office
- 415. The Role of Mentoring for Underrepresented Minority Students in Biomedical/Behavioral Sciences
- 417. Closing the Achievement Gap: Reaping the Rewards of Campus-wide Efforts
- 420. Developing a Multicultural Resource Guide: An Online Resource for Building Community
- 427. Latinos on Campus
- 429. Peer Mentoring: A Relational, Yet Strategic Approach to Encourage Student Success

- 431. Close to Home: Using Dominant Privilege as an Organizing Concept for Tackling Injustice in Higher Education
- 433. Building Successful Partnerships Across Student Life, Academic Affairs and Student Organizations on Behalf of the Latino/a Community at The Ohio State University
- 450. One College, One Community: Achieving Cross Culture Collaboration By Looking Through the Same Lens
- 514. Using Theatre to Raise Consciousness About Diversity in Higher Education
- 515. Coloring Outside the Lines: How One University Challenged Convention to Address the Intersection of Racism and Homophobia
- 519. Engaging Black Men in Critical Conversations about Manhood and Masculinity
- 520. Using Formal Mentoring As an Intervention Strategy For the Recruitment, Persistence and Academic Success of Males of Color
- 523. Bridging the Gap: Retaining More Under Represented Minorities into Medicine through Community Mentors
- 530. "Everyone Counts": A Professional Learning Community Model for Diversity Exploration and Inclusion
- 531. Diversifying University faculty to support academic success: a discussion

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.

- 221. A New Retention Model: The Mercy College PACT
- 228. Teaching as Leadership and it's Application to Leadership Development on Campus
- 231. Using Strategic Partnership and Collaboration to Overcome Students of Color Recruitment and Retention Related Barriers
- 309. Targeted AND Privileged: The Importance of Examining Whiteness Within the LGBT Community
- 321. Finding Your Voice: The Keys to Your Greatest Potential
- 327. Creating Mentorship Opportunities: Taking the Next Step in Your Career
- 338. A CAMPUS OF DIFFERENCE™: An Anti-Bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute
- 339. "Comedy as Catalyst," An Interactive Discussion on Diversity, Racism & Prejudice in the Workplace
- 341. Training Students to Become Peer Facilitators for Intergroup Dialogue: A Pedagogical Approach
- 346. You Mean, There's Race in My Movie? Using Movies to Understand Race
- 348. Understanding Perceptions of Self and Our Biases: A Key Component to Eliminating Health Care Disparities
- 350. Other Awareness Project—95% Guilt & Anger Free
- 354. *Hip Hop!* Creative Ways to Use *Hip Hop* Culture and Its Music for Positive Creative Expression
- 355. To Haze and Not Recruit, or at Least Die Trying; Issues That Face Multicultural Greek Letter Organizations on Our Campuses
- 356. Transforming Generation Me Into Us: Infusing a Culture of Equity at a PWI
- 410. Change the Conversation, Change the Future: Transformative leadership for equity

- 439. Practical Ways to Reduce Stereotype Threat for Vulnerable Students and Faculty
- 451. Faculty Self-Assessment: A Tool for Promoting Civil Discourse in the Pluralistic Classroom
- 507. **SPECIAL SESSION FOR STUDENTS**
Race, Ethnicity & Social Justice in the Year 2011
- 509. Diversity and Social Justice: Effectively Educating Future Mental Health Professionals
- 521. Speaking Up to Bias Without Blame or Guilt
- 522. That Takes Ovaries: Women's Empowerment and How Diversity Impacts Females
- 527. **SPECIAL SESSION FOR STUDENTS**
Leadership Activities
- 528. Building Beloved Community: Integrating Spirituality and Compassion With Undoing Racism—Diversity Training Models

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.

- 452. How to Establish a Mentoring Program for Multicultural Students
- 529. Real Talk: How Much Diversity Do We Really Want? —A Honest Discussion About the Diversity Training Landscape
- 536. Black and Brown Relations in Higher Education: Complicating Color and Belonging

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.

- 224. Reflective Practitioner Preparation: Can You Be a Multicultural Teacher If You Are Not a Multicultural Person?
- 226. Cultural Infusion at the University of Alaska, Southeast
- 311. DE-RACE-ING Power in Higher Education
- 323. Living Out Loud: Arts, Activism, and the Academy
- 324. A Meta-Dialogue on Race Dialogues: Developing the Discussion and What is Not Being Said?
- 326. Racial Identity Development and Sociorace: The Impact on Cultural Competence in Counseling
- 333. Exploring Worlds, Building Bridges -A collaborative educational dialogue on Culturally Responsive Pedagogy
- 418. "Engaging White College Students in Productive Conversations About Race and Racism: Avoiding Dominant Culture Projection and Condescension-Judgement Default"
- 419. Building White Teachers Who Get It: Four Strategies That Work
- 426. Getting Past the Front Door
- 437. Addressing Unequal Treatment: Leading Change Through Groundbreaking Programs
- 441. The Mis Education of The Black Greek™
- 448. M.A.L.E. Call-Mentoring African American Leadership and Education
- 502. A Teacher Who Looks Like Me: Making Over Professional Education to Assure Students of Champions and Success in a Diverse Classroom

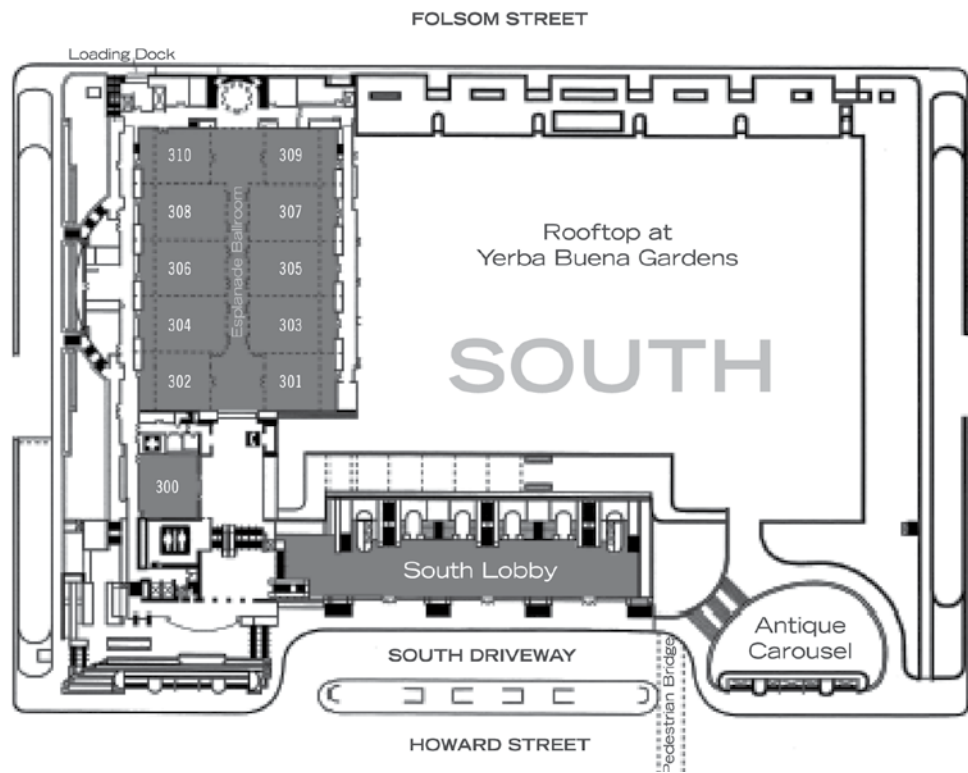
- 508. Educating for Transformation and Change: Building Cultural Competency from the Inside Out
- 512. Five Lenses for Educating and Assessing Cultural Competence
- 524. Diversity Administration Practicum: How We Engaged Business Students in Diversity Programming and Evaluation
- 533. Power in Education: a Hidden (in)Competency
- 535. Solidarity and Compassion: Teaching Diversity for Worldview Transformation

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.

- 223. Multicultural Online Assessment: Building a Multicultural Portfolio and Enhancing Participation Rubrics
- 229. When Science Lacks Diversity and Social Relevance, Can Students be Objective Scientists and Still be Themselves?
- 235. Evaluation of Cultural Competence Training for Residential Life Advisors in a University Setting
- 310. The Lumina Project: A Comprehensive Study on the Retention and Collective Experience of African American Men at UCLA
- 320. Higher Education Hip Hop and the Hood: a Critical Informant in the Creation of the “Belonging Initiative” a National Model for Retention
- 325. The Inner Works of the Campus Climate Survey: From Talk to Action! Researching, Developing, Administrating, Disseminating, and Action
- 328. Hiring Diverse Faculty in Community College: A Case Study
- 332. Diversity at Faith-Based Institutions: It's About the Mission
- 416. Empowering Black Women to Lead in Today's Community College: A Study of Mid-level Community College Administrators' Experiences at the National Council on Black American Affairs (NCBAA) Institute
- 432. The Role of Policy in Constructing Values of Inclusion: A Critical Analysis of Hate/Bias Motivated Incident Reporting Procedures
- 440. Got Cultural Competence?: A Toolkit for Measuring and Building Your Organization's Cultural Competence
- 449. Assessing Students Using a Strength-Based Approach: The Educational Excellence and Equity “YESS Score,” Presented Along With the College of Marin
- 501. Foundation for Change: Institutional-Wide Assessment of Inclusion and Diversity at a Multi-Disciplinary Health Sciences University
- 512. Five Lenses for Educating and Assessing Cultural Competence
- 532. Retrospective Understandings: An Exploration of Individual-Collective Influences on High Achieving Black Students at Predominantly White Institution of Higher Education
- 538. Historical Normalizing of Racist, Deficit Discourses and Problem-Posing Interventions

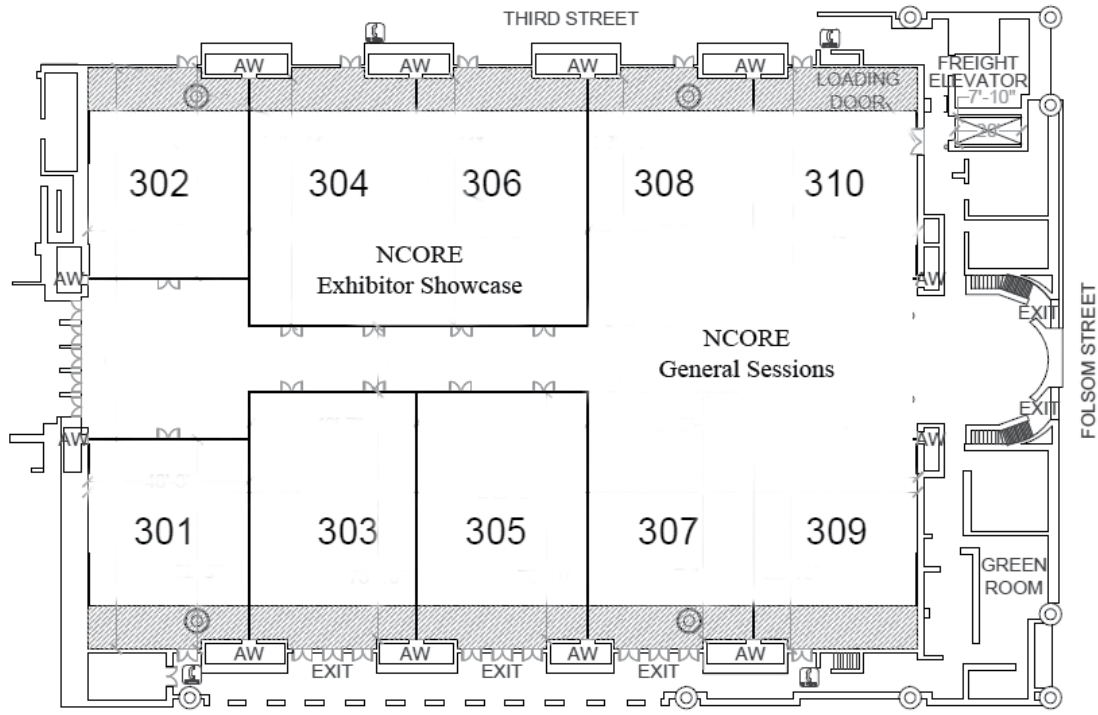
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- General Sessions (307, 308, 309, 310)
- Meeting Rooms (300, 301, 302, 303, 304, 305)
- Exhibitor Showcase/Resource Center (304, 306)
- Welcoming Reception (Ballroom Terrace)

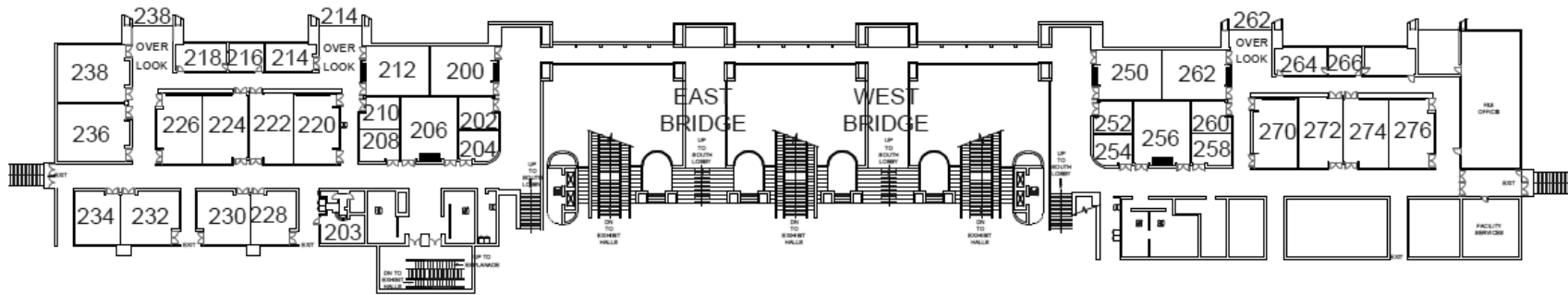


East Mezzanine Level: (Second Level)

- Meeting Rooms (200, 202, 203, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238) West

West Mezzanine Level: (Second Level)

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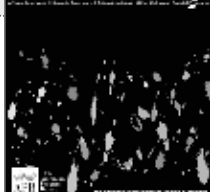
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- Fine arts programming in our new Doudna Fine Arts Center;
- Study abroad opportunities;
- Honors programs;
- Diversity within our students, faculty and staff; and
- Sustainability.

Students

- Retention and graduation rates for students who are members of minority groups are among the highest in Illinois.
- 17% of Fall 2010 students are members of minority groups.

Faculty

- 23% of the tenure-track faculty employed since 2000 are 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 are members of minority groups.



Janice Collins, Ph.D.
Assistant Professor of Journalism,
News Adviser, WEIU
College of Arts and Humanities



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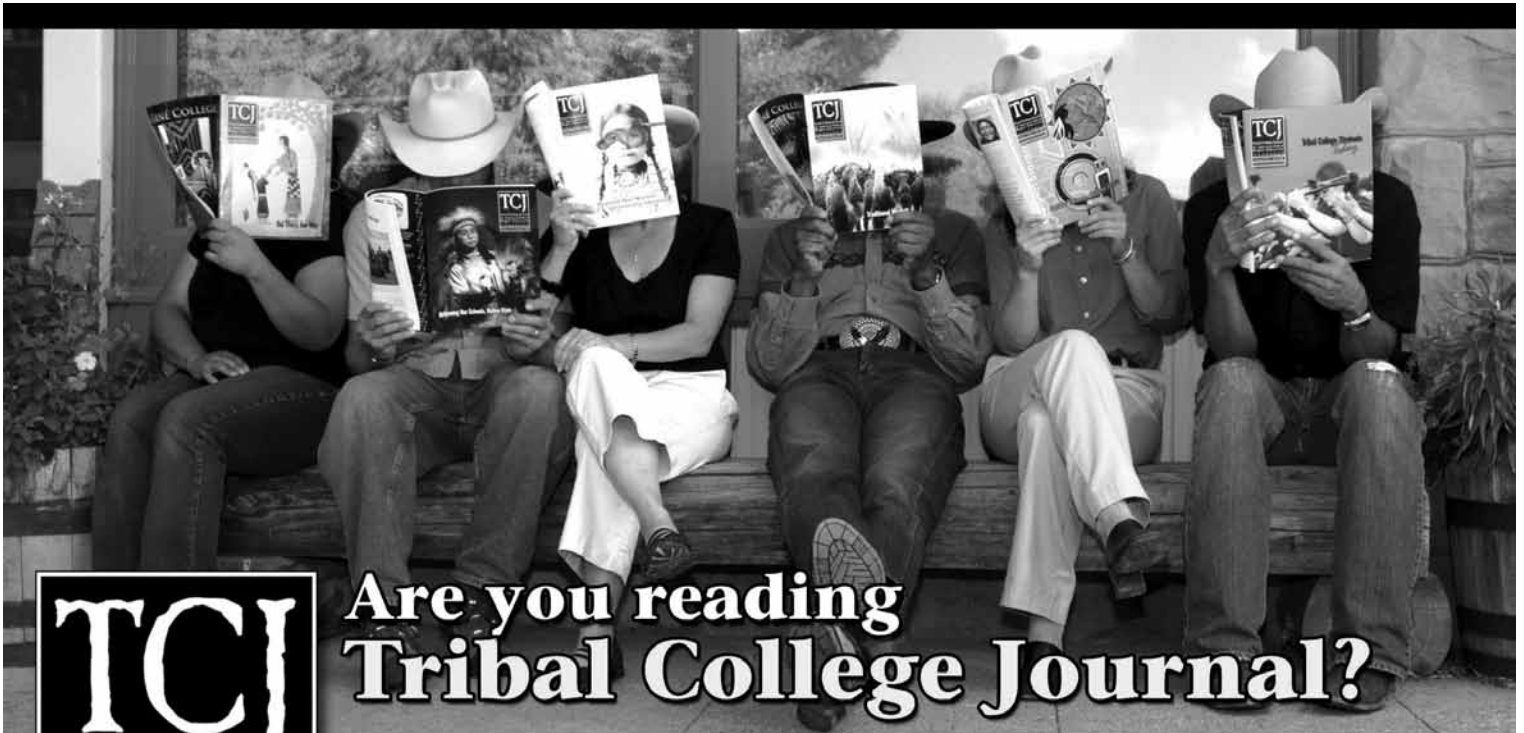
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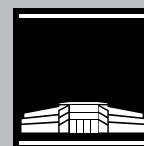
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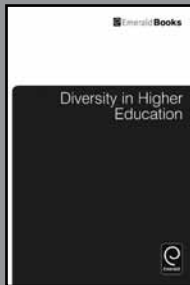
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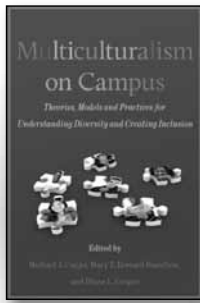


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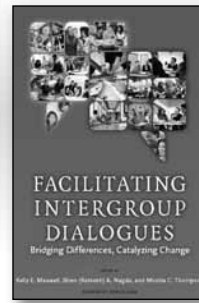
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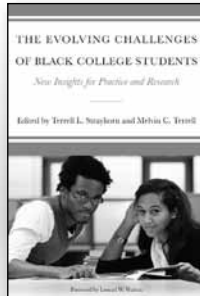
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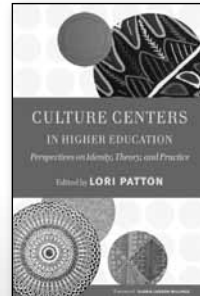
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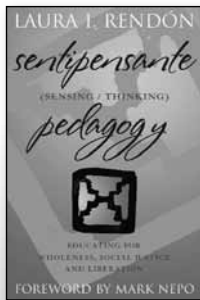
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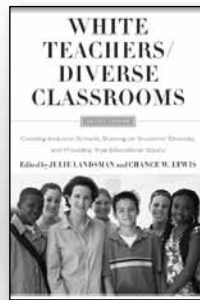
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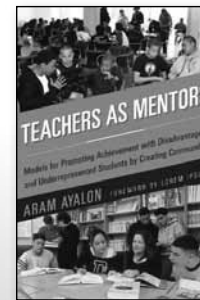
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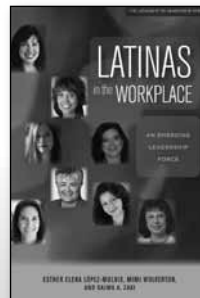
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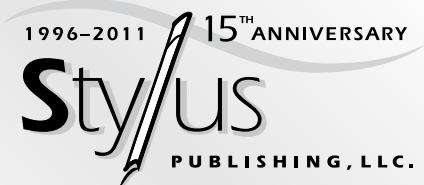
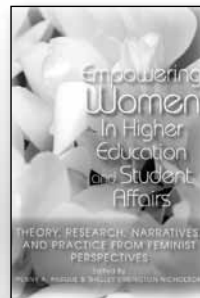
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By George Henderson

Foreword by David W. Levy

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An African American scholar recalls an academic civil war

In 1967, George Henderson, the son of uneducated Alabama sharecroppers, accepted a full-time professorship at the University of Oklahoma, despite his mentor's warning to avoid the "redneck school in a backward state." Henderson became the university's third African American professor, a hire that seemed to suggest the dissolving of racial divides. However, when real estate agents in the university town of Norman denied the Henderson family their first three choices of homes, the sociologist and educator realized he still faced some formidable challenges.

In this stirring memoir, Henderson recounts his formative years at the University of Oklahoma, during the late 1960s and early 1970s. He describes in graphic detail the obstacles that he and other African Americans faced within the university community, a place of "white privilege, black separatism, and campus-wide indifference to bigotry." As an adviser and mentor to young black students who wanted to do something about these conditions, Henderson found himself at the forefront of collective efforts to improve race relations at the university. Henderson is quick to acknowledge that he and his fellow activists did not abolish all vestiges of racial oppression. But they set in motion a host of institutional changes that continue to this day. In Henderson's words, "we were ordinary people who sometimes did extraordinary things."

Capturing what was perhaps the most tumultuous era in the history of American higher education, *Race and the University* includes valuable recollections of former student activists who helped transform the University of Oklahoma into one of the nation's most diverse college campuses.

George Henderson is the Sylvan N. Goldman Professor Emeritus, David Ross Boyd Professor Emeritus, and Regents' Professor Emeritus of Human Relations, Education, and Sociology at the University of Oklahoma, where he founded the Human Relations Program and served as Dean of the College of Liberal Studies. **David W. Levy**, the Irene and Julian J. Rothbaum Professor Emeritus of Modern American History at the University of Oklahoma, is the author of *The University of Oklahoma: A History*.

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"This deeply personal memoir is a poignant step toward recovering the narratives of the often unsung and isolated black faculty who helped shepherd the transformative wave of black student militancy at historically white colleges and universities."

Charles Lang, University of Illinois at Urbana-Champaign

"At once calm but passionate, outraged and understanding, this powerful narrative should be read by all students to give them a sense of where we have been as a people and a nation and to identify what it will take to address the unfinished business of creating a better democracy."

James P. Comer, Yale University Child Study Center

"An earnest and heartfelt account of the university's journey through trials of segregation, triumphs of integration, and paths to reconciliation. Henderson has found a way to effectively recount his journey as if he were conversing with the reader over coffee."

LaQueta L. Wright, Richland College, Dallas, Texas



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2011 COLLEGE BOARD/NCORE® STUDENT SCHOLARSHIP RECIPIENTS

Currently in its 18th 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 seventh years. The contributions will allow NCORE® to offer the opportunity for greater number of student scholars to attend this unique national conference.

NCORE® would like to congratulate the Scholars for their accomplishments and experiences that they have had, and for some to overcome unusual life circumstances in their pursuit of higher education. NCORE® 2011 Student Scholars and their institutions are listed below:

Andres Abreu
Undergraduate Student
Political Science Major
Valencia Community College
Orlando, Florida

Jessica Aguirre
Undergraduate Student
Finance Major
Iowa State University
Ames, Iowa

Asseal Ahmad
Undergraduate Student
Business Administration
Colorado State University
Fort Collins, Colorado

Kadeem Alston-Roman
Undergraduate Student
Dance Major
Muhlenberg College
Allentown, Pennsylvania

Cassandra Anglade
Undergraduate Student
Psychology Major
Iowa State University
Ames, Iowa

Michael O. Asa-Eck
Undergraduate Student
Economics/Mathematics Major
Hanover College
Hanover, Indiana

Joseph Ballard II
Graduate Student
Adult and Higher Education,
Student Affairs
The University of Oklahoma
Norman, Oklahoma

Alisha Benawra
Undergraduate Student
Communication Major
University of Illinois
Urbana-Champaign, Illinois

Alyise Marie Bernardino
Graduate Student
Ethnic Studies/Mexican American
Studies
San José State University
San José, California

Kaitlin Congo
Undergraduate Student
Advertising and Public Relations
Major
University of Tampa
Tampa, Florida

Rashida Marie Crutchfield
Doctoral Student
Educational Leadership in Higher
Education
California State University
Long Beach, California

Marsha Dempsey
Doctoral Candidate
Special Education
The University of Oklahoma
Norman, Oklahoma

Andrea Diaz
Undergraduate Student
International Relations/French Major
Tufts University
Medford, Massachusetts

Jude Paul Matias Dizon
Graduate Student
Higher Education/Student Affairs
University of Vermont
Burlington, Vermont

Tara Ignont
Undergraduate Student
Sociology/English Major
University of the Pacific
Stockton, California

Buffy E. Jamison
Undergraduate Student
Spanish Major
Iowa State University
Ames, Iowa

Andrew Johnson
Undergraduate Student
Early Childhood Education Major
Pima Community College
Tuscan, Arizona

Michal Jones
Undergraduate Student
Sociology Major
Sonoma State University
Rohnert Park, California

Narcisa Margarita Ledesma
Undergraduate Student
Industrial and Labor Relations Major
Cornell University
Ithaca, New York

Kristina Mascarenas
Undergraduate Student
Psychology/Sociology Major
Loyola University
Chicago, Illinois

Joshua Matulewicz
Graduate Student
Business Administration
Central Michigan University
Mount Pleasant, Michigan

Vishal Mehta
Undergraduate Student
English/Communication Major
University of Illinois
Urbana-Champaign, Illinois

Shan Mukhtar
Doctoral Student
Critical Studies in Race, Education
Emory University
Atlanta, Georgia

Lisnerva Nuez
Undergraduate Student
American Studies and Child
Development
Tufts University
Medford, Massachusetts

Mona J. Patel
Undergraduate Student
Civil and Environmental Engineering
University of Illinois
Urbana-Champaign, Illinois

Amber Perkins-Ellis
Undergraduate Student
Anthropology Major
Butte Glenn Community College
District
Oroville, California

Kerry Anne Robinson
Undergraduate Student
Economics/Anthropology Major
University of the Pacific
Stockton, California

Quantá D. Taylor
Undergraduate Student
Culture, Ethnic and Racial Studies/
Psychology Major
Transylvania University
Lexington, Kentucky

Irma Venegas
Graduate Student
Higher Education Leadership
University of San Diego
San Diego, California

Ke'Yonna Wynn
Graduate Student
Adult and Higher Education
The University of Oklahoma
Norman, Oklahoma

NCORE 2011 UNIVERSITY OF OKLAHOMA STUDENT INTERN:

Krystle Lane, Graduate Student, Human Relations Major, The University of Oklahoma—Norman, Oklahoma

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