

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

NCORE[®] 2012

PROGRAM AND RESOURCE GUIDE

25th Annual



May 29 through June 2, 2012 ♦ New York City, New York

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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**OU IT'S YOUR DEGREE.
GO GET IT.**

The University of Oklahoma Outreach and the College of Liberal Studies congratulate NCORE® on the 25th annual conference.



> *outrreach.ou.edu*



College of Liberal Studies

The University of Oklahoma is an equal opportunity institution.

NCORE[®] 2012 Sponsors

NCORE[®] 2012 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.

Thank you for your contributions and support.



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NADOHE
National Association of Diversity Officers in Higher Education

**National Association of
Diversity Officers in Higher
Education**



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NCORE[®] wishes to express its appreciation to these organizations. Thank you for supporting the NCORE[®] conference.

May 2012

Dear Friends and Colleagues,

NCORE has been my heart and soul for 25 years. I started working at the Southwest Center for Human Relations at the Oklahoma of University in 1982. It has truly been an honor to be a part of the extensive team that co-created this remarkable annual conference. NCORE has never been about one person. The success of this amazing conference has always been the mutual respect afforded to everyone who has attended over the years and how we collectively create this learning community.

I wish that I could be with you this year as we celebrate a quarter-century of coming together each spring exploring, listening and deepening our understanding of race and ethnicity to expand opportunities for educational access and success by culturally diverse, traditionally underrepresented populations.

Whether this is your first year or your twenty-fifth year, everyone who comes to NCORE is a part of the collective spirit and power that is at the center of this exceptional space. I know this year's conference will be outstanding.

Happy 25th Anniversary NCORE!



With love,

A handwritten signature in cursive script that reads "Pari Shahabi-Nabavi". The signature is fluid and elegant, with a long horizontal flourish at the end.

Pari Shahabi-Nabavi

NCORE Program Development Specialist
Southwest Center for Human Relations Studies
Public and Community Services Division
The College of Continuing Education
The University of Oklahoma OUTREACH

MONDAY, MAY 28, 2012

1:00–8:00 p.m.

45TH STREET REGISTRATION BOOTH
Fifth Floor

REGISTRATION AND ON-SITE CHECK-IN

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

6:00–7:00 p.m.

BARRYMORE
Ninth Floor

NATIVE DELEGATES (NDNCORE) CAUCUS

Five meetings are hosted by the Native Delegates of NCORE® (NDNCORE), the caucus group organized during the NCORE® 2007 conference. During NCORE® 2012, the Native Delegates will meet to discuss a series of issues of interest to Native Americans in higher education.

002 Organizational Meeting

For other meetings of NDNCORE, see Index 129, 213, 372, 480.

6:00–8:00 p.m.

EDISON-BOOTH
Fifth Floor

NATIONAL ADVISORY COMMITTEE MEETING

003 General Session

NCORE® has traditionally focused on the professional interests of its participants. In large part, this is because input from conference participants provides precisely the kind of cutting-edge information that is so important to the success of the conference. The NCORE® National Advisory Committee (NAC) was established in 2004. The function of the NAC is to assist in setting a vision for the conference or to implement that vision by making recommendations regarding the conference program, keynote speakers, and special events. As the name suggests, its function is advisory. There are several meeting times and rooms available for NAC members. All members of the 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; Associate Vice President, University Outreach, Public and Community Services, College of Continuing Education, The University of Oklahoma—Norman, OK

Amy Bradshaw, Ph.D., Associate Professor, Educational Psychology, The University of Oklahoma; Executive Committee Member, Southwest Center for Human Relations Studies, The University of Oklahoma—Norman, OK

7:00–9:00 p.m.

ALVIN
Fifth Floor

LATINO/A CAUCUS

Five meetings are hosted by the Latino/a Caucus Group organized during the NCORE® conference. During NCORE® 2012 the Latino/a caucus will meet to discuss a series of issues affecting Latino/a faculty, administrators, staff, and students in higher education.

004 Latino Caucus Executive Board Meeting and Social

For other meetings of Latino/a Caucus, see Index 128, 211, 370.

7:00–9:00 p.m.

HART
Fourth Floor

MULTI RACIAL/INTER RACIAL CAUCUS

Meetings are hosted by the Multi Racial/Inter Racial Caucus group. During the NCORE® 2012, the caucus group will meet to discuss a series of issues of interest to the group in higher education.

005 Organizational Meeting





CONGRATULATIONS
NCORE



We are delighted to join you in
support of the
25th Annual Conference

New York, New York
May 29-June 2, 2012

2012 COLLEGE BOARD/NCORE® STUDENT SCHOLARSHIP RECIPIENTS

Currently in its 19th 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 support of the College Board for the past eight years. The contributions will allow NCORE® to offer a greater number of student scholars to attend this unique national conference.

NCORE® would like to congratulate the Scholars for their accomplishments and experiences and for some in overcoming unusual life circumstances in their pursuit of higher education. NCORE® 2012 Student Scholars and their institutions are listed below:

Maureen Abugan

Undergraduate
Visual Arts Media and Communication
University of California, San Diego
Escondido, CA

Ambreen Ahmad

Undergraduate
Humanistic Studies and Mass Communication
Saint Mary's College
Notre Dame, IN

Kimberly Allison

Doctorate
Interdisciplinary Education and Ethnic Studies
Colorado State University
Fort Collins, CO

Tre'vell Anderson

Undergraduate
Pre-Law Sociology
Morehouse College
Atlanta, GA

Jared Avery

Doctorate
Educational Leadership and Research
Louisiana State University and Agricultural and
Mechanical College
Baton Rouge, LA

Rodney Bates

Doctorate
Higher Education
The University of Oklahoma
Norman, OK

Rashida Marie Crutchfield

Doctorate
Educational Leadership in Higher Education
California State University Long Beach
Los Angeles, CA

Danielle Dickins

Doctorate
Applied Social Psychology
Colorado State University
Fort Collins, CO

Jude Paul Matias Dizon

Master's
Higher Education and Student Affairs
Administration
University of Vermont
Burlington, VT

Thomas Easley

Doctorate
Department of Leadership, Policy, and Adult and
Higher Education
North Carolina State University
Raleigh, NC

Krystal Foxx

Doctorate
Educational Leadership
University of North Carolina
Siler City, NC

Brittany Gilliam

Master's
Higher Education, Higher Education Administration
North Carolina State University
Cary, NC

Donald Gillis

Undergraduate
Biology
Morehouse College
Atlanta, GA

Marlo Goldsein Hode

Doctorate
Organizational Organization
University of Mississippi
Columbia, MO

Klint Jaramillo

Master's
Education
Loyola University
Chicago, IL

Marc Johnston

Doctorate
Higher Education and Organizational Change
University of California, Los Angeles
Los Angeles, CA

Helen Leung

Undergraduate
Ethnic Studies and History
University of California, San Diego
San Diego, CA

Wicitra Mahotama

Undergraduate
Environmental Science
Iowa State University
Ames, IA

Jordon Norris

Undergraduate
African American Studies
University of California, LA
Los Angeles, CA

Roberto Orozco

Undergraduate
Marketing, International Business, and Psychology
Iowa State University
Sioux City, IA

Mora Ozias

Doctorate
Adult and Higher Education
The University of Oklahoma
Norman, OK

Maura Pavalow

Master's
Critical Human Geography
University of Exeter
Exeter, Devon EX4 4QXUK

Janice Sapigao

Master's
Fine Arts, Critical Studies Writing
California Institute of the Arts
Los Angeles, CA

Jodi Stelley-Ceroky

Master's
Higher Education
University at Buffalo, SUNY
Kenmore, NY

Tasha Willis

Doctorate
Educational Leadership
California State University
Los Angeles, CA

TUESDAY, MAY 29, 2012

8:00 a.m.–5:00 p.m.

45TH STREET REGISTRATION BOOTH
Fifth Floor

REGISTRATION AND ON-SITE CHECK-IN

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

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

PRE-CONFERENCE INSTITUTE SESSIONS

101-125 For Pre-Conference Institute listings, see Pre-Conference Institutes at a Glance on pages 8-9 and for a description with time/day of all institutes, see Index 101-125.

11:30 a.m.–1:15 p.m.

BROADWAY BALLROOM
Sixth Floor

PRE-CONFERENCE INSTITUTE LUNCHEON

126

BELASCO–BROADHURST
Fifth Floor

APINCORE (Asian/Pacific Islander American) CAUCUS

During the NCORE® 2012 conference, there are several meetings hosted by the APINCORE Caucus group.

127 6:00–7:00 p.m.
Informational Meeting and Social

For other meetings or events of the APINCORE Caucus group, see Index 210, 369, 374, 476, 479.

BELASCO–BROADHURST
Fifth Floor

LATINO/A CAUCUS

Five meetings are organized during the NCORE® conference. During NCORE® 2012 the Latino/a caucus will meet to discuss a series of issues affecting Latino/a faculty, administrators, staff, and students in higher education.

128 6:00–7:30 p.m.
Pre-Conference Orientation Meeting and Social

For other meetings of the Latino/a Caucus, see Index 004, 211, 370.

NATIVE DELEGATES (NDNCORE) CAUCUS

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.

129 6:00–7:00 p.m.

Welcome and Caucus Reception
Tuesday, May 31—6:00-7:30 p.m.
National Museum of the American Indian
George Gustav Heye Center
One Bowling Green
New York, NY 10004

For other meetings of the NDNCORE, see index 002, 213, 372, 480.

6:00–7:30 p.m.

HUDSON–EMPIRE
Seventh Floor

WHITES PARTNERING TO DISMANTLE RACISM CAUCUS

During the NCORE® 2012 conference, the Whites Partnering to Dismantle Racism Caucus group will meet to discuss issues of interest to the group.

130 6:00–7:30 p.m.

Welcome, Networking and Beginning the Conversation

For other meetings of the Whites Partnering to Dismantle Racism Caucus Group, see Index 245, 371, 478.

GOTHAM–CHELSEA
Seventh Floor

JDOTT MEETING

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.

131 6:00–8:00 p.m.

JDOTT Board Meeting

6:00–7:15 p.m.

ASTOR BALLROOM
Seventh Floor

COLLEGE BOARD/NCORE® 2012 STUDENTS AND STUDENT SCHOLARS' RECEPTION



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

NCORE® 2012 Student Scholars, student participants, and NCORE® National Advisory Committee members are invited to join Southwest Center for Human Relations Studies Executive Committee members for this reception to honor our student scholars and to discuss issues affecting students in higher education.

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 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.

7:45–9:15 p.m.

WESTSIDE BALLROOM SALON 1
Fifth Floor

NCORE FILM PREMIERE



134 *The N!GGER Word: Is There a Message in the Madness?*

The N!GGER Word video uses interviews and commentary from a wide range of people to discuss the shocking, confusing, painful, and sometimes comforting term that is seeing a resurgent use in our society and in many different cultures. Many viewpoints are heard and some challenging

questions are posed as the “N!GGER Word” is explained and examined through different perspectives and personal testimony, especially its influence on the millennial generation. What is the state of the N!GGER word in our society today? Will it become obsolete or eventually lose its power? Is there a message in the madness? Can something designed to kill you be turned into something uplifting? This film discussion will attempt to answer these questions and more. Are you ready?

Presented by:

Eddie Moore Jr., PhD, Founder, The White Privilege Conference; Founder, America and MOORE Research and Consulting; and Director of Diversity, The Bush School—Seattle, WA emoorej@brooklynfriends.org

PRE-CONFERENCE INSTITUTES AT A GLANCE

101 Pipelines, Pathways, and Partnerships: Developing Sustainable Programs that Build Young Scholars

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

102 How to End Racism in America

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

103 Five Lenses for Educating and Accessing Cultural Competence

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

104 Beloved Community, Racialization, and Culture Using an Intersectional Analysis

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

105 Learning from the Past and Forecasting the Future: How Student Advocacy and Protest Shape Colleges and Universities

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

106 Religion, Sexuality, Intersectionality: Multicultural Alliance Building and Leadership

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

107 Targeted AND Privileged: The Importance of Examining Whiteness within the LGBT Community

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

108 The Social Justice Toolbox: Essential Concepts and Tools for Social Justice Education

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

109 Critically Engage the Infamous N!gger Word and Its Place/Impact within Mainstream Society

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

110 The Illusion of Inclusion: Straight Talk for People of Color Attempting to Navigate the Troubled Waters of Predominantly White Institutions in Higher Education

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

111 Tangled Origins: Race, Culture, and Afro-Latin@ Identity

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

112 Using National Data and Interviews to Conduct Mixed Methods Research on Race/Ethnicity

- PART I—Tuesday, May 29—8:30-10:00 a.m.
- PART II—Tuesday, May 29—10:00-11:30 a.m.
- PART III—Tuesday, May 29—1:00-4:00 p.m.

113 Latinos/Latinas in Higher Education

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

114 Lawyer up! Settle Down: Managerial Strategies

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

115 Skills to Engage in Difficult Dialogues: Critical Cultural Competencies

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

116 Social Justice Training: The Student Experience

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

117 Health Literacy: Strategies to Eliminate Health Disparities and Promote Economic Prosperity

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

118 Speaking of Inclusion: Building a Professional Network for American Indian Student Success

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

119 Developing and Empowering the Student and Young Professional beyond NCORE

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

PRE-CONFERENCE INSTITUTES AT A GLANCE

120 Cross-racial Dialogue Forty Years Later: Now Can We Talk?

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

121 Assessment and Evaluation of Programs for Inclusive Excellence: It Works If You Work It!

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

122 Crossing the Borders of Diverse Cultures Using the Tools of Intercultural and International Education to Reach Global Multiculturalism

123 The Evolving Roles of Multicultural Affairs Offices and Cultural Centers: Balancing Diversity Education Programming with Recruitment and Retention Efforts

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

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

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

125 Racial Akido: Equipping Students of Color at Predominantly White Institutions— A Student Retreat

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

PRE-CONFERENCE INSTITUTES

A series of 24 Institutes is scheduled all day Tuesday, May 29, and the first half day of Wednesday, May 30. 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.

BOOTH—EDISON
Fifth Floor

101 Pipelines, Pathways, and Partnerships: Developing Sustainable Programs that Build Young Scholars

This day and a half-long institute is designed both for those who are interested in developing, as well as those who are already operating, programs that construct effective and resilient pathways to carry those from underserved student populations, including low income, first generation and/or communities of color, from K-8 systems successfully through higher education. At a time when Federal and State support for such programs is uncertain and the critical needs for them are expanding, this institute will help all those attending to analyze and identify weaknesses in program planning, so they can be addressed, and programs can be strengthened and sustained. The presenters have decades of experience in developing and implementing such programs, including a current Young Scholars Program, that have been highly successful in building student engagement and success in higher education.

Tuesday, May 29—8:30-11:30 a.m.

PART I: Understanding the History, Evolution, and Critical Program Components

During this part of the institute, the presenters will review the history of pipeline programs, from the beginnings of federal support through Trio and Upward Bound programs, to early bridge programs, to GEAR UP programs that led to higher education outreach. They will review the developing body of research that points to the need to begin working with underserved student populations, and their families and communities, before students enter high school. Emphasis will be placed on what has been learned about the importance of cohorts, posses, community and family involvement, and clear paths for support and resilience. It is particularly important that those developing policy and programming understand the need to help students and their families navigate the social structures in which they travel and maintain vital ties to their communities, while building new connections to academic studies and campus communities.

Tuesday, May 29 – 1:30-5:30 p.m.

PART II: Developing Working Frameworks for Program Sustainability and Success

During this second session, presenters will work with participants to explore issues and questions about programs that both work and last, including:

How do you identify your principle stakeholders both within your institution and in the communities?

- How can you best connect with those already “doing the work”?
- Are some academic foci more effective than others?
- What are the best ways to connect with the deans, chairs, and faculty you need?
- How can your business school connect you to local businesses?
- How can you build credibility for your institution with families and communities?
- How can you approach the superintendent to get the school district support?
- What roles can foundations and corporations play?
- How can you build common cause with the development office?
- How do you communicate in ways that maintain and strengthen stakeholder involvement and support as the program develops?

Wednesday, May 30—8:30-11:30 a.m.

PART III: Building a Working Simulation: Dynamic Development and Analysis

During the last session of the institute, presenters will lead participants in an interactive simulation of building a successful pipeline program. At the end of the simulation, participants and presenters will critique the results and discuss how the program planning could have been improved to build a more sustainable structure. There will be time in the last hour of this session for an open Q&A discussion, where specific issues not already covered can be discussed.

Carla D. Gary, JD, Assistant Vice President, Office of Institutional Equity, University of Oregon—Eugene, OR cgary@uoregon.edu

Hazel G. Rountree, JD, Assistant Director, Affirmative Action, Wright State University—Dayton, OH hazel.rountree@wright.edu

BELASCO-BROADHURST

Fifth Floor

102 How to End Racism in America

This institute will show participants several practical ways—Hip Hop Pedagogy, the psychological development of meaning, and intercultural storytelling—to break the pattern of racialization on their own campuses. While outwardly the institute is directed to softening the “essentializing” practices of ethnic silo behavior—while protecting the rights of members of marginalized groups to develop their own agency as individuals—the purpose of the institute runs deeper than that. It will show how and why it is necessary to replace the at times simplistic quality of “us-against-them” racial positionings (seen, for example, in the oppression based analysis of Intergroup Dialogue, Critical Race Theory, Whiteness Studies, and Resistance Theory) with proven ways that help individuals to build and share their own positive meanings. By focusing on individual narrative and mutual support across difference, these approaches pattern the skills that citizens will need to have in a more participatory and diverse democracy.

PART I: Tuesday, May 29—8:30-11:30 a.m.

PART II: Tuesday, May 29—1:30-5:30 p.m.

Greg Tanaka, PhD, JD, Visiting Professor, School of Education, Mills College—Oakland, CA gtanaka@mills.edu

ReGena Booze, PhD, Professor of Human Development, Pacific Oaks College—Pasadena, CA rbooze@pacificoaks.edu

Laila Aaen, PhD, Professor of Human Development and Lead Instructor of Instructional Sites, Pacific Oaks College—Pasadena, CA laaen@pacificoaks.edu

CANTOR-JOLSON

Ninth Floor

103 Five Lenses for Educating and Accessing Cultural Competence

This institute will engage participants in exploring two questions, “Is there one best approach to educating for cultural competence?” and “Is cultural competence measurable?” Goals for the institute 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 participants an opportunity to identify their own preferred “lens(s)” on cultural competence; and 3) to explore some of the comparative strengths and limitations of each lens and discuss the implications of the institute to participants’ own work at home.

This institute should particularly benefit faculty, faculty developers, staff, students, administrators, trainers, and consultants who are interested in examining the strengths and limitations of various approaches to cultural competence, addressing resistance to tackling issues of diversity in the myriad settings, and/or designing and assessing learning outcomes for cultural competence.

PART I: Tuesday, May 29—8:30-11:30 a.m.

PART II: Tuesday, May 29—1:30-5:30 p.m.

James Francisco Bonilla, PhD, Associate Professor, Conflict Studies, School of Business, Hamline University—Saint Paul, MN jbbonilla@hamline.edu

Leah Ann Lindeman, Research Assistant and Graduate Student, Master of Arts in Teaching, School of Education, Hamline University—Saint Paul, MN

Naomi Rae Taylor, PhD, Assistant Professor in the Advanced Degree, Department of Education, Hamline University—Saint Paul, MN ntaylor04@hamline.edu

CHELSEA-GOTHAM

Seventh Floor

104 Beloved Community, Racialization, and Culture Using an Intersectional Analysis

As we envision what loving, just, and supportive intentional communities might look like, it is important to consider the skills and capacities we need to cultivate the behaviors that might create and sustain opportunities for equity and justice. In this day and a half-long interactive institute, we are coupling vision and action.

PART I: Tuesday, May 29—8:30-11:30 a.m.

PART II: Tuesday, May 29—1:30-5:30 p.m.

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

Amer Ahmed, Associate Director, Multi-Ethnic Student Affairs, The University of Michigan—Ann Arbor, MI amahmed@umich.edu

Shakti Butler, PhD, Founder and Creative Director, World Trust Educational Services, Inc.—Oakland, CA shaktib@earthlink.net

Shirley Strong, Dean of Students and Director of Diversity, Institute Disability Officer, California Institute of Integral Studies—San Francisco, CA sstrong@ciis.edu

DUFFY-COLUMBIA

Seventh Floor

105 Learning from the Past and Forecasting the Future: How Student Advocacy and Protest Shape Colleges and Universities

Colleges and universities have a deep and vibrant history of student activism and involvement, particularly around issues surrounding civil rights, race, ethnicity, and identity. How have the voices of student protests shaped the landscape of colleges and universities? What lessons have they taught us in looking to the future regarding issues and hot topics related to the student and university communities of today...and tomorrow? This day-long institute will offer participants the opportunity to explore issues around civil rights, race, class, and identity from 25 years ago, as well as how having multiple ethnicities, groups, and constituencies impacts the current and future landscape of a campus. Faculty, staff, program directors, administrators, and senior-level personnel alike will be challenged to reflect on this topic and how various populations can be best served on campus with limited resources.

PART I: Tuesday, May 29—8:30-11:30 a.m.

PART II: Tuesday, May 29—1:30-5:30 p.m.

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

Celestino Limas, PhD, Vice President for Campus Life and Senior Diversity Officer Lafayette College—Easton, PA limasc@lafayette.edu

Paulette Dalpes, PhD, Dean of Student Affairs, CUNY-Kingsborough Community College—Brooklyn, NY Paulette.Dalpes@kbcc.cuny.edu

EMPIRE-HUDSON

Seventh Floor

106 Religion, Sexuality, Intersectionality: Multicultural Alliance Building and Leadership

PART I: Tuesday, May 29—8:30-11:30 a.m.

PART II: Tuesday, May 29—1:30-5:30 p.m.

Susan Henking, PhD, Professor, Religious Studies, Hobart and William Smith Colleges—Geneva, NY henking@hws.edu

OLMSTEAD-GRAMERCY

Seventh Floor

107 Targeted AND Privileged: The Importance of Examining Whiteness within the LGBT Community

How can an understanding about White social identity assist in addressing LGBT issues in educational and workplace settings? In this day-long institute we will examine the intersection of race and ethnicity with sexual orientation and gender identity. Within the LGBT community, some may be unconscious of the privilege they carry even as members of a targeted group. Unintentional and unacknowledged privilege can result in behavior that marginalizes others and persistent attention to majority group concerns may alienate minority groups and fragment the community. Let us work on diversity issues within the LGBT community to strengthen our organizations and create a truly inclusive and effective environment for all.

PART I: Tuesday, May 29—8:30-11:30 a.m.

PART II: Tuesday, May 29—1:30-5:30 p.m.

Laurie B. Lippin, PhD, Lecturer, Organizational Coach and Consultant, University of California, Davis, and Equity Action, LLC—Rohnert Park, CA laurie@lippinassociates.com

HUDSON-EMPIRE

Seventh Floor

108 The Social Justice Toolbox: Essential Concepts and Tools for Social Justice Education

This day-long institute will review some key concepts and approaches to enhance instructors' comfort and competence creating and leading diversity workshops/classes. Effective educational experiences require that we think about how to create inclusive environments, structure activities, and be prepared to manage discussions. In this interactive session, participants will gain useful frameworks and concrete strategies they can apply to their educational efforts and will be encouraged to share their perspectives and experiences.

PART I: Tuesday, May 29—8:30-11:30 a.m.

PART II: Tuesday, May 29—1:30-5:30 p.m.

Diane J. Goodman, EdD, Social Justice Trainer/Consultant and Adjunct Professor—Nyack, NY drdianegoodman@gmail.com

IMPERIAL-JULLIARD

Fifth Floor

109 Critically Engage the Infamous Nigger Word and Its Place/Impact within Mainstream Society

The institute will take a look at the history of the nigga (er) word by challenging participants to examine their personal and professional histories with the nigga (er) word, examine when and/or how they were first introduced to the word, and explore the pictures and different feelings associated with the word. Participants will look at how current events, media, popular music, and movies have used the nigga (er) word over the years and if the word has had any impact or influence on the millennial generation.

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

Eddie Moore Jr., PhD, Founder, The White Privilege Conference; Founder, America & MOORE Research and Consulting; and Director of Diversity, The Bush School—Seattle, WA emoorejr@brooklynfriends.org

J.W. Wiley, EdD, Director, Center for Diversity, and Lecturer in Philosophy and Interdisciplinary, SUNY, Plattsburgh; Founder, Xamining Diversity Consulting—Plattsburgh, NY wileyjw@plattsburgh.edu

Frederick W. Gooding, Jr., Esq., Director of Critical Studies, The Minority Reporter—Rockville, MD fgooding@minorityreporter.com

Shanelle Henry Robinson, Director of Diversity and Multicultural Affairs, Friends Academy—Locust Valley, NY shanelle_henry@hotmail.com

MUSIC BOX-MAJESTIC

Sixth Floor

110 The Illusion of Inclusion: Straight Talk for People of Color Attempting to Navigate the Troubled Waters of Predominately White Institutions in Higher Education

The institutional charge to increase campus diversity has resulted in a significant increase in the on campus representation of faculty and staff of color. Has higher education become fully inclusive? This informative and highly interactive institute will address the challenges faced by many folks of color within the pipeline of the academy.

Tuesday, May 29—8:30-11:30 a.m.**PART I: Understanding the Doctoral Process**

- Beating the Dissertation Blues
- Crossing Over: From Doctoral Student to Scholar

Tuesday, May 29—1:30-5:30 p.m.**PART II: Shaping Your New Identity in the Ivory Tower**

- The Mentoring Imperative
- The Tenure Track Dance
- The Balancing Act in Administrative Positions
- Promotion and Advancement

Wednesday, May 30—8:30-11:30 a.m.**PART III: Planning Your Personal Strategy for Success**

- Resources and strategies to support and avoid common pitfalls

Carlton Pickron, EdD, Interim Vice President for Student Affairs, Westfield State University—Westfield, MA

Christina Swaidan, EdD, Assistant Professor of Art History, Westfield State University—Westfield, MA

MARQUIS BALLROOM A&B

Ninth Floor

111 Tangled Origins: Race, Culture, and Afro-Latin@ Identity

This day-long institute is a series of three conversations that will look at the shifting notions of race and ethnicity as well as the current redefinitions of “blackness” and latinidad in the United States and throughout the Americas. Discussions will center on the overlapping complexities in the histories, cultures, and politics among peoples of African descent with particular focus on Afro-Latin@s. The presentation will use visual and audio materials and short readings to encourage active engagement and dialogue.

Tuesday, May 29—8:30-11:30 a.m.**PART I — Scattered Africa in the Americas: Past and Present****Tuesday, May 29—1:30-5:30 p.m.****PART II — Shades of Difference: Engaging Black and Latin@ Diversity****PART III — Untying the Knots: Diasporic Cultural Linkages in the U.S.**

Miriam Jiménez Román, Executive Director, Afro-Latin@ Forum—Brooklyn, NY
Juan Flores, PhD, Professor, Social and Cultural Analysis, and Director, Latino Studies, New York University—New York City, NY

MARQUIS BALLROOM C

Ninth Floor

112 Using National Data and Interviews to Conduct Mixed Methods Research on Race/Ethnicity

The purpose of this day and a half-long institute is to encourage the production of high-quality research on race and ethnicity by instructing participants on the appropriate uses of national data and well-designed interviews in conducting mixed methods research.

Tuesday, May 29—8:30-10:00 a.m.**Part I: Accessing and Analyzing National Databases****Tuesday, May 29—10:00-11:30 a.m.****Part II: Collecting Qualitative Data in Race/Ethnicity Research****Tuesday, May 29—1:00-4:00 p.m.****Part III: Mixed Methods: Design and Implementation**

Terrell L. Strayhorn, PhD, Associate Professor of Higher Education, School of Educational Policy and Leadership, College of Education and Human Ecology, The Ohio State University—Columbus, OH

Tonya N. Saddler, PhD, Assistant Professor and Program Director, Marywood University—Scranton, PA

O'NEILL

Fourth Floor

113 Latinos/Latinas in Higher Education

This day-long institute will be an exploration of best practices and resources through informal and formal dialogue that provides support to the recruitment, retention, and graduation of Latino students in higher education.

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

Guadalupe Corona, EdD, Systemwide Director, Latino/a Achievement Initiative, Alliant International University—San Diego, CA

Samuel López, PhD, DPT, Director, Office of Multicultural Academic Services, University of North Carolina—Charlotte, NC

Thomas Martinez, PhD, Chair, Department of Public Policy and Administration, California State University, Bakersfield—Bakersfield, CA

ODETS

Fourth Floor

114 Lawyer up! Settle Down: Managerial Strategies

In 2010, the EEOC reported about 100,000 new workplace discrimination cases. Such cases are costly and time consuming for organizations. Legal costs can initially soar to \$75,000 and quickly rocket to six figures engaging the institution in litigation for more than two years. This day-long institute will review the critical Title VII rules through the application to case studies. Further, this session will disclose some women's true stories who endured workplace discrimination and their corresponding resolutions. The scenarios analyze cases of retaliation, race, age, gender, and pregnancy discrimination. These case studies will emerge from the recently published *Unequal Opportunity: Fired without Cause? Filing with the EEOC* (2011).

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

Leah P. Hollis, EdD, President, Patricia Berkly, LLC—Wilmington, DE

ROYALE-PLYMOUTH
Sixth Floor

115 Skills to Engage in Difficult Dialogues: Critical Cultural Competencies

Effectively engaging in difficult dialogues around issues of inclusion and social justice requires a full range of skills and cultural competencies. In this day and a half-long institute, participants will experience and practice advanced dialogue and facilitation skills to navigate disagreements, leverage differing perspectives, and create productive collaborative partnerships with campus colleagues. Participants will receive a workbook of tools and resources to apply these skills in their daily campus responsibilities.

PART I: Tuesday, May 29—8:30-11:30 a.m.

PART II: Tuesday, May 29—1:30-5:30 p.m.

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

Kathy Obear, PhD, President, Alliance for Change Consulting, and Founding Faculty, Social Justice Training Institute—Brooklyn, NY

URIS-SHUBERT
Sixth Floor

116 Social Justice Training: The Student Experience

This, day-long institute will provide an intensive developmental opportunity for students to examine the complex dynamics of oppression and to develop strategies to foster positive change on their campuses and in their communities. <http://www.SJTI.org>

PART I: Tuesday, May 29—8:30-11:30 a.m.

PART II: Tuesday, May 29—1:30-5:30 p.m.

Becky Martinez, Faculty, Social Justice Training Institute—Baltimore, MD
Samuel R. Offer, Senior Consultant, Washington Consulting Group—Baltimore, MD
Carmen Rivera, Lead Faculty, Student Social Justice Training Institute; Associate Director, Access Center; Ethnic Studies Instructor, Colorado State University—Fort Collins, CO

Vernon Wall, Founding Faculty, Social Justice Training Institute; Senior Director, Professional Development, Research and Scholarship, American College Personnel Association—College Std—Washington, D.C.

Jamie Washington, PhD, Faculty, Social Justice Training Institute—Baltimore, MD

HERALD-SOHO
Seventh Floor

117 Health Literacy: Strategies to Eliminate Health Disparities and Promote Economic Prosperity

Health Reform has been attempted for decades. No strategy has evolved that provides competent universal care for all people in all situations. Healthcare costs continue to drive the economy, eating up a large percentage of the budget, and these costs are not evenly distributed across all geographic areas. As consumers, we can take responsibility for our own outcomes to some extent by improving our own health literacy. Knowledge about how patients are perceived, products are distributed, and recommendations are made can lead to interventions that may improve delivery of care and compliance. In addition, increasing provider familiarity with concerns and cultural differences among different groups could improve outcomes through better communication. This preconference institute is designed as a discussion on disparities in health literacy, preventive care and health maintenance, access to medical education, and outcomes and will provide some strategies to reverse them.

Participants will be provided a “take home” road map to start their own outreach program that addresses the concerns of their own community.

PART I: Tuesday, May 29—8:30-11:30 a.m.

PART II: Tuesday, May 29—1:30-5:30 p.m.

Cynthia I. Macri, MD, Special Assistant to the Chief of Naval Operations (Diversity), U.S. Navy—Washington, D.C.

Marylynn Marrese, PhD, Medical Corps Reserve Affairs Officer, Bureau of Medicine and Surgery, Department of the Navy—Washington, D.C.

Mae Pouget, MD, Chief Diversity Officer, Bureau of Medicine and Surgery, Department of the Navy—Washington, D.C.

Mill Etienne, MD, MPH, Director, Epilepsy and EEG Laboratory, Department of Neurology, Walter Reed National Military Medical Center—Bethesda, MD

Michael Fourte, ESQ, Navy City Outreach Officer—Northeast, Department of the Navy—New York City, NY

Hassan Tetteh, MD, MPA, MBA, Assistant Department Head, Department of Cardiothoracic Surgery, Walter Reed National Military Medical Center—Bethesda, MD

George Bradshaw, BS, MS, Navy Director, Equal Opportunity, Department of the Navy—Millington, TN

TIMES SQUARE
Seventh Floor

118 Speaking of Inclusion: Building a Professional Network for American Indian Student Success

Tuesday, May 29—8:30-11:30 a.m.

PART I— The American Indian student is the most difficult to recruit, retain, and graduate. Predominantly White Institutions (PWI) have difficulty identifying and validating our students. With 78% of Native American college students attending Predominately White Institutions (Garland, 2006), these important issues are either ignored or given to the lone American Indian professional employed by the university to work on. The work of many such individuals goes unnoticed and is often under-funded and boxed into a multicultural center framework.

- How can we develop a “hub” (a centralized system – may be in a form of a conference, website, online conferences, Skype, or dialogues) to support our work as American Indian higher education professionals?
- Who are the obvious entities to involve in this discussion?
- Who are the student and tribal entities to involve in this discussion?

We hope to produce recommendations in order to build a national agenda, which will align and unify vested interests, and additionally continue to build the emerging field of Native American student affairs.

Institute Participants will travel to the National Museum of the American Indian for Part II of the session.

Tuesday, May 29—1:30-5:30 p.m.

PART II— National Museum of the American Indian

Presentation/Consideration of Successful Models (of professional practices or of student affairs or of American Indian Student Service programs):

We will solicit models to present during this time. Models to consider may be:

- The Dartmouth Model
- The California Model
- The Tribal College Model
- The Community Based Model – College Horizons

NDNCORE will sponsor a reception for institute participants and NDNCORE delegates at the museum following the session.

Wednesday, May 30—8:30-11:30 a.m.

PART III—Planning Meeting for a Collaboration between Native Student Affairs, Key Partners, Toward Creating and Building our Professional Network

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) will be invited to participate in the

meeting. We would like to also invite the participation of representatives from the National Indian Education Association (NIEA), members from the AIHEC Student Congress, and any other student services professional with a desire to assist American Indian students (pre-college to graduate).

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:

- 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)
- American Indian Graduate Center (AIGC)
- Educational Testing Service (ETS)
- NDNCORE (Native Delegation of NCORE)

Bridget A. Neconie (Acoma Pueblo), Admission and Recruitment Specialist, Office of Undergraduate Admission, University of California, Berkeley—Berkeley, CA

Melvin Monette, Director of Graduate Fellowship and Special Programs, American Indian Graduate Center—Albuquerque, NM

Molly Springer (Cherokee Nation of Oklahoma), Chair, Native American Network for the American College Personnel Association—Washington, D.C.

Ricardo Torres (Winnemem Wintu), Professor and Faculty Counselor, California State University, Sacramento—Sacramento, CA

WESTSIDE BALLROOM SALON 1
Fifth Floor

119 Developing and Empowering the Student and Young Professional beyond NCORE

This day-long institute is designed to support mainly student participants/delegates at NCORE. This institute was developed in response to needs and feedbacks from our past student participants. This institute is essential to fully empower students with practical skills and relevant tools while at and beyond NCORE.

Topics such as the following will be addressed:

- Participants will understand and critically analyze forms of oppression including racism, sexism, heterosexism, homophobia, ableism, xenophobia, religious intolerance and classism, their parallels, and interconnections that manifest on their campuses
- Participants will learn to critically evaluate campus climate and commit to changing the status quo
- Participants will learn to design and implement post NCORE one year Give Back Capstone projects—students from Rollins College, Winter Park, Florida, will share step-by-step process and impact of their give back projects during 2011-2012 academic year
- Participants will develop short/long term personal/professional relationships among student participants, which will help build synergy for social justice work on all campuses
- Participants will build unified student based coalition throughout NCORE and across the nation so the impact will reach far

PART I: Tuesday, May 29—8:30-11:30 a.m.

PART II: Tuesday, May 29—1:30-5:30 p.m.

Mahjabeen Rafiuddin, MSW, Director, Office of Multicultural Affairs, Rollins College—Winter Park, FL

Student Panelists from Rollins College will also present.

WESTSIDE BALLROOM SALON 2

Fifth Floor

120 Cross-racial Dialogue, Forty Years Later: Now Can We Talk?

This day-long institute is designed for those who are interested in learning how to facilitate authentic cross-racial dialogue in educational and community settings. The institute will use the documentary film *Forty Years Later: Now Can We Talk?* involve participants as a prompt for writing, reflection, dialogue, and planning future action. The film provides an opportunity to consider cross-race dialogue from both a historical and contemporary perspective, examines what prevents authentic dialogue across differences, and identifies factors that can more effectively sustain honest dialogue. The institute invites participants to build a counter-storytelling community in which genuine dialogue about race and racism is possible and productive.

Tuesday, May 29—8:30-11:30 a.m.

PART I: Reflecting on the Past to Understand the Present

During this part of the institute, the presenters will introduce a new documentary film *Forty Years Later: Now Can We Talk?* in which black and white alumni from the first class to integrate their Mississippi Delta high school come together to reflect upon their experiences with integration. The film both illustrates cross-race dialogue and acts as a prompt for a continuing dialogue among participants in the institute.

Tuesday, May 29—1:30-5:30 p.m.

PART II: Creating Counter-storytelling Communities for Honest Cross-race Dialogues

In the afternoon session, the presenters will provide a model for creating counter-storytelling community drawn from the Storytelling Project. Participants will have the opportunity to engage in their own cross-race dialogue using examples and issues raised in the film as a starting point and drawing upon guidelines from the Storytelling Project as a framework. Following this facilitated dialogue, participants and facilitators will reflect upon what we have learned that can guide such dialogues moving forward and develop action plans for applying these principles in back home.

Lee Ann Bell, EdD, Professor of Education, Barnard College—New York City, NY

Markie Hancock, M.A., Filmmaker, Hancock Productions—New York City, NY

Fern Khan, MSW, Special Advisor to the President for Community Relations, Bank Street College—New York City, NY

WILDER

Fourth Floor

121 Assessment and Evaluation of Programs for Inclusive Excellence: It Works If You Work It!

This institute will unleash the illuminative power of assessment and evaluation as rich natural resources that help enact and document progress on our success visions and programmatic outcome promises. Doing this requires responsive uses of assessment AS and FOR learning and not simply post-mortems OF learning and development. In what ways and to what extent are your curricular, co-curricular, pedagogical and other intervention activities breathing life into success visions for all students? How do you know what you have accomplished and to what extent would others agree? Participants will use the presenter's Integral Educator Quadrant Model as a comprehensive framework to help calibrate, cultivate, and activate the SELF-in-context: diversity-grounded, equity-minded facilitator primed to maximize learning and success for all.

Tuesday, May 29—8:30-11:30 a.m.

PART I: Activating Success Using an Integral Educator-Self as Responsive Instrument Model

This part will lay the informational groundwork for demystifying program assessment processes and their interconnections with human systems dynamics. Participants will explore a key resource for inclusive excellence in evaluations and for communications generally: "interpersonal validity"—i.e., soundness and trustworthiness in using the self as knower, inquirer, and engager of others vis-a-vis one's judgment-making and educational

processes. The Integral Educator-Self as Responsive Instrument model provides a comprehensive multilevel framework of sensitizing questions for dynamically assessing—from multiple vantage points—one's Forcefield of Preparedness and Readiness for whatever a given educational context is summoning to enact student success.

Tuesday, May 29—1:30-5:30 p.m.

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

Part 2 deepens explorations of the Integral Educator framework in the context of the presenter's WHO-centered Developmental Evaluation Spiral Logic Model. It provides probing questions for conducting appropriate and effective program assessments. This model will also help activate contextually-responsive challenge and support learning strategies that scaffold the gaps among the being, becoming and yet-to-be success vision for all students. Participants will start compiling their Self as Instrument Portfolio and Forcefield map as a bridge for their campus assessment agenda that also lays the foundation for Session 3 assessment practicum exercises.

Wednesday, May 30—8:30-11:30 a.m.

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

Part 3 is an intensive skills-building session organized within topical working groups like student recruitment and enrollment, student retention and success, faculty/staff retention, and success. Using insights from Self Portfolios and Forcefield maps, participants will explore the implications of "interpersonal validity" for the development of small-group evaluation projects. The group's work will be guided by contextually-responsive worksheets for applying diversity-grounded, equity-minded concepts for fostering inclusive excellence and social justice.

Hazel Symonette, PhD, Program Development and Assessment Specialist, Division of Student Affairs, University of Wisconsin—Madison, WI

122 Crossing the Borders of Diverse Cultures Using the Tools of Intercultural and International Education to Reach Global Multiculturalism

ZIEGFELD

Fourth Floor

123 The 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.

PART I: Tuesday, May 29—8:30-11:30 a.m.

PART II: Tuesday, May 29—1:30-5:30 p.m.

Robert N. Page, Jr., Founder and CEO, The Legacy Group, LLC—Raymore, MO

ALVIN-CARNEGIE

Fifth Floor

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

This day-long institute examines the intersection of diversity/multicultural education and internationalization in U.S. higher education. Information on the background, rationale, and general insights gained from the American Council on Education's (ACE) At Home in the World initiative—an initiative focused on exploring the synergy between domestic diversity and internationalization efforts on campuses—will be presented. Participants will engage in interactive discussions on the diverging histories of the two areas, the pros and cons of exploring collaborative relationships, and a framework for exploring possible areas of collaboration on their campuses.

PART I: Tuesday, May 29—8:30-11:30 a.m.

PART II: Tuesday, May 29—1:30-5:30 p.m.

Gailda Pitre Davis, EdD, Associate Director, Center for Advancement of Racial and Ethnic Equity, American Council on Education—Washington, D.C.

Christa Olson, Vice Provost International Programs and Professor, Study of Culture and Society, Drake University—Des Moines, IA christa.olson@drake.edu

PALACE-WINTER GARDEN

Sixth Floor

125 Racial Akido: Equipping Students of Color at Predominantly White Institutions—A Student Retreat

Students of color at Predominately White Institutions (PWIs) often find training dominated by cultural competency workshops and diversity trainings that are targeted toward the dominant group (usually identified as Whites/Anglos in the United States). While it is important that such trainings exist, it is equally important, and often overlooked, to have workshops aimed specifically at students of color to provide them with training that develops their understanding of racial and ethnic identity formation to provide a framework for the concepts of power and privilege, internalized oppression, and self-awareness.

Students in this day and a half-long "retreat" will be offered the space to positively explore their racial identity and learn tools needed to recognize, respond, and replenish after encountering instances of overt/covert racism, ethnocentrism, and xenophobia in their daily lives. This session should particularly benefit current college students of color interested in exploring their identity with other people of color in a race-affinity space and finding ways to address everyday oppression.

Nicholas Negrete, MEd, Assistant Dean of Students, Retention and Assessment, Office of the Dean of Students, University of Vermont—Burlington, VT

Patricia Chau Nguyen, MEd, Assistant Dean of Students, Director, Asian and Asian American Center, Cornell University—Ithaca, NY

Sherwood Smith, EdD, Assistant Professor and Director, Center for Cultural Pluralism, University of Vermont—Burlington, VT

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Student Center for the LGBTQ Community

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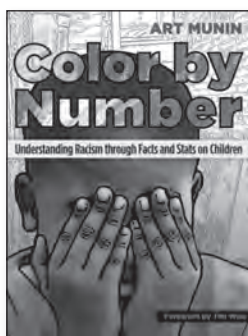
Office of Inclusion and Equity/ Chief Diversity Office

Academic Achievement Programs (TRIO)
Adult Focus
Confucius Institute
Military Services Center
Office of Accessibility
Office of International Programs
Office of Multicultural Development
Pan African Studies
Women's Resources Center
Women's Studies

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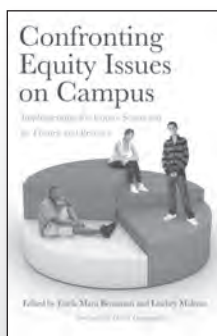
PATHWAYS TO CLOSING THE EQUITY GAP



NEW
Color by Number
Understanding Racism Through Facts and Stats on Children
 Art Munin
 Foreword by Tim Wise
 Makes vivid use of data, graphs, and charts to demonstrate the impact of racism on children of color. A compelling text and resource for race and social justice courses.
 Paper, \$22.50 / E-book, \$17.99

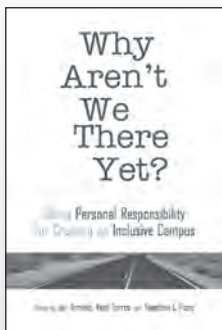


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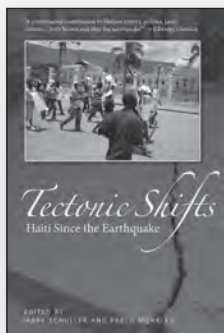
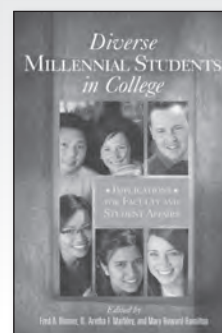


NEW
Confronting Equity Issues on Campus
Implementing the Equity Scorecard in Theory and Practice
 Edited by Estela Mara Bensimon and Lindsey Malcom
 Foreword by David Longanecker
 "With the publication of this book higher education leaders at all levels have access to the theory of change and the data tools that are needed to close the equity gap in access and completion for underrepresented students."
 —Vicki C. Washington, Associate Vice President, Office of Equity, Diversity & Inclusion, University Of Wisconsin System
 Paper, \$35.00 / E-book, \$27.99

NEW
Why Aren't We There Yet?
Taking Personal Responsibility for Creating an Inclusive Campus
 Edited by Jan Arminio, Vasti Torres and Raechele L. Pope
 An ACPA Publication
 Paper, \$29.95 / E-book, \$23.99



NEW
Diverse Millennial Students in College
Implications for Faculty and Student Affairs
 Edited by Fred A. Bonner II, Aretha F. Marbley and Mary F. Howard Hamilton
 Reveals how this cohort differs from their majority counterparts to open a dialogue about how faculty and administrators can meet their needs effectively inside and outside the classroom.
 Paper, \$29.95 / E-book, \$23.99

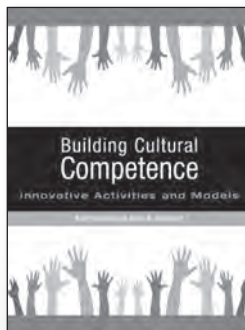


SEE RELATED VIDEO DOCUMENTARY—
Haiti: Where Did the Money Go?

NEW
Tectonic Shifts
Haiti Since the Earthquake
 Edited by Mark Schuller and Pablo Morales

"It offers truth in the place of over-simplified and often racist depictions of Haiti. It is my hope that students, professors, reporters and those who would be in solidarity in Haiti will find in this book a definitive overview of the situation in Haiti today."—Nicole C. Lee, Esq., President, TransAfrica Forum

Paper, \$24.95 / E-book, \$20.99



NEW
Building Cultural Competence
Innovative Strategies
 Edited by Darla Deardorff and Kate Berardo

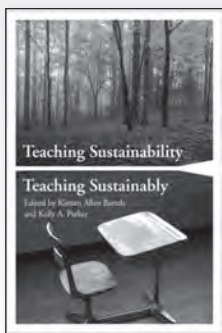
"This book brings creativity and innovativeness to training tools, models, and activities. The cry for intercultural competence becomes louder at a time when we don't have to travel to find an increasingly diverse population, and thus training is needed now more than ever."
 —Fons Trompenaars, founder of Trompenaars Hampden-Turner Consulting

Paper, \$39.95 / E-book, \$31.99

NEW
Teaching Sustainability/Teaching Sustainably

Edited by Kirsten Allen Bartels and Kelly A. Parker

Paper, \$29.95 / E-book, \$23.99



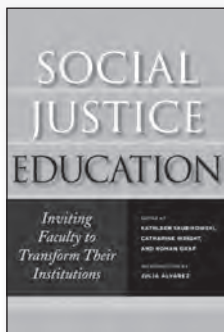
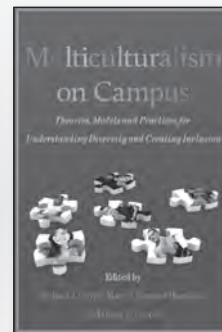
Multiculturalism on Campus
Theory, Models, and Practices for Understanding Diversity and Creating Inclusion

Edited by Michael J. Cuyjet, Mary F. Howard-Hamilton and Diane L. Cooper

"Examining the student experience with the knowledge provided here could make a positive difference in the retention of all students."
 —Gwendolyn Jordan Dugny, Executive Director, NASPA

"Anyone who aspires to become a more culturally competent and responsive educator should read this text."
 —Shaun R. Harper, University of Pennsylvania

Paper, \$37.50 / E-book, \$29.99



BOOK SIGNING AFTER AUTHOR SESSION

Social Justice Education
Inviting Faculty to Transform Their Institutions

Edited by Kathleen Skubikowski, Catharine Wright and Roman Graf
 Introduction by Julia Alvarez

"This collection of essays on social justice in higher education is at once practical and inspiring."
 —Diversity and Democracy

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DAY AT A GLANCE • WEDNESDAY, MAY 30

8:00 a.m. – 5:00 p.m.

200. REGISTRATION AND ON-SITE CHECK IN

8:30 – 11:00 a.m.

201. MAJOR WORKSHOP

From Foundations to New Perspectives on Black Identity: A Presentation and Conversation with William E. Cross, Jr., and Bailey W. Jackson III

8:30 – 11:30 a.m.

202. MAJOR WORKSHOP

Leveraging Cultural Strengths for Professional Success

10:00 – 11:30 a.m.

203. A CONVERSATION WITH RINKU SEN

Dreams That Can Change the Future: Connecting Education Equality to Social Movements

204. A CONVERSATION WITH MICHELLE ALEXANDER

The New Jim Crow

205. SPECIAL FEATURE PRESENTATION

Asians in the Ivory Tower: Contesting the Boundaries of Race in American Higher Education

206. SPECIAL FEATURE PRESENTATION

Women Leading for Change: Charting Pathways for Access

90-MINUTE CONCURRENT SESSIONS

207. Males of Color, Masculinities, and Safe-Spaces

208. Engaging All Learners: Using Visual Images, Interactive Exercises, and Story to Teach Diversity and Culture

11:45 a.m. – 12:45 p.m.

209. African American/Black Caucus

Networking Meeting

210. APINCORE (Asian/Pacific Islander American) Caucus

Welcome and Conference Overview

211. Latino/a Caucus

All NCORE Joint Caucus Meeting

212. National Advisory Committee (NAC) Meeting

General Session

213. Native Delegates (NDCORE) Caucus

Networking Meeting

12:00 – 7:00 p.m.

214. EXHIBITOR SHOWCASE AND RESOURCE CENTER OPENS

12:50 – 2:15 p.m.

215. CONFERENCE OPENING AND WELCOMING REMARKS

Belinda P. Biscoe Boni

216. INTRODUCTION OF THE OPENING KEYNOTE SPEAKER

James P. Pappas

217. CONFERENCE OPENING ADDRESS (PLENARY SESSION)

Keynote Address: Rebuild the Dream: The Next American Movement—Van Jones

2:30 – 4:00 p.m.

218. SPECIAL FEATURE: MEET THE AUTHOR

The Persistence of the Color Line: Racial Politics and the Obama Presidency — by Randall Kennedy

2:30 – 4:30 p.m.

219. SPECIAL FEATURE PRESENTATION

The Educational Crisis Facing Young Men of Color

220. SPECIAL FEATURE PRESENTATION

No Longer Separate, Not Yet Equal: Race and Class in Elite College Admission and Campus Life

221. SPECIAL FEATURE PRESENTATION

Where Do We Go From Here?

222. SPECIAL FEATURE PRESENTATION

From Banana to Melon: A Theory of How Racial Identity Develops for Americans with Asian Ancestry

223. SPECIAL FEATURE PRESENTATION

Today's Students Need Leadership Training Like Never Before

224. MAJOR WORKSHOP

Unlikely Allies in the Academy: Women of Color and White Women in Conversation

225. MAJOR WORKSHOP

The Economic Crisis and Its Impact on Higher Education

226. MAJOR WORKSHOP

Islam: Beyond the Myths, Breaking Down the Barriers

227. MAJOR WORKSHOP

A Time for Reflection, Renewal, and Refocusing: A Workshop for Long-time Social Justice Educators

2-HOUR CONCURRENT SESSIONS

228. Community Building and Empowerment: Inclusion through Dialogue and Storytelling

229. Beyond Symbolism and Rhetoric: The Role of the UALR Institute on Race and Ethnicity in Obtaining Racial and Ethnic Justice in Arkansas

230. If You Build It They Will Come: Minority Recruitment and Retention for Predominantly White Institutions in Homogeneous Communities and Regions

231. The Nuts and Bolts of Campus Climate Assessment

232. Implementing Diversity Strategic Planning at Your Institution

233. The Yard: Working with Multicultural Greek Letter Organizations

234. Sports Media Power and White Male Privilege

235. Racial Privilege and Mediation in Higher Education

2:45 – 4:15 p.m.

90-MINUTE CONCURRENT SESSIONS

236. Underrepresented Student Success: Competing Worlds, Multiple Challenges, Collaborative Solutions

237. Difficult Dialogues, Shared Responsibility: Bridging Diversity Learning and Global Citizenship

238. The Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education: An Emerging Structure for Facilitating Institutional Change

239. Practicing and Teaching Social Justice: The Effectiveness of Interdisciplinary Learning Communities

DAY AT A GLANCE • WEDNESDAY, MAY 30

240. Charting Your Career Path: Defining Leadership and Negotiating Advancement

241. Alaska Native Student Success at the University of Alaska, Southeast

3:00 – 4:30 p.m.

242. A CONVERSATION WITH DERALD W. SUE

Racial Microaggressions in Everyday Life

243. A CONVERSATION WITH STEPHEN STEINBERG

Turning Back: The Retreat from Racial Justice in American Thought and Policy

5:00 – 6:00 p.m.

244. AFTERNOON CONFERENCE PLENARY SESSION

Keynote Address: They “Want Their Country Back”: Racial Nostalgia and White Anxiety in an Era of Change—Tim Wise

6:00 – 7:30 p.m.

245. Whites Partnering to Dismantle Racism Caucus

Discussion: Recognizing Internalized Dominance (Part 1)

7:00 – 8:30 p.m.

246. NCORE® Welcoming Reception

8:30 – 10:30 p.m.

247. NCORE FILM PREMIERE

Cracking the Codes: The System of Racial Inequity

WEDNESDAY, MAY 30, 2012

8:00 a.m.–5:00 p.m.

45TH STREET REGISTRATION BOOTH

Fifth Floor

REGISTRATION AND ON-SITE CHECK-IN

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

8:30–11:00 a.m.

MARQUIS BALLROOM A&B

Ninth Floor

MAJOR WORKSHOP

201 From Foundations to New Perspectives on Black Identity: A Presentation and Conversation with William E. Cross, Jr., and Bailey W. Jackson, III

This session consists of presentations by William Cross and Bailey Jackson that highlight their current thinking evolved from their respective Black/African-American Identity Development models. Since the development of their original models in the 1970s (*Nigresence* by Cross and *Black Identity Development* by Jackson), the presenters have made several enhancements that update and further inform the understanding of the racial and ethnic identity development processes for Black and African American people.

First, highlighting how the concept of identity micro-aggressions has been grafted to explain how everyday stress operates in the lived experience of a broad range of social groups such as Gays and Lesbians, African Americans, Asian Americans, etc., Cross explores a model of *identity enactments* to show that—despite obvious and important differences in identity content—divergent social groups are more alike than different in the way social identity is enacted during critical everyday transactions. Next, Jackson identifies and expands on the role and importance of Black culture in understanding racial identity development. This new perspective promotes an understanding of racial identity development that is construed not solely as a consequence of racism but rather as an interweaving of both the effects of racism and elements that are part of a heritage of Black culture that exists independently of the primary influence of racism. After a short presentation by each theorist, participants will engage in an interactive discussion about the material and develop applications that provide a practical understanding of the theory enhancements.

William E. Cross, Jr., PhD, Professor and Coordinator of Counselor Education, Coordinator of CEP Graduate Studies, School of Education, Department Educational and Clinical Studies, University of Nevada at Las Vegas—Las Vegas, NE

Bailey W. Jackson III, EdD, Professor *Emeritus*, School of Education, University of Massachusetts, Amherst—Amherst, MA

8:30–11:30 a.m.

WILDER

Fourth Floor

MAJOR WORKSHOP

202 Leveraging Cultural Strengths for Professional Success

Speakers from different races/ethnicities, generations, and backgrounds will discuss perceived stereotypes and examine how we react to those stereotypes. Presenters will discuss subtle behaviors that each of us can address that can change a work environment to be more inclusive and respectful, ultimately leading to improved worker satisfaction, productivity, and unit cohesiveness. In medicine and particularly in deployed situations, it is essential that team members make rapid assessments and formulate plans quickly and efficiently—

—and garner respect and trust to achieve optimal outcomes in many cases to make life-saving decisions. These group dynamics depend on mutual respect for each other that transcend our backgrounds, prior experiences, education, opportunity, and even pay grade. Experiences in combat, humanitarian missions, disaster relief, and academia give us unique capabilities to inform the public about what is essential and what is arbitrary. This interactive workshop will assist participants in taking a personal inventory of their own unique attributes that they contribute to the team, as well as to identify behaviors in the work place or the classroom that serve as barriers to their advancement. Real life examples will offer participants strategies that they can use to optimize their own performance.

Cynthia I. Macri, MD, Special Assistant to the Chief of Naval Operations (Diversity), U.S. Navy—Washington, D.C.

Marylynn Marrese, PhD, Medical Corps Reserve Affairs Officer, Bureau of Medicine and Surgery, Department of the Navy—Washington, D.C.

Mae Pouget, MD, Chief Diversity Officer, Bureau of Medicine and Surgery, Department of the Navy—Washington, D.C.

Mill Etienne, MD, MPH, Director, Epilepsy and EEG Laboratory, Department of Neurology, Walter Reed National Military Medical Center—Bethesda, MD

Michael Fourte, ESQ, Navy City Outreach Officer—Northeast, Department of the Navy—New York City, NY

Hassan Tetteh, MD, MPA, MBA, Assistant Department Head, Department of Cardiothoracic Surgery, Walter Reed National Military Medical Center—Bethesda, MD

George Bradshaw, BS, MS, Navy Director, Equal Opportunity, Department of the Navy—Millington, TN

10:00–11:30 a.m.

ASTOR BALLROOM

Seventh Floor

A CONVERSATION WITH RINKU SEN



203 Dreams That Can Change the Future: Connecting Education Equality to Social Movements

Rinku Sen, President and Executive Director, Applied Research Center (ARC)—New York City, NY

A leading figure in the racial justice movement, Rinku Sen is the President and Executive Director of the Applied Research Center (ARC) and Publisher of *ColorLines* magazine. She has positioned ARC as the home for media and activism on racial justice, drawing on her extensive practical experience on the ground, with expertise in race, feminism, immigration, and economic justice.

Over the course of her career, Sen has woven together journalism and organizing to further social change. She has written extensively about immigration, community organizing, and women's lives for a wide variety of publications including *The Huffington Post*, Jack and Jill Politics, *The San Francisco Chronicle*, Forbes.com, AlterNet, Tompaine.com, and Racewire, the *ColorLines*' blog.

Her book, *Stir It Up: Lessons in Community Organizing* (Jossey-Bass) was commissioned by the Ms. Foundation for Women and released in fall 2003. Her latest book, *The Accidental American: Immigration and Citizenship in the Age of Globalization* (Berrett-Koehler), explores the challenges and contradictions of U. S. immigration policy and won the Nautilus Book Award Silver Medal.

Previously, Sen served as the communications director and the director of the Transnational Racial Justice Initiative at ARC. Prior to that, she held various leadership roles at the Center for Third World Organizing (CTWO), a national network of organizations of color, where she trained new organizers and crafted public policy campaigns from 1988 to 2000.

She started her organizing career as a student activist at Brown University, fighting race, gender, and class discrimination on campuses. She received a B.A. in Women's Studies from Brown University in 1988 and an M.S. in Journalism at Columbia University in 2005.

10:00–11:30 a.m.

WESTSIDE BALLROOM SALON 2
Fifth Floor

A CONVERSATION WITH MICHELLE ALEXANDER



204 The New Jim Crow

Michelle Alexander, PhD, Associate Professor of Law, The Ohio State University—Columbus, OH

Michelle Alexander joined the faculty at The Ohio State University in 2005. She holds a joint appointment with the Moritz College of Law and the Kirwan Institute for the Study of Race and Ethnicity. Prior to joining the faculty at The Ohio State University, she was a member of the Stanford Law School faculty, where she served as Director of the Civil Rights Clinic.

Professor Alexander has significant experience in the field of civil rights advocacy and litigation. She has litigated civil rights cases in private practice as well as engaged in innovative litigation and advocacy efforts in the nonprofit sector. For several years, Professor Alexander served as the Director of the Racial Justice Project for the ACLU of Northern California, which spearheaded a national campaign against racial profiling by law enforcement. While an associate at Saperstein, Goldstein, Demchak & Baller, she specialized in plaintiff-side class action suits alleging race and gender discrimination.

Professor Alexander is a graduate of Stanford Law School and Vanderbilt University. Following law school, she clerked for Justice Harry A. Blackmun on the United States Supreme Court and for Chief Judge Abner Mikva on the United States Court of Appeals for the D.C. Circuit.

10:00–11:30 a.m.

OLMSTEAD–GRAMERCY
Seventh Floor

SPECIAL FEATURE PRESENTATION

205 Asians in the Ivory Tower: Contesting the Boundaries of Race in American Higher Education

One of the most urgent challenges facing the United States in the 21st century is increasing the proportion of Americans with a postsecondary credential to respond to changing demands of a global economy. This can only be achieved through the participation of all Americans, including underrepresented racial minority groups, low-income students, and immigrants. It is within this context that Teranishi examines the relevance of the Asian American and Pacific Islander student population, a large and growing segment in higher education that is often overlooked, underserved, and misunderstood. Based on findings from his recent book, *Asians in the Ivory Tower*, Teranishi will discuss how and why AAPIs are relevant in the broader discourse on equity and diversity in higher education, including how his work contributes to a deeper understanding of race and race relations in American higher education and the implications of the work for research, practice, and policy.

Robert Teranishi is Associate Professor of Higher Education at New York University, Co-Director of the Institute for Globalization and Education in Metropolitan Settings, and a faculty affiliate with the Steinhardt Institute for Higher Education Policy. In addition to his work at NYU, Teranishi was recently appointed by U.S. Secretary of Education Arne Duncan to serve on the U.S. Department of Education's Equity and Excellence Commission.

Robert Teranishi, PhD, Associate Professor, Higher Education, Steinhardt School of Culture, Education, and Human Development, New York University—New York City, NY

10:00–11:30 a.m.

CANTOR–JOLSON
Ninth Floor

SPECIAL FEATURE PRESENTATION

206 Women Leading for Change: Charting Pathways for Access

This session will provide 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, explore develop strategic avenues for access, and offer insights for how to navigate the dominant privileged culture of the academy.

Jane Kelleher Fernandes, PhD, Provost and Vice Chancellor for Academic Affairs, University of North Carolina Asheville—Asheville, NC

Cassandra Manuelito-Kerkvliet, PhD, President, Antioch University—Seattle, WA

Elizabeth (Liz) Ortiz, EdD, Vice President, Office of Institutional Diversity and Equity, DePaul University—Chicago, IL

Sharon J. Washington, PhD, Executive Director, National Writing Project, University of California Berkeley—Berkeley, CA (Panel Member/Coordinator/Moderator)

10:00–11:30 a.m.

90-MINUTE CONCURRENT SESSIONS

10:00–11:30 a.m.

OSETS
Fourth Floor

Levels of Experience: **Intermediate and Advanced**

207 Males of Color, Masculinities, and Safe Spaces

◆◆ Research/Assessment/Evaluation ◆◆

This session presents the findings of a two-year empirical study (Quantitative and Qualitative) on males of color within the Urban Male Initiative program (UMI) of John Jay College of Criminal Justice (CUNY—New York). The study illuminated processes and models through which African American and Latino males developed academic resilience, a relational sense of community through fictive kinships, directed coping strategies, redefined academic excellence goals, and a renewed reason for persistence. The above outcomes were seen through the dual lens of relational peer mentoring and the establishment of a safe space for the students. Participants of this session will utilize a variety of methods to investigate how UMI used a new facility to solidify a safe space ethos wherein students could find refuge and solidarity, demonstrate how the safe space ethos served as a catalyst for the effectiveness of the peer relational mentoring initiative, and explore the lived experiences of UMI students as they speak of being protégés in a formal peer mentoring relationship. This session will particularly benefit higher education administrators tasked with the success of undergraduate males of color.

Berenecea Johnson-Eanes, PhD, Vice President, Student Affairs, John Jay College of Criminal Justice—New York City, NY

Maria E Vidal, Coordinator, Urban Male Initiative, John Jay College of Criminal Justice—New York City, NY

John L. Mason, Doctoral Student, Mercer University—Norcross, GA johnlmason225@gmail.com

10:00–11:30 a.m.

O'NEILL
Fourth Floor

Levels of Experience: **All Levels**

208 Engaging All Learners: Using Visual Images, Interactive Exercises, and Story to teach Diversity and Culture

◆◆ Interactive Training ◆◆

Art, story, and interactive exercises provide venues for increased awareness and understanding of differing perspectives and worldviews. This experiential, interactive session engages participants who are teaching and learning about sensitive, politically charged issues related to culture and diversity. This content was born out of the challenge of dealing with resistance to the topics of privilege, power, and differing perspectives by offering imaginative nontraditional approaches. This session should benefit participants who are teachers and learners of all ages and levels of experience.

Dr. Jerri Shepard, Associate Professor, Gonzaga University—Spokane, WA
shepard@gonzaga.edu

11:45 a.m.–12:45 p.m.

HERALD-SOHO
Seventh Floor

AFRICAN AMERICAN/BLACK CAUCUS

209 Networking Meeting

(This meeting is organized by JDOTT)

11:45 a.m.–12:45 p.m.

ROYALE-PLYMOUTH
Sixth Floor

APINCORE (Asian/Pacific Islander American) CAUCUS

210 Welcome and Conference Overview

For other meetings of the APINCORE Caucus group, see Index 127, 369, 374, 476, 479.

11:45 a.m.–12:45 p.m.

BELASCO-BROADHURST
Fifth Floor

LATINO/A CAUCUS

211 All NCORE Joint Caucus Meeting

For other meetings of the Latino/a Caucus, see Index 004, 128, 370.

11:45 a.m.–12:45 p.m.

O'NEILL
Fourth Floor

NATIONAL ADVISORY COMMITTEE (NAC) MEETING

212 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.

BARRYMORE
Ninth Floor

NATIVE DELEGATES (NDNCORE) CAUCUS

213 Networking Meeting

For other meetings of the NDNCORE, see index 002, 129, 372.

12:00–7:00 p.m.

WESTSIDE BALLROOM SALON 3&4
Fifth Floor

EXHIBITOR SHOWCASE AND RESOURCE CENTER

214 Exhibitor Open:

Wednesday, May 30—12:00–7:00 p.m.

Thursday, May 31—8:00 a.m.–7:00 p.m.

Friday, June 1—8:00 a.m.–7:00 p.m.

Saturday, June 2—9:00 a.m.–1:30 p.m.

For more information, see page 101.

12:50–1:30 p.m.

BROADWAY BALLROOM
Sixth Floor

CONFERENCE OPENING AND WELCOMING REMARKS



215 Welcoming Remarks

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



216 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, OK

1:30–2:15 p.m.

BROADWAY BALLROOM
Sixth Floor

CONFERENCE OPENING ADDRESS (PLENARY SESSION)



217 Keynote Address: Rebuild the Dream: The Next American Movement

Van Jones, Co-Founder, Rebuild the Dream—San Francisco, CA

Van Jones is a globally recognized, award-winning pioneer in human rights and clean energy economy. He recently served as Special Advisor for Green Jobs, Enterprise, and Innovation at the White House Council on Environmental Quality.

Jones is the author of the definitive book on green jobs, *The Green Collar Economy: How One Solution Can Solve Our Two Biggest Problems* (Harper One 2008), which became a New York Times bestseller thanks to a low-cost, viral marketing campaign. Today, it is being translated into six languages.

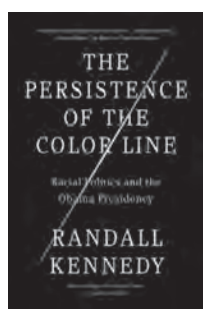
As a tireless advocate for disadvantaged people and the environment, Jones helped to pass America's first "green job training" legislation: the Green Jobs Act, which George W. Bush signed into law as a part of the 2007 Energy Bill. He is the co-founder of a number of successful nonprofit organizations, including the Ella Baker Center for Human Rights and Green For All.

From March to September 2009, Van worked as the special advisor for green jobs at the White House Council for Environmental Quality. In that position, he developed policy recommendations to help implement the Obama Administration's commitment to clean energy jobs. His central focus was home energy efficiency--the fastest way to save Americans money on their energy bills, reduce pollution from power plants, and create good jobs. Toward this end, he led a 12-department inter-agency process, which designed proposals to weatherize and retrofit millions of American homes, including by leveraging private capital. Those proposals are in various stages of review and implementation.

2:30–4:00 p.m.

BELASCO–BROADHURST
Fifth Floor

SPECIAL FEATURE: MEET THE AUTHOR



218 THE PERSISTENCE OF THE COLOR LINE: Racial Politics and the Obama Presidency by Randall Kennedy

Renowned for his insightful, common-sense critiques of racial politics, Randall Kennedy gives us a shrewd and penetrating analysis of the complex relationship between the first black president and his African American constituency.

Kennedy tackles such hot-button issues as the nature of racial opposition to Obama; whether Obama has a singular responsibility to African Americans; the differences in Obama's presentation of himself to blacks and to whites; the challenges posed by the dream of a post-racial society; the increasing irrelevance of a certain kind of racial politics and its consequences; the complex symbolism of Obama's achievement and his own obfuscations and evasions regarding racial justice.

Eschewing the critical excesses of both the left and the right, Kennedy offers an incisive view of Obama's triumphs and travails, his strengths and weaknesses, as they pertain to the troubled history of race in America.

Randall Kennedy is the Michael R. Klein Professor of Law at Harvard Law School. He received his undergraduate degree from Princeton and his law degree from Yale. He attended Oxford University as a Rhodes Scholar and is a former clerk to Supreme Court Justice Thurgood Marshall. He is the author of *Race, Crime, and the Law*, a winner of the Robert F. Kennedy Book Award; *Interracial Intimacies: Sex, Marriage, Identity, and Adoption*; *Nigger: The Strange Career of a Troublesome Word*; and *Sellout: The Politics of Racial Betrayal*. He lives in Massachusetts.

2:30–4:30 p.m.

ASTOR BALLROOM
Seventh Floor

SPECIAL FEATURE PRESENTATION

219 The Educational Crisis Facing Young Men of Color

Early in 2010, The College Board issued the report *The Educational Crisis Facing Young Men of Color*. This was the culmination of two years of qualitative research into the comparative and, in some cases, the absolute lack of success that males of color are experiencing as they traverse the education pipeline. The findings were a powerful reminder of the disparate educational outcomes of different groups in the United States.

In less than half a century, no racial or ethnic group will be a majority in the United States. And the fastest-growing populations in the country are those

minority groups with the lowest levels of educational attainment. If present levels of education and current population trends hold, the United States will see a decline in the educational attainment of the country as a whole.

The Educational Experience of Young Men of Color initiative seeks to identify existing--and needed--research around this issue, understand the "why," and provide an overview of the legal landscape within which solutions must be developed. The College Board has conducted an extensive data and literature review to find out what is known to date on the situation facing young men of color. The multiethnic panel for this session will review the work done by the College Board on this urgent issue and discuss recommended strategies for finding solutions to address this pressing problem.

Ronald A. Williams, PhD, Vice President, The College Board—New York City, NY; former President, Prince George's Community College; former Vice Chancellor for Academic Affairs and Student Services, Minnesota Community College System
(Moderator)

Robert Teranishi, PhD, Associate Professor, Higher Education, Steinhardt School of Culture, Education, and Human Development, New York University—New York City, NY

Victor B. Sáenz, PhD, Assistant Professor of Higher Education Administration, University of Texas at Austin—Austin, TX

LeManuel L. Bitsoi, EdD, EdM, Director, Training and Scholarship Program Center for American Indian Health, Assistant Scientist Department of International Health, Bloomberg School of Public Health, Johns Hopkins University—Baltimore, MD

2:30–4:30 p.m.

GOTHAM–CHELSEA
Seventh Floor

SPECIAL FEATURE PRESENTATION

220 No Longer Separate, Not Yet Equal: Race and Class in Elite College Admission and Campus Life

In this session, author and Professor Thomas J. Espenshade from Princeton University will summarize the highlights from his recent book, *No Longer Separate, Not Yet Equal: Race and Class in Elite College Admission and Campus Life*. This book pulls back the curtain on the selective college experience and examines how students' race and social class backgrounds affect preparing for college, who gets admitted, and experiences on campus. Four broad topics will be discussed: do we still need affirmative action?; mixing and mingling on campus: is the promise of diversity being realized?; does elite higher education perpetuate inequality?; and what role does the achievement gap play in all of this? The analysis is based on data collected from more than 9,000 students who applied to one of ten select colleges between the early 1980s and the late 1990s.

Thomas J. Espenshade, PhD, Professor of Sociology, Office of Population Research, Princeton University—Princeton, NJ

2:30–4:30 p.m.

HUDSON–EMPIRE
Seventh Floor

SPECIAL FEATURE PRESENTATION

221 Where Do We Go from Here?

Higher education is facing historic financial challenges. A panel of experts is invited to dissect the situation and offer solutions.

Lezli Baskerville, JD, President and CEO, National Association for Equal Opportunity in Higher Education (NAFEO)—Washington, D.C.

Kevin Carey, PhD, Policy Director, Education Sector—Washington, D.C.

Cheryl Hitchcock, Vice President, Institutional Advancement, Morgan State University—Baltimore, MD

2:30–4:30 p.m.

MARQUIS BALLROOM A & B
Ninth Floor

SPECIAL FEATURE PRESENTATION

222 From Banana to Melon: A Theory of How Racial Identity Develops for Americans with Asian Ancestry

While some theories have examined ethnic or cultural identity development for Asian Americans, very few have examined *racial identity* development of this group. The main portion of this interactive session reviews the theory of Asian American racial identity development (AARID) that was created by the presenter in the early 1980s and updated in the context of the AARID's relevancy to generations of Asian Americans over the past thirty years. The session includes an overview of how researchers generally approach social identities, discussion of the importance of the social context and the impact of racism on Asian American racial identity development, and a review of AARID stages. Participants then explore the relevance of the AARID theory to Asian Americans today and how the AARID theory can be used to understand and assist Asian American college students in their development.

Jean Kim, EdD, Vice Chancellor for Student Affairs and Campus Life, University of Massachusetts, Amherst—Amherst, MA

2:30–4:30 p.m.

CANTOR–JOLSON
Ninth Floor

SPECIAL FEATURE PRESENTATION

223 Today's Students Need Leadership Training Like Never Before

Today's students are graduating into a world that is much riskier than the one older generations knew. There is the recognition that our current economic crisis goes much deeper than the recent drop in the stock market. Students will find themselves in what some call a micropreneurial age. They will have multiple jobs and even multiple careers during their lifetimes. Many will work for small firms, and a growing percentage will be consultants and freelancers for most of their working lives. In short, they will need to be equipped to make their own opportunities. They need the skills, knowledge, and qualities that leadership programs cultivate: self-reliance, social and cultural capital, appreciation for lifelong learning, creativity, conflict-resolution and team-building skills, ethics, understanding of economics, and more. Leadership programs, which are springing up on campuses across the nation, recognize that the career ladder of old is broken. In the past, companies could be counted on to develop leaders by ushering bright employees into management-training programs. Today, such programs are few and far between. Colleges and universities must now do the job, but are they equipped?

Richard Greenwald, PhD, Dean, Arts and Sciences, St. Joseph's College—Brooklyn, NY

2:30–4:30 p.m.

WESTSIDE BALLROOM SALON 2
Fifth Floor

MAJOR WORKSHOP

224 Unlikely Allies in the Academy: Women of Color and White Women in Conversation

This letter has been delayed because of my grave reluctance to reach out to you, for what I want us to chew upon here is neither easy nor simple (Audre Lorde, *Sister Outsider*, 1984, p. 66).

This letter attempts to break a silence which I had imposed upon

myself...I had decided never again to speak to white women about racism. I felt it was wasted energy because of destructive guilt and defensiveness, and because whatever I had to say might better be said by white women to one another at far less emotional cost to the speaker, and probably with a better hearing. But I would like not to destroy you in my consciousness, not to have to (Audre Lorde, *Sister Outsider*, 1984, pp. 70-71).

As in the book with the same title, *Unlikely Allies in the Academy* includes a dialogue between women of Color and White women that is long overdue. Audre Lorde (1984) explained decades ago, White women and women of Color have much to "chew upon" as we continue a discussion about race and gender that has had many starts (some of them false), a number of interruptions, delays, and postponements and, for many, remains incomplete and inadequate. The proposed panel brings together some of the contributors to the book for a discussion on why cross-race gender relationships are unlikely and difficult to create and sustain. Progressive White women and women of Color talk about the challenges, failures, and successes in creating cross-race alliances between women on college campuses. The panelists will offer advice for those genuinely interested in creating these alliances and friendships.

Karen Lee Ashcraft, PhD, Professor, Organizational Forms and Occupational Identities, University of Colorado at Boulder—Boulder, CO

Marquita Chamblee, PhD, Founder, Chamblee Consulting Services—Berkeley, CA

Karen L. Dace, PhD, Deputy Chancellor Diversity, Access, and Equity, University of Missouri–Kansas City—Kansas City, MO

Lisa A. Flores, PhD, Associate Professor, Communication, University of Colorado at Boulder—Boulder, CO

Stephanie Fryberg, PhD, Assistant Professor, Psychology, University of Arizona—Tucson, AZ

Marybeth Gasman, PhD, Associate Professor, Policy Management and Evaluation, Higher Education, University of Pennsylvania—Philadelphia, PA

Pamela Huang Chao, Professor, Sociology, American River College—Sacramento, CA

Francie E. Kendall, PhD, Diversity Consultant, Kendall and Associates—Berkeley, CA

Liz Leckie, PhD, Assistant Dean, Undergraduate Affairs, University of Utah—Salt Lake City, UT

Peggy McIntosh, PhD, Associate Director of the Wellesley College Center for Research on Women, Wellesley College—Wellesley, MA

Kristi Ryujiin, Assistant Vice Chancellor, University of Missouri–Kansas City—Kansas City, MO

Ronald B. Scott, PhD, Associate Vice President for Institutional Diversity, Miami University—Oxford, OH Moderator

Malia Villegas, PhD, Director, Policy Research Center, National Congress of American Indian—Washington, D.C.

2:30–4:30 p.m.

WILDER
Fourth Floor

MAJOR WORKSHOP

225 The Economic Crisis and Its Impact on Higher Education

At a time when stock markets around the globe are roiling from one economic shock after another, officers in college programs serving racial and ethnic minorities will want to know the coming impact of these developments on their programs and what, if anything, can be done to rebuild their programs in the longer term. This workshop brings together experts from many disciplines to explore the meaning of the current economic crisis and what, if anything, can be done to staunch the bleeding. Dr. Gregory N. Price is Charles E. Merrill Professor of Economics at Morehouse College, where he also serves as Chair of the Economics Department. Dr. Dalton Conley is Dean of Social Sciences at New York University. A 2011 Guggenheim Fellow and recipient of the NSF Alan T. Waterman Award, he is also author of *Being Black, Living in the Red: Race, Wealth and Social Policy in America*. Dr. Douglas Wood, formerly a member of the Tennessee Higher Education Commission, is currently a Program Officer in Higher Education at the Ford Foundation with particular emphasis on grants that meet the needs of students from poor and marginalized communities in the United States. Also presenting is Dr. Gregory K. Tanaka, Visiting Professor of Education at Mills College and author (forthcoming) of *Systemic Collapse:*

How Race and Capital Came to Destroy Meaning and Civility in America and Foreshadow the Coming Economic Depression. The panel and workshop chair is Dr. Cris Clifford Cullinan, Associate Professor at University of Oregon and chair of the NCORE Subcommittee on Faculty Needs and Interests. Following formal presentations, participants will be invited to meet in small groups to design strategies for dealing with the crisis and then dialogue with the speakers about their strategies.

Dalton Conley, PhD, Dean of Social Sciences, New York University—New York City, NY

Douglas Wood, PhD, Program Officer in Higher Education, Ford Foundation—New York City, NY

Gregory N. Price, PhD, Charles E. Merrill Professor of Economics/Chair, Economics, Morehouse College—Atlanta, GA

Gregory K. Tanaka, PhD, Author, Visiting Professor in Educational Leadership, Mills College—Oakland, CA

Cris Clifford Cullinan, PhD, Associate Director, Organizational Development and Training, University of Oregon—Eugene, OR

2:30–4:30 p.m.

WESTSIDE BALLROOM SALON 1
Fifth Floor

MAJOR WORKSHOP

226 Islam: Beyond the Myths, Breaking down the Barriers

The post-9/11 era in the United States has exposed a significant degree of prejudice and bigotry toward Muslim people. The controversy over the Park 51 Community Center in downtown Manhattan, NYPD surveillance of Muslim students throughout Northeast U.S. colleges, and Congressional hearings singling out the Muslim community reveal broad-based prejudice, discrimination, and xenophobia. Meanwhile, racial profiling, hate crimes, and bullying continue to be widespread. Yet non-Muslims in the United States know almost nothing about the actual religion of Islam. In fact, it takes very little information to completely break down the myths that many carry toward this religion that has more than 1.7 billion followers. What are the tenants of the faith and who are its followers? What implications does this lack of knowledge of Islam and Muslims have on our campuses and workplace environments? How do advocates for diversity, social justice, and inclusion challenge the dominant narratives about Muslims framed by mainstream media? What are the dynamics and experiences of Muslims in the United States both pre- and post-9/11? This session will benefit participants interested in these questions and more, providing a social-political and historical context needed to understand the so-called “Islam vs. the West” dynamic and explore the immense possibilities to bridge the divides.

Amer Ahmed, Associate Director, Multi-Ethnic Student Affairs, The University of Michigan—Ann Arbor, MI

2:30–4:30 p.m.

IMPERIAL–JULLIARD
Fifth Floor

MAJOR WORKSHOP

227 A Time for Reflection, Renewal, and Refocusing: A Workshop for Long-time Social Justice Educators

This session provides experienced social justice educators with the opportunity to reflect on their lives and work. It encourages in-depth exploration of the personal paths that brought us to social justice education, the different roads we've taken while doing the work, and how our journeys continue to evolve. Through reflection, activities, and discussion, we consider the impact of our own social identities (such as race, gender, sexual orientation, and class) on how we develop and deliver social justice programs, why we are drawn to certain issues but may avoid others, and how our interests and passions have shifted over time. In addition we explore ways of addressing some of the questions and challenges we face as social justice educators, developing ways to continue our growth, identifying and sharing methods to keep our work fresh, and building additional support systems. This session is geared for faculty,

staff, administrators, and educators who have worked on social justice issues for a number of years and are interested in delving deeper into their motivation for doing social justice work, current approaches, and future directions.

Diane J. Goodman, EdD, Diversity Consultant and Adjunct Faculty, SUNY—New Paltz, NY

Charmaine L. Wijeyesinghe, EdD, Consultant in Organizational Development and Social Justice Education—Delmar, NY

2:30–4:30 p.m.

2-HOUR CONCURRENT SESSIONS

2:30–4:30 p.m.

HARLEM

Seventh Floor

Levels of Experience: **Intermediate and Advanced**

228 Community Building and Empowerment: Inclusion Through Dialogue and Storytelling

◆◆Training of Trainers◆◆

Authors of the 2011 published anthology: *The Diversity Calling: Building Community One Story at a Time* will facilitate an interactive session based on the concept of building community using the structured dialogue and sharing of personal stories. Participants will have a firsthand experience of the dialogue process while focusing on designated questions used in *The Diversity Calling Workbook*. The primary focus will be on how a relationship development process, which begins at common intersections, can promote constructive dialogue on challenging issues. As a practical outcome, a structure is provided to facilitate diversity dialogues on campus to build community, increase understanding of diversity, learn how to manage conflict, and engage students and staff in a shared collective narrative.

Santalynda Marrero, EdD, President, SM Consulting—Fremont, CA
santalynda@aol.com

Joe Joe McMannus, PhD, Educator/Consultant—Kingston, MA
drjojo.wordpress.com

Simma Lieberman, President, Simma Lieberman Associates—Albany, CA
Simma@SimmaLieberman.com

2:30–4:30 p.m.

ZIEGFELD

Fourth Floor

Levels of Experience: **Intermediate**

229 Beyond Symbolism and Rhetoric: The Role of the UALR Institute on Race and Ethnicity in Obtaining Racial and Ethnic Justice in Arkansas

◆◆Case Studies/Model Programs◆◆

This session examines the UALR Institute on Race and Ethnicity's role in addressing race and ethnic justice in Arkansas. The session will outline and discuss the planning for and launching of the UALR Institute on Race and Ethnicity. It will present the premises, mission, and goals of the institute as well as the activities in which it has been engaged since its launching in July 2011. In addition, results of the university's most recent community-wide racial attitudes survey on the media will be provided. Since 2003, the university has conducted an annual survey of racial attitudes in Pulaski County, which includes Little Rock, on topics such as economic opportunities, healthcare disparities, criminal justice, and educational access. This session should benefit faculty, staff, and administrators interested in developing similar institutional initiatives and those interested in research involving racial attitudes. Finally, this session should be of interest to those who work at universities situated in and wanting to engage with communities with diverse populations.

Tim Edwards, Associate Professor, School of Mass Communication, and member, UALR Chancellor's Committee on Race and Ethnicity, University of Arkansas at Little Rock—Little Rock, AR txedwards@ualr.edu

David Montague, Associate Professor, Department of Criminal Justice, and member, UALR Chancellor's Committee on Race and Ethnicity, University of Arkansas at Little Rock—Little Rock, AR drmontague@ualr.edu

2:30–4:30 p.m.

O'NEILL

Fourth Floor

Levels of Experience: **Novice and Intermediate**

230 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. Both Hanover College, in Southern Indiana, and Bryn Athyn College, in suburban Philadelphia, are private liberal arts colleges with growing minority populations that exist within small homogeneous communities. Multicultural recruitment and retention is a challenge for most higher learning institutions, but for colleges and universities in predominantly white rural or suburban areas this challenge often appears insurmountable. Fortunately, this seemingly large hurdle can be conquered by: (1) identifying barriers between your institution and your target population, (2) building a successful student of color recruitment plan, (3) preparing your community for change, and (4) transitioning and supporting your students of color in the 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 institutions' multicultural recruitment and retention efforts. It is hoped 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, Director of the Benjamin Templeton Scholarship Program, Hanover College—Hanover, IN greenm@hanover.edu

Adrienne M. Stinson, Assistant Director of Admissions, Coordinator of Multicultural Recruitment, Bryn Athyn College—Bryn Athyn, PA Adrienne.stinson@brynathyn.edu

2:30–4:30 p.m.

ALVIN–CARNEGIE

Fifth Floor

Levels of Experience: **Intermediate and Advanced**

231 The Nuts and Bolts of Campus Climate Assessment

◆◆ Long- and Short-Range Planning ◆◆

This session will explore the nuts and bolts of creating and implementing a campus climate assessment. This conceptual model based on empirical data collected from 100+ institutional assessments conducted at small liberal arts, comprehensive research universities, and community colleges will be discussed to understand how to implement a climate assessment. Climate includes, but is not limited to, racial, spiritual, and gender identity by assessing academic success (student), professional success (faculty and staff), and persistence. This session should particularly benefit professionals and practitioners interested in effectively assessing climate and engaging in an empirically-based methodological approach to enact departmental and campus-wide change.

Susan Rankin, PhD, Associate Professor of Education Policy Studies and College Student Affairs, Senior Research Associate, Center for the Study of Higher Education, The Pennsylvania State University—University Park, PA sxr2@psu.edu

Annie Holmes, Coordinator, Diversity Education, Affirmative Action Office, Doctoral Student, Adult Education, The Pennsylvania State University—University Park, PA annieholmes@psu.edu

2:30–4:30 p.m.

DUFFY–COLUMBIA

Seventh Floor

Levels of Experience: **Intermediate and Advanced**

232 Implementing Diversity Strategic Planning at Your Institution

◆◆ Long- and Short-Range Planning ◆◆

Diversity strategic planning has become a powerful tool for effecting multicultural transformation in higher education. This workshop will use Penn State's diversity strategic plan, *A Framework to Foster Diversity at Penn State: 2010–15*, as a starting point for explaining the basics of diversity strategic planning. However, the focus will be on helping participants understand how to initiate and sustain diversity strategic planning at their own schools. The presenters will guide participants in developing prototype diversity plans for their own schools and will help them strategize on overcoming barriers to planning. This session should particularly benefit those with administrative responsibilities but can also be helpful for those who want to learn more about the topic.

Victoria Sanchez, PhD, Assistant Vice Provost for Educational Equity, The Pennsylvania State University—University Park, PA vsanchez@psu.edu

Michael Blanco, PhD, Senior Diversity Planning Analyst, The Pennsylvania State University—University Park, PA mhb4@psu.edu

2:30–4:30 p.m.

BARRYMORE

Ninth Floor

Levels of Experience: **All Levels**

233 The Yard: Working with Multicultural Greek Letter Organizations

◆◆ Interactive Training ◆◆

"The Yard" is a leadership experience designed to educate students and staff who are members or advisors in NPHC, NALFO, NAPA, and MGC organizations focusing on issues of leadership, risk management, chapter management, and collaboration. The retreat is an experience-based program that allows participants to explore and dialogue on issues that face multicultural greek letter populations. "The Yard" will give participants the opportunity to explore issues through intentional experiences. Participants will engage in activities that challenge the student to think more proactively and productively with respect to their organizations while dialoguing on the many issues that face this cultural greek community.

Robert N. Page Jr., University of Kansas—Lawrence, Kansas rpage@ku.edu

2:30–4:30 p.m.

OSETS

Fourth Floor

Levels of Experience: **Novice**

234 Sports Media Power and White Male Privilege

◆◆ Interactive Training ◆◆

Sports media—a multi-billion dollar enterprise—actively promotes a system of white male privilege through the criminalization of athletes of color, the privileges received by white ones, and the invisibility of women athletes. This session should particularly benefit students and other participants interested to learn how sports media perpetuate social inequality and practitioners planning to incorporate sports as a vehicle to address broader social issues within their curricula. This highly interactive workshop will utilize provocative sports imagery to spark discussion and critical dialogue on race, gender, privilege, and oppression. Participants will be asked to engage in critical dialogue and interactive exercises on how these representations and "images of privileges" directly and indirectly impact other American institutions such as our criminal justice, educational, and healthcare systems. Attendees will acquire a deeper understanding of this systemic oppression, the exclusionary demographics of sports journalists, and the dangerous social impact of a virtual sports media monopoly called ESPN. After

the workshop, all participants will leave with concrete resources and strategies to actively challenge oppression and inequality in sports media.

Eddie Moore, Jr., PhD, Director of Diversity, Brooklyn Friends School—Brooklyn, NY
eddieknowsmoore@yahoo.com

Frederick Gooding, JD, Founder and CEO, The Minority Reporter—Rockville, MD
fgooding@minorityreporter.com

Charles Modiano, President, Essential Employment Skills for Youth (EESY)—Silver Spring, MD
cmodiano@skills4youth.org

2:30–4:30 p.m.

URIS-SHUBERT

Sixth Floor

Levels of Experience: **Intermediate**

235 Racial Privilege and Mediation in Higher Education

◆◆ Case Studies/Model Programs ◆◆

Mediation is touted as a neutral and effective process for resolving disputes on campuses. However, despite some demonstrated success, research reveals it also routinely reproduces racial privilege structurally within institutions and interpersonally between disputants. This workshop begins with an exploration of the integral relationship between racial privilege and mediation, critically examining the mainstream approach to campus mediation. Then a new approach is introduced that accounts for racial privilege, discussing the success of a variety of programmatic models in higher education. The session concludes with recommendations for campus dispute resolution program policies and structures to assist in providing a procedurally fair process for all parties in mediation. The presenters are university faculty who have created this model and have assisted campuses throughout the country in developing Social Justice Mediation programs, training more than 2,500 mediators in this approach. This session should particularly benefit attendees with formal or informal responsibilities for handling disputes on campus, anyone interested in racial justice within mediation and judicial systems in higher education, and those with practical and/or scholarly interests in the interrogation of how racial privilege pervades dispute resolution practices and its disproportionate negative impact on people of color.

Deepika Marya, PhD, Associate Professor of English, University of Southern Maine—Portland, ME
deepikamarya@aol.com

Leah Wing, EdD, Senior Lecturer in Legal Studies, University of Massachusetts—Amherst, MA
lwing@legal.umass.edu

2:45–4:15 p.m.

90-MINUTE CONCURRENT SESSIONS

2:45–4:15 p.m.

BOOTH-EDISON

Fifth Floor

Levels of Experience: **Intermediate**

236 Underrepresented Student Success: Competing Worlds, Multiple Challenges, Collaborative Solutions

◆◆ Long- and Short-Range Planning ◆◆

While it is well-documented that higher education is a critical avenue to achievement of the “American Dream” and that racial, ethnic and, socioeconomic diversity at our nation’s colleges has become more evident, many challenges exist for students upon entering institutions that are majority white, middle, upper middle class, and affluent. Public colleges and universities have typically been viewed as the “affordable” educational choice for many, but recent data suggest that private institutions, which have greater financial flexibility with need-based grants and scholarships in addition to an impetus to have a diverse student body, are becoming the colleges of choice for many students of color and students with limited financial resources. Once underrepresented students are enrolled at four-year institutions, they face multiple challenges that are imposed by the traditionally rigid higher education environments that have been focused on the resources, opportunities, and privileges available to middle-class, upper middle-class, and affluent majority students. Some of the

challenges that higher education environments impose on underrepresented students as identified and expressed by the students themselves will be presented. Strategies for supporting underrepresented students will be discussed with the opportunity for participants to share their experiences and ideas for designing higher education environments that are supportive and flexible. This session should particularly benefit faculty and administrators working in either public or private institutions.

Calvin R. Hill, PhD, Assistant to the President, Director of Diversity, Inclusion, and Equal Opportunity, Worcester State University—Worcester-MA

calvin.hill@worcester.edu

Susan Scully, Associate Professor, Assumption College—Worcester, MA

sscully@assumption.edu

2:45–4:15 p.m.

ROYALE-PLYMOUTH

Sixth Floor

Levels of Experience: **Novice**

237 Difficult Dialogues, Shared Responsibility: Bridging Diversity Learning and Global Citizenship

◆◆ Case Studies/Model Programs ◆◆

The Association of American Colleges and Universities’ global learning initiative, Shared Futures: Global Learning and Social Responsibility, has grown from more than two decades of national work in diversity education and global learning on college campuses. As part of this work, AAC&U has frequently observed understandable tensions between campus diversity and global learning agendas, reflecting concern that work in U.S. diversity or global engagement may be marginalized as these two spheres compete for institutional resources. These tensions can at times counteract collaborative and interdisciplinary approaches to education that encourage students to engage across boundaries—cultural, national, political, geographical—to address today’s most urgent local and global challenges. Using the framework of a newly developed national rubric for global learning, panelists will discuss intersections between global learning and diversity, exploring how the two can be mutually supportive in educating students for local and global citizenship. Two powerful campus case studies will be highlighted. This session will particularly benefit educators interested in collaboration between diversity offices, international education offices, and civic engagement centers in support of diversity learning, globally responsible citizenship, and civic engagement as shared student outcomes for higher learning.

Chad Anderson, Program Associate, Association of American Colleges and Universities—Washington, D.C.
anderson@aacu.org

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

Eleanor Hall, Program Associate and Assistant to the Senior Vice President, Association of American Colleges and Universities—Washington, D.C.
hall@aacu.org

Ranae Hanson, Faculty of English and Global Studies, Minneapolis Community and Technical College—Minneapolis, MN
ranae.hanson@minneapolis.edu

2:45–4:15 p.m.

PALACE-WINTER GARDEN

Sixth Floor

Levels of Experience: **All Levels**

238 The Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education: An Emerging Structure for Facilitating Institutional Change

◆◆ Long- and Short-Range Planning ◆◆

The session invites structured dialogue and feedback on a pilot self-assessment of the Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education. Using the highly-participatory World Café approach, this session is designed to engage participants in actual use of a pilot version of the rubric; solicit feedback on all aspects of the instrument, including design and implementation; and stimulate reflection on the various

structural and cultural features to be accounted for when approaching campus-wide change efforts oriented toward diversity and inclusive excellence. As a result of their participation in the session, participants will leave with a set of potential strategies to use on their own campuses for beginning and/or supplementing existing diversity change efforts. Participants will also be included in a proposed learning community on the development, implementation, and refinement of the instrument as well as other instruments developed for similar purposes. This session should particularly benefit participants interested in emerging forms of institutional participatory assessment related to the concept of inclusive excellence.

Glenn Gabbard, EdD, Co-Director, New England Resource Center for Higher Education, University of Massachusetts-Boston, MA Glenn.Gabbard@umb.edu

William Lewis, EdD, Vice President for Diversity and Inclusion, Virginia Tech—Blacksburg, VA wtlewis@vt.edu

Judy Kirmse, Affirmative Action Officer, Connecticut College—New London, CT jkkir@conncoll.edu

Melvin Wade, Director, Multicultural Center, University of Rhode Island—Kingston, RI chakaw@uri.edu

Raquel Ramos, Associate Dean/Director, Marshall Center for Intercultural Learning, Wheaton College—Norton, MA rmos@wheatonma.edu

Ande Diaz, Director, Intercultural Center, Roger Williams University—Bristol, RI adiatz@rwu.edu

2:45–4:15 p.m.

MUSIC BOX–MAJESTIC

Sixth Floor

Levels of Experience: **Novice and Intermediate**

239 **Practicing and Teaching Social Justice: The Effectiveness of Interdisciplinary Learning Communities**

◆◆ Curricular/Pedagogical Models ◆◆

This session will examine two retention programs implemented at De Anza College, a northern California community college. The First Year Experience Program (FYE) and Language Arts Learning Community (LART) are both learning communities designed for nontraditional students who test into developmental levels of English and reading. Both programs are interdisciplinary and focus on a social justice theme through a complex academic reading curriculum. The reading curriculum, emphasizing comprehension and text analysis, is a central component of the program and successful due to the social justice theme, interdisciplinary curriculum, and learning-based community approach. The social justice curriculum, as explored in an interdisciplinary model, serves as an effective tool that gives students a sense of identity, ownership, and purpose. Furthermore, the community learning curriculum helps establish a counter narrative in which students learn about social justice themes and movements and later serve as agents of this theme in and outside the college. This session should particularly benefit faculty and students working with underrepresented students testing into developmental levels of reading and writing, focusing on students of color from nontraditional backgrounds. This workshop will have an applied teaching approach for practical use at other institutions.

Veronica Acevedo Avila, Reading Department Chair, Reading Instructor, De Anza College—Cupertino, CA avilaveronica@fhda.edu

Amy Leonard, English Instructor, De Anza College—Cupertino, CA, leonardamy@fhda.edu

Sarah Lisha, Reading Instructor, De Anza College—Cupertino, CA lishasarah@fhda.edu

Jennifer Myhers, PhD, Sociology Instructor, De Anza College—Cupertino, CA myhersjennifer@fhda.edu

Kristin Skager, De Anza Reading Instructor, De Anza College—Cupertino, CA skagerkristin@fhda.edu

2:45–4:15 p.m.

TIMES SQUARE

Seventh Floor

Levels of Experience: **All Levels**

240 **Charting Your Career Path: Defining Leadership and Negotiating Advancement**

◆◆ Interactive Training ◆◆

Career advancement and job search success has relevance to higher education professionals throughout their careers. This session will provide an outline of the theoretical knowledge and practitioner skills required for advancement in higher education administration, along with examples of how professionals can navigate the search process with increased proficiency. This session should particularly benefit individuals seeking to advance their careers in higher education administration or who mentor individuals seeking career advancement. The program will address such topics as career mapping, evaluating leadership opportunities, outlining relevant experience, working with search committees, determining institutional fit, presenting a well-structured resumes and search documents, interviewing skills, effective use of references, weighing job and salary offers, and effectively transitioning to a new position.

Peter W. Rosenberg, Senior Associate, SJG—The Spelman & Johnson Group—Easthampton, MA pwr@spelmanandjohnson.com

2:45–4:15 p.m.

HERALD–SOHO

Seventh Floor

Levels of Experience: **All Levels**

241 **Alaska Native Student Success at the University of Alaska, Southeast**

◆◆ Long- and Short Range Planning ◆◆ Interactive Training ◆◆

◆◆ Curricular/Pedagogical Models ◆◆

In this session the presenters along with four UAS students will share ways the university is working to infuse the indigenous cultures of the region. They will share information about PITAAS, a program created to recruit and graduate more Alaska Native teachers for Alaska's schools. They will discuss the Cultural Infusion Action group, a grassroots effort underway that infuses culture on campus through curriculum that reflects the land and its people, a physical environment that reflects balance, efforts to increase retention and success of Native students, and 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 of Native and Rural Student Center, University of Alaska Southeast—Juneau, AK kkejames@uas.alaska.edu

Ronalda Cadiente Brown, Director of PITAAS, University of Alaska Southeast—Juneau, AK rcadientebrown@uas.alaska.edu

3:00–4:30 p.m.

OLMSTEAD–GRAMERCY
Seventh Floor

A CONVERSATION WITH DERALD W. SUE



242 Racial Microaggressions in Everyday Life

Derald W. Sue, PhD, Professor of Psychology and Education, Teachers College, Columbia University—New York City, NY

Derald Wing Sue, PhD, is a professor of psychology at Columbia University. He is one of the most cited multicultural scholars in the United States. He is the author of several books, including *Counseling the Culturally Diverse: Theory and Practice*, *Overcoming our Racism*, and *Understanding Abnormal Behavior*. In addition to being a professor of psychology at Teachers College, Sue has also served on Bill Clinton's President's Advisory Board on Race in 1996. He has also served as a past president of the Society for the Psychological Study of Ethnic Minority Issues, a co-founder and first president of the Asian American Psychological Association, and the president of the Society of Counseling Psychology of the American Psychological Association. He has written more than 150 publications on various topics such as multicultural competencies and racial microaggressions.

3:00–4:30 p.m.

MARQUIS BALLROOM C
Ninth Floor

A CONVERSATION WITH STEPHEN STEINBERG



243 Turning Back: The Retreat from Racial Justice in American Thought and Policy

Stephen Steinberg, PhD, Distinguished Professor of Urban Studies, Queens College and Graduate Center, City University of New York—New York City, NY

Stephen Steinberg, PhD, is an internationally renowned sociologist on race and ethnicity in the United States. His most recent book, *Race Relations: A Critique* (Stanford University Press, 2007), was featured in the Research and Books Column of the *Chronicle of Higher Education*: "A Sociologist Offers a Harsh Assessment of How His Discipline Treats Race Relations," by David Glenn (<http://chronicle.com/weekly/v54/i12/12a01301.htm>). Steinberg's previous book, *Turning Back: The Retreat from Racial Justice in American Thought and Policy* (Beacon Press, 1995 and 2001), was included in *Choice Magazine's* 1996 list of Outstanding Academic Books and received the Oliver Cromwell Cox Award for Distinguished Anti-Racist Scholarship. *The Ethnic Myth* (1982, 1989, 2001) is widely recognized as one of the leading critical interpretations of race, ethnicity, and class in America. His other books include *The Academic Melting Pot* and *The Tenacity of Prejudice*.

Dr. Steinberg teaches courses on Race, Ethnicity, and Immigration and Race, Ethnicity, and Public Policy. He also teaches the required graduate and undergraduate course on Urban Research Methods, which emphasizes the development of critical skills in reading and interpreting social science research. His interest in improving the quality of student research and writing is reflected in a book that he co-authored with Sharon Friedman, *Writing and Thinking in the Social Sciences* (Prentice-Hall, 1989).

5:00–6:00 p.m.

BROADWAY BALLROOM
Sixth Floor

AFTERNOON CONFERENCE PLENARY SESSION



244 Keynote Address: They "Want Their Country Back": Racial Nostalgia and White Anxiety in an Era of Change

Tim Wise, Anti-racist Activist and Author—Nashville, TN

Tim Wise is among the most prominent anti-racist writers and educators in the United States. Recently named one of "25 Visionaries Who are Changing Your World," by *Utne Reader*. Wise has spoken in 49 states, on more than 600 college campuses, and to community groups across the nation. He has also lectured internationally in Canada and Bermuda on issues of comparative racism, race and education, racism and religion, and racism in the labor market.

Wise is the author of five books, including *White Like Me: Reflections on Race from a Privileged Son*; *Affirmative Action: Racial Preference in Black and White*; *Speaking Treason Fluently: Anti-Racist Reflections From an Angry White Male*; *Between Barack and a Hard Place: Racism and White Denial in the Age of Obama*; and his latest, *Colorblind: The Rise of Post-Racial Politics and the Retreat from Racial Equity*.

Wise has two newly released books--*White Like Me (The Remix)*--a reworked version of his memoir, and *Dear White America: Letter to a New Minority*.

Wise has contributed essays to twenty-five books, and is one of several persons featured in *White Men Challenging Racism: Thirty-Five Personal Stories* (Duke University Press). He received the 2001 British Diversity Award for best feature essay on race issues, and his writings have appeared in dozens of popular, professional, and scholarly journals.

Wise has provided anti-racism training to teachers nationwide and has conducted trainings with physicians and medical industry professionals on how to combat racial inequities in health care. He has also trained corporate, government, entertainment, military, and law enforcement officials on methods for dismantling racism in their institutions and has served as a consultant for plaintiffs' attorneys in federal discrimination cases in New York and Washington State.

6:00–7:30 p.m.

HUDSON–EMPIRE
Seventh Floor

WHITES PARTNERING TO DISMANTLE RACISM CAUCUS

245 Discussion: Recognizing Internalized Dominance (Part 1)

7:00–8:30 p.m.

BROADWAY LOUNGE
Eighth Floor

SPECIAL EVENING EVENT

246 NCORE® Welcoming Reception

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

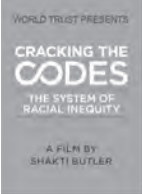
Co-Sponsor:



Cornell University

8:30–10:30 p.m.
 ASTOR BALLROOM
 Seventh Floor

NCORE FILM PREMIERE



247 *Cracking the Codes: The System of Racial Inequity*

This powerful, heartfelt new film features moving personal accounts interwoven with movement, music, and art to illuminate the system that perpetuates structural inequity. By experiencing an abundance of voices and stories, viewers more easily include their own lived experiences as part of a larger story. In this way, peoples rooted assumptions, which undergird their thoughts, beliefs, and actions are more readily brought to the surface and shared through dialogue. Designed to shift and deepen the conversation about race, the film *Understanding the System of Inequity* is the first of a three-part project and features leaders in the equity movement including Peggy McIntosh, Joy DeGruy, Amer Ahmed, Ise Lyfe, and Eveline Shen.

Shakti Butler, PhD, Founder and Creative Director, World Trust Educational Services, Inc.—Oakland, CA shaktib@earthlink.net

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DR. MAURA CULLEN

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Waldorf College



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San Diego State

"Howled and Cracked-Up!"
Philadelphia Inquirer

Profiled on CNN



Dialogues on Diversity is a consulting and training company that is focused on empowering public and private institutions, companies, and academia to maximize their human resource potential by gaining understanding about the diversity that make up their workplace.



Toyota of America

"The presenters tackled serious issues in a non-threatening, thought provoking manner that entertained and educated audience members at the same time."
Alverno College



Evansville and Indiana State Law Enforcement

"Your workshop provided interactive exercises that allowed individuals to take an often complex topic and relate it to everyday situations."
Vectren Corporation

NCORE 2012

"Comedy as a Catalyst: A Two Year Journey"
 An interactive discussion on implementing Diversity, Racism & Prejudice Programs in the Workplace

Thursday, May 31, 1:30-4:30 p.m.
 Saturday, June 2, 9:00 a.m.-noon

A Prescription for Success:
 Cultural Competence in Healthcare

Friday, June 1, 2:45-4:15 p.m.



Need help with your
Diversity Master Plan?

We have the tools to get you on track:
before, during, after, and again...

Before:

Ascertain needs for a diversity master plan

H&A draws from their wide range of data collection skills (quantitative, qualitative) to discover exactly what your institution needs to create a plan that will move you toward excellence in diversity, inclusivity, and equity across all levels. We will dig deep to find the answers that you need to move forward.

- Diversity mappings (of diversity efforts and curricula) as baseline measures
- Campus climate surveys
- Campus forums/focus groups
- Dialogue events
- Analysis of extant campus data
- Customized survey instruments

During:

Design, strategy, and process for creating diversity master plans

H&A has the experience and expertise to maximize your institution's efforts and resources to their fullest potential for creating the most impactful and sustainable diversity master plan/strategy.

Implementation of action steps

Once your plan is in place, we help you determine the most effective ways to implement it, integrating key stakeholders in every step of the process.

- Campus buy-in efforts
- Shaping a design team and design process
- Specialized action teams and owners
- Implementation steps and measures
- Campaign launch of diversity master plans
- Information briefings on best practices for action steps in higher education literature

After:

Assessment and evaluation for diversity master plan efforts and outcomes

Using techniques we developed, we can help you to evaluate, assess, and measure the impact your plan has made, and inform future success.

- Diversity mappings as post-impact measures (to compare with initial diversity mappings)
- Quantitative and qualitative assessment of all diversity master plan activities and outcomes
- Diversity assessment training and workshops
- Comprehensive (external) evaluation of diversity master plans
- Customized infographics to showcase evaluation findings
- National benchmarking of diversity master plan impact

Again:

Revitalization for past/current diversity plans

H&A has expertise to help institutions reshape existing diversity plans. We identify key leverage points in existing diversity master plans for institutions to strengthen, transform, and make anew their diversity strategy for the maximum impact and institutional success.

- Analysis of diversity master plans (past reports and evaluations findings)
- Revisions and recommendations for improvements
- Comparison to other comparable institutions
- Information briefings on best practices for action steps in higher education literature

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DAY AT A GLANCE • THURSDAY, MAY 31

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

9:00 – 9:45 a.m.

304. CONFERENCE MORNING PLENARY SESSION

Keynote Address: Educational Disparity—Russlyn Ali

10:00 – 11:30 a.m.

305. A CONVERSATION WITH JOSE ANTONIO VARGAS

My Life as an Undocumented Immigrant

306. SPECIAL FEATURE PRESENTATION

Gig.U: The University Community Next Generation Innovation Project and Its Implications for Minority and Low-income Communities

307. SPECIAL FEATURE: MEET THE AUTHORS

Facilitating Intergroup Dialogues: Bridging Differences, Catalyzing Change

308. SPECIAL FEATURE: MEET THE AUTHORS

Accountability with Love, Equals Liberation

309. MAJOR WORKSHOP

Understanding and Challenging Christian Hegemony (Part I)

310. MAJOR WORKSHOP

Panel Discussion: The Dream of Diversity on Campuses Has Not Been Achieved

311. FILM PREVIEW

Harvest of the Empire

312. FILM PREVIEW

Poto Mitan

90-MINUTE CONCURRENT SESSIONS

313. Free Speech vs. Hate Speech—Strategies for Maintaining a Safe Campus

314. MIT Summer Research Program—A Model for Recruitment, Retention, and Professional Development of Underrepresented Students

315. Improving Diverse Student Learning and Experiences through Assessment

316. Navigating Resistance: Ethnicity and Intersectionality in the Classroom

317. Social Justice Pedagogy Across the Curriculum

10:00 a.m. – Noon

318. SPECIAL FEATURE PRESENTATION

Ensuring America's Future: Benchmarking Latino College Completion to Meet National Goals: 2010 to 2020

319. MAJOR WORKSHOP

Group Work for Racial Justice: Transforming Self, Group, and Systems—An Experiential Session

320. MAJOR WORKSHOP

A Fresh Look at Racial Identity, Privilege, and Racism in White College Students

2-HOUR CONCURRENT SESSIONS

321. If These Halls Could Talk: Film Showing and Diversity Dialogue

322. Incorporating Concepts of Identity, Power, and Privilege through a Service Learning Case Study

323. You Mean There's Race In My Movie?—A Critical Analysis of Race in Mainstream Movies

324. Diversity Initiatives That "WORK": A Comprehensive Plan for University Diversity and a Statewide Diversity Policy

75-MINUTE CONCURRENT SESSIONS

325. The Ten Myths of Social Justice

326. Back to the Future on the Road to Success: Lessons from the Harvard Health Careers Summer Program

327. Black Privilege: Unpacking the Invisibility of Prejudice on an HBCU Campus

328. Faculty of Color in Religious Universities: Challenges and Opportunities

329. Diversity, Privilege, and Oppression: Engaging Students in Experiential Learning and Growth

330. Connecting Multicultural Students through Service: A Meaningful Experience

10:30 a.m. – Noon

331. A CONVERSATION WITH THOMAS D. PEACOCK

I Share a Dream: How Can We Eliminate Racism?

1:15 – 2:30 p.m.

75-MINUTE CONCURRENT SESSIONS

332. 2012: What's Happening with Access and Success for Students of Color with Learning Disabilities in Postsecondary Institutions in the United States?

333. Ohio Consortium of Multicultural Centers in Higher Education (OCMCHE): A Model for Collaborative Partnership

334. Posse: A Model for College Access, Student Success, and Institutional Growth

335. Building Monuments: African American Women Composers as Heralds

336. International Student Mentor Program—How to Better Equip Students to Help Peers Facing Cross Culture Differences and Challenges

337. A Sharper and Wider Lens: An Intersectional Exploration of African American Female Students Who Studied Abroad on Community College Programs

338. What Does It Mean to Be Your Race or Ethnicity? Student Reflections on Racial/Ethnic Identity and Related Experiences at a Predominantly White Institution

339. Ferris Gets SOL: Biography of a University/Community Partnership

340. Civil Rights Pilgrimage: The Impacts of Immersion Experience on the Development of Intercultural Knowledge and Competence

1:15 – 4:15 p.m.

341. MAJOR WORKSHOP

"White Public Space"—How It Is Created and What We Can Do to Change It

1:15–4:30 p.m.

342. MAJOR WORKSHOP

Understanding and Challenging Christian Hegemony (Part II)

DAY AT A GLANCE • THURSDAY, MAY 31

1:30–3:30 p.m.

343. SPECIAL FEATURE: MEET THE AUTHORS

Social Justice Education: Inviting Faculty to Transform Their Institutions

344. SPECIAL FEATURE PRESENTATION

Remapping Higher Education for Social Responsibility: Integrating Civic, Global, and U.S. Diversity Lenses

345. MAJOR WORKSHOP

Nurturing Your Students' Intellectual Performance Development: Lessons From Psychology

346. MAJOR WORKSHOP

International Education Today to Prepare the Leaders of Tomorrow

2-HOUR CONCURRENT SESSION

347. Free Land: Excavating the History of Race, Land, and White Privilege in the United States through Hip Hop and Theater

1:30–4:00 p.m.

348. MAJOR WORKSHOP

Multiracial Identity: New Models and Frameworks for Describing and Understanding the Experience of Race and Identity

1:30–4:30 p.m.

349. SPECIAL FEATURE PRESENTATION

Community Colleges: Serving Forty Percent of All Higher Education Students and More African Americans, Latinos, Native Americans, and Immigrants than any Other Sector of Higher Education

350. SPECIAL FEATURE PRESENTATION

Identities and Inequalities: Exploring the Intersections of Race, Class, Gender, and Sexuality

351. MAJOR WORKSHOP

Intergroup Dialogue: Understanding Inequality and Fostering Empathy for Social Action

352. MAJOR WORKSHOP

Social Class as Personal: Concepts and Conversations

353. MAJOR WORKSHOP

Empowering Teachers to Become More Inclusive through SEED Seminar Work

3-HOUR CONCURRENT SESSIONS

354. Diversity and Social Justice: The Heart and Soul of Future Professionals in Human Services

355. Allyship: The Politics of Inclusion and Wellness Matters

356. "Comedy as a Catalyst: A 2-Year Journey" An Interactive Discussion on Implementing Diversity, Racism, and Prejudice Programs in the Workplace

357. Dialoguing Across the Ages—An Intergenerational Dialogue on Race and Ethnicity on NCORE'S 25th Anniversary

358. Developing a Peer Dialogue Program on Campus: Pedagogical and Political Strategies

2:45 – 4:15 p.m.

359. FILM PREVIEW

White Scripts and Black Supermen: Black Masculinities in Comic Books

360. FILM PREVIEW

Haiti: Where Did the Money Go?

90-MINUTE CONCURRENT SESSIONS

361. Engineering and Sustaining Healthy Diversity Plans: A Step-by-Step Approach for Success

362. EdWorks Fast Track College: Preparing Underrepresented Youth to Succeed in College

363. Organizational Forgiveness

364. From the Heart of Campus to the Heart of the Matter: Developing Integrated Approaches to Reduce the Achievement Gap

365. Attracting and Retaining Historically Underrepresented Students in Science, Technology, Engineering, Mathematics, and Medicine (STEM)

3:00 – 4:30 p.m.

366. A CONVERSATION WITH KEVIN KUMASHIRO

Bad Teacher!: How Blaming Teachers Distorts the Bigger Picture

367. SPECIAL FEATURE PRESENTATION

A Legacy of Voice and Relevance: Reflections of AAPI Higher Education Student Affairs Professionals

5:00 – 6:00 p.m.

368. CONFERENCE AFTERNOON PLENARY SESSION

Keynote Address: Who We Be: The Colorization of American—Jeff Chang

5:00 – 6:30 p.m.

369. APINCORE (Asian/Pacific Islander American) Caucus

Book Reception

6:00 – 7:30 p.m.

370. Latino/a Caucus

Meeting and Roundtable Discussion (Social to follow)

371. Whites Partnering to Dismantle Racism Caucus

Discussion: Recognizing Internalized Dominance (Part 2)

372. Native Delegates (NDNCORE) Caucus

Networking Meeting

6:30 – 7:30 p.m.

373. NADOHE RECEPTION

Networking Reception Hosted by the National Association of Diversity Officers in Higher Education

6:30 – 8:00 p.m.

374. APINCORE (Asian/Pacific Islander American) Caucus

Future Planning and Caucus Nominations/Elections

7:00 – 8:30 p.m.

375. FILM PREVIEW

The Black Power Mixtape 1967-1975

7:30 – 9:00 p.m.

376. African American/Black Caucus

Networking Meeting

8:00 – 10:00 p.m.

377. SPECIAL EVENING EVENT

NCORE® Entertainment Showcase

THURSDAY, MAY 31, 2012

7:45–8:45 a.m.
GILBERT & BRECHT
Fourth Floor

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 NACORE® National Advisory Committee (NAC), see Index 003.

For other meeting days/times, see Index 401.

8:00–9:00 a.m.
WESTSIDE BALLROOM FOYER
Fifth Floor

302 Continental Breakfast

8:00 a.m.–7:00 p.m.
WESTSIDE BALLROOM SALON 3&4
Fifth Floor

EXHIBITOR SHOWCASE AND RESOURCE CENTER

303 For more information, see page 101.

9:00–9:45 a.m.
BROADWAY BALLROOM
Sixth Floor

CONFERENCE MORNING PLENARY SESSION



304 Keynote Address: Educational Disparity
Russlynn H. Ali, Assistant Secretary for Civil Rights, Office for Civil Rights, U. S. Department of Education—Washington, D.C.

Russlynn Ali was appointed assistant secretary for civil rights at the U.S. Department of Education by President Barack Obama on March 18, 2009, and was confirmed by the U.S. Senate on May 1, 2009. As assistant secretary, Ali is U.S. Secretary of Education Duncan's primary adviser on civil rights and is responsible for enforcing U.S. civil rights laws as they pertain to education—ensuring the nation's schools, colleges, and universities receiving federal funding do not engage in discriminatory conduct related to race, sex, disability, or age.

Prior to joining the department, Ali served as vice president of the Education Trust in Washington, D.C., and as the founding executive director of the Education Trust-West in Oakland, California, since 2001. In those positions, she advocated for public school students in California focusing on achievement and opportunity gaps separating low-income African-American and Latino students from their peers; worked with school districts to improve curriculum and instructional quality at high-poverty and high-minority public schools; and designed, field-tested, and implemented comprehensive audit tools that examined inequities in schools and districts. Ali also advised legislative and gubernatorial staff as well as senior education experts on education matters from her positions on numerous boards of directors and advisory committees, including College Track, the Institute for College Access and Success, and Great Schools. She was a member of the review board of the Broad Prize in Urban Education, was appointed by Gov. Schwarzenegger to the Governor's Advisory Committee on Education Excellence, and the Curriculum and

Instruction Committee of the Los Angeles Unified School District Board of Education, and received the Aspen Institute's New Schools Entrepreneurial Leaders for Public Education Fellowship.

10:00–11:30 a.m.
ASTOR BALLROOM
Seventh Floor

A CONVERSATION WITH JOSE ANTONIO VARGAS



305 My Life as an Undocumented Immigrant
Jose Antonio Vargas, Founder, Define American—New York City, NY

Despite all of his achievements, Pulitzer Prize winning journalist Jose Antonio Vargas could not escape the dark shadow of his true "identity." He was an undocumented immigrant and it haunted him. Forced to frequently lie to friends and colleagues, he avoided close relationships so no one would ask too many questions, and he could not travel abroad due to his illegal passport. Finally in the summer of 2011, 18 years after arriving in America, he decided he was through running. Vargas exposed his story in his groundbreaking essay, "My Life as an Undocumented Immigrant," for the *New York Times Magazine*, stunning the media and political circles and attracting worldwide coverage.

Mr. Vargas is the founder of Define American, a nonprofit organization that seeks to elevate the conversation around immigration.

10:00–11:30 a.m.
WESTSIDE BALLROOM SALON 1
Fifth Floor

SPECIAL FEATURE PRESENTATION

306 Gig.U: The University Community Next Generation Innovation Project and Its Implications for Minority and Low-income Communities

Why should leaders involved in promoting inclusion and diversity be interested in an advanced telecommunications network serving neighborhoods around our universities? The University Community Next Generation Innovation Project, or Gig.U, is a broad-based group of more than 30 leading research universities from across the United States. Drawing on America's rich history of community-led innovation in research and entrepreneurship, Gig.U seeks to accelerate the deployment of ultra high-speed networks to leading U.S. universities and their surrounding communities. This brings together national thought leaders, policy makers, university presidents, technologists, and leaders in inclusion and diversity to explore what may be arguably the most important technology in America and its implications for improving the lives of people in minority and low-income communities.

Trina Coleman, PhD, Executive Director, Technology, Howard University—Washington, D.C.

Lev Gonick, PhD, Vice President, Information Technology Services and Chief Information Officer, Case Western Reserve University—Cleveland, OH

Blair Levin, Executive Director of Gig.U; Architect and Executive Director of the National Broadband Plan; former Chief of Staff of the FCC Chairman Hunt Reed—Washington, D.C.

Marilyn Mobley, PhD, Vice President for Inclusion, Diversity, and Equal Opportunity, Case Western Reserve University—Cleveland, OH

Sidney Ribeau, PhD, President, Howard University—Washington, D.C.; former President, Bowling Green State University—Bowling Green, OH

Bob H. Suzuki, PhD, President Emeritus, California State Polytechnic University, Pomona—Pomona, CA; former Vice President for Academic Affairs, California State University, Northridge; and Recipient, ACE's 2010 Reginald Wilson Diversity Leadership Award

(Convener and Moderator)

10:00–11:30 a.m.
BELASCO–BROADHURST
Fifth Floor

SPECIAL FEATURE: MEET THE AUTHORS



**307 Facilitating Intergroup Dialogues:
Bridging Differences, Catalyzing Change**

Intergroup dialogue has emerged as an effective educational and community building method to bring together members of diverse social and cultural groups to engage in learning together so that they may work collectively and individually to promote greater diversity, equality, and justice.

Intergroup dialogues bring together individuals from different identity groups (such as people of color and white people; women and men; lesbian, gay, and bisexual people and heterosexual people), and uses explicit pedagogy that involves three important features: content learning, structured interaction, and facilitative guidance.

The least understood role in the pedagogy is that of facilitation. This volume, the first dedicated entirely to intergroup dialogue facilitation, draws on the experiences of contributors and on emerging research to address the multi-dimensional role of facilitators and co-facilitators, the training and support of facilitators, and ways of improving practice in both educational and community settings. It constitutes a comprehensive guide for practitioners, covering the theoretical, conceptual, and practical knowledge they need.

Presenting the work and insights of scholars, practitioners, and scholar-practitioners who train facilitators for intergroup dialogues, this book bridges the theoretical and conceptual foundations of intergroup relations and social justice education with training models for intergroup dialogue facilitation.

It is intended for staff, faculty, and administrators in higher education and community agencies as well as for human resources departments in workplaces.

Patricia Gurin, PhD, Nancy Cantor Distinguished University Professor Emerita of Psychology and Women's Studies, University of Michigan—Ann Arbor, MI
Biren (Ratnesh) Nagda, PhD, Associate Professor, School of Social Work, University of Washington—Seattle, WA
Kelly Maxwell, PhD, Co-Director, The Program on Intergroup Relations (IGR), University of Michigan—Ann Arbor, MI
Monita Thompson, Co-Director, The Program on Intergroup Relations (IGR), University of Michigan—Ann Arbor, MI

10:00–11:30 a.m.
GOTHAM–CHELSEA
Seventh Floor

SPECIAL FEATURE: MEET THE AUTHORS



**308 Accountability with Love, Equals
Liberation**

Join educator-activists Dr. Marcella Runell Hall and JLove Calderón in an interactive workshop based on their award winning book, *Love, Race & Liberation: 'Til the White Day Is Done* (Love-n-Liberation Press, 2010), addressing how

people take good intentions, combined with solid information, and turn it into accountable action toward social and racial justice for all people. Using a combination of informed dialogue, activities, small and large group sharing, culminating in specific and measurable accountable actions, this workshop is designed to educate, empower, and inspire the next generation of racial justice warriors.

JLove Calderón, Author, Educator, Producer, and CEO, JLove Calderón Enterprises LLC—Brooklyn, NY
Marcella Runell Hall, PhD, Interim Director, Center for Multicultural Education and Programs, Center for Spiritual Life, New York University—New York, NY

10:00–11:30 a.m.
WESTSIDE BALLROOM SALON 2
Fifth Floor

MAJOR WORKSHOP

**309 Understanding and Challenging Christian Hegemony
(Part I)**

This day-long workshop facilitates an examination and discussion of Christian hegemony, the institutionalized system of Christian dominance in U.S. society that interconnects with sexism, racism, heterosexism, able-bodism, Islamophobia, and anti-Arab and anti-Jewish oppression. The interactive discussion will look at how Christian hegemony looks today in the United States, its everyday impact, how it has developed historically, its foundational values, and how they influence us today. The premise of this workshop is that one cannot accurately understand racism, sexism, or other systems of oppression without coming to grips with the ways seventeen hundred years of Christian hegemony undergirds, shapes, supports, and obfuscates how power and violence really work in our society.

Amer Ahmed, Associate Director, Multi-Ethnic Student Affairs, The University of Michigan—Ann Arbor, MI
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, CA
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, CA

10:00–11:30 a.m.
HERALD–SOHO
Seventh Floor

MAJOR WORKSHOP

**310 Panel Discussion: The Dream of Diversity on
Campuses Has Not Been Achieved**

NADOHE was established in response to the growing need in higher education to leverage and maximize investments in diversity initiatives, provide opportunities for cross institutional exchange and fertilization of ideas, and enhance professional standards among diversity professionals. NADOHE is advancing inclusive excellence in higher education and progress is being made on all initiatives in its five-year strategic action plan. However, there is much more to be done to achieve the dream of diversity, equity, and inclusion on campuses. The Texas and Virginia chapters of NADOHE are working at the state level and other chapters are encouraged to build inclusive learning communities to ensure that their students are prepared to participate in an increasingly multicultural democracy. NADOHE urges institutions of higher education to recognize that educating all students for life in a diverse world is among their most important responsibilities, and it is essential that they plan to do it well. Successful outcomes can occur only with concerted efforts and leadership; the engagement of the entire campus community is essential to the realization of stated goal of achieving diversity on our campuses. The NADOHE President's Task Force on Professional Practice conducts a comprehensive examination of the Chief Diversity Officer's role and defines core competencies. The work of this task force will contribute to the development of literature and the creation of relevant professional development opportunities for current and aspiring CDOs. *The Journal of Diversity in Higher Education* (JDHE) and the NADOHE annual conference are important resources for diversity professionals. Four awards recognize distinguished service, institutional excellence, individual leadership, and an outstanding dissertation.

Benjamin D. Reese, PhD, President, National Association of Diversity Officers in Higher Education, Vice President for Institutional Equity, Duke University—Durham, NC
Josephine "Jozi" DeLeon, PhD, First Vice President, National Association of Diversity Officers in Higher Education, Vice President for Equity and Inclusion, University of New Mexico—Albuquerque, NM
Archie W. Ervin, PhD, Second Vice President, National Association of Diversity Of-

ficers in Higher Education, Vice President for Institute Diversity, Georgia Institute of Technology—Atlanta, GA

10:00–11:30 a.m.

TIMES SQUARE
Seventh Floor

FILM PREVIEW

311 *Harvest of the Empire*

Harvest of Empire details the political events, social conditions, and U.S. government actions that led millions of Latino families to leave their homelands, triggering an unprecedented migration that is transforming our nation's cultural and economic landscape. Basic facts about our country's long history of involvement in Latin America are fresh in the minds of people from Mexico to Argentina but are completely unknown to the great majority of citizens in the United States.

Harvest of Empire features a combination of real life stories, animation, stop motion graphics, contemporary news clips, and rare archival material that has not been seen in decades. The documentary includes interviews with such figures as Nobel Peace Prize winner Rigoberta Menchú, the Reverend Jesse Jackson, Pulitzer Prize winning writer Junot Díaz, ACLU Executive Director Anthony Romero, journalists Maria Hinojosa and Geraldo Rivera, renowned Mexican historian Lorenzo Meyer, WWII and Korean War veteran Dr. Gonzalo Garza, Grammy award winning singer Luis Enrique, poet Martín Espada, and *Harvest of Empire* author Juan González.

10:00–11:30 a.m.

HARLEM
Seventh Floor

FILM PREVIEW



312 *Poto Mitan*

Told through compelling lives of five courageous Haitian women workers, *Poto Mitan* gives the global economy a human face. Each woman's personal story explains neoliberal globalization, how it is gendered, and how it impacts Haiti: inhumane working/living conditions, violence, poverty, lack of education, and poor health care. While *Poto Mitan* offers in-depth understanding of Haiti, its focus on women's subjugation, worker exploitation, poverty, and resistance demonstrates these are global struggles. Finally, through their collective activism, these women demonstrate that despite monumental obstacles in a poor country like Haiti, collective action makes change possible.

10:00–11:30 a.m.

90-MINUTE CONCURRENT SESSIONS

10:00–11:30 a.m.

WILDER
Fourth Floor

Levels of Experience: **Intermediate and Advanced**

313 *Free Speech vs. Hate Speech—Strategies for Maintaining a Safe Campus*

◆◆ Case Studies/Model Programs ◆◆

Increasing incidents of harassment and hate crimes on college and university campuses make it clear that the ideals of the higher education environment—inquiry, free expression, and civil exchange of ideas—can be easily exploited by the purveyors of hate. This session should particularly benefit participants who are facing challenges related to balancing freedom of speech and maintaining a safe learning environment free of harassment, bullying, and cyberbullying. In this interactive program the Anti-Defamation League (ADL) will use case law, exercises, and scenarios to address the following issues:

the regulation of speech on campus; determining when speech is subject to school discipline; deciding who has the right to speak on campus; identifying when classroom speech infringes upon academic freedom; determining whether speech at protests and rallies can be subject to school regulation; the impact of student media; the impact of the Civil Rights Act on campus; whether the First Amendment offers protection against cyberbullying; whether cyberbullying is a crime.

Robert O. Trestan, JD, Eastern Civil Rights Counsel, Anti-Defamation League—Boston, MA rtrestan@adl.org

10:00–11:30 a.m.

BARRYMORE
Ninth Floor

Levels of Experience: **Intermediate**

314 *MIT Summer Research Program—A Model for Recruitment, Retention, and Professional Development of Underrepresented Students*

◆◆ Case Studies/Model Programs ◆◆

This session explores the multi-faceted aspects of the MIT Summer Research Program (MSRP). Established in 1986, MSRP began as a pipeline program to increase the number of underrepresented students pursuing doctoral degrees in science, technology, engineering, and math fields. In the past eight years, the program has evolved to be a critical recruiting tool for MIT graduate programs as well as a retention and professional development initiative for graduate students. The session will address the three components of MSRP—research, academics, and community—that make it a particularly robust program. Lastly, the session will describe how to incorporate current graduate students as mentors and advocates for summer interns, focusing on students' professional development. This session should particularly benefit participants who work with underrepresented minorities, attendees who currently coordinate summer research programs, and those who would like to add a professional development component to an existing program.

Monica Orta, MIT Summer Research Program and Recruitment Coordinator, Massachusetts Institute of Technology—Cambridge, MA mmorta@mit.edu
Christopher Jones, Assistant Dean for Graduate Education, Massachusetts Institute of Technology—Cambridge, MA cmjones@mit.edu

10:00–11:30 a.m.

MUSIC BOX—MAJESTIC
Sixth Floor

Levels of Experience: **Intermediate**

315 *Improving Diverse Student Learning and Experiences through Assessment*

◆◆ Long- and Short-Range Planning ◆◆

Diverse students at predominately white institutions (PWI) deserve opportunities to learn unimpeded by environmental barriers. How do diverse students know they are welcomed in your major or courses? How does their lived experience connect to the learning process? For personal growth, what invites students to the learning experience beyond content? Diverse students need to experience learning environments that promote academic and personal development unimpeded by bias content, low expectations, and ineffective methods of engagement. Academic units must create learning experiences that encourage positive departmental engagement that is inclusive of determining what content is applicable and relatable, teaching processes that promote positive engagement, and outside the classroom opportunities for leadership development in their selected fields. It is incumbent on the academic unit to assess and improve the connection between teaching strategies and learning outcomes. From course descriptions to environmental scans, a process of assessment and continual improvement for small academic units at institutions where progress toward improving diversity and inclusion is slow or absent is shared with attendees. This experiential workshop provides a conceptual framework and tools to assist any unit to adapt and build a consistent process to improve departmental environment and student learning outcomes.

BJ Bryson, PhD, Professor of Social Work, James Madison University—Harrisonburg, VA brysonbj@jmu.edu

Cynthia Hunter, Associate Professor of Social Work, James Madison University—Harrisonburg, VA hunterca@jmu.edu

Joshua T. Baldwin, PhD, Assistant Professor of Social Work, James Madison University—Harrisonburg, VA baldwjt@jmu.edu

10:00–11:30 a.m.

HART

Fourth Floor

Levels of Experience: **Novice and Intermediate**

316 Navigating Resistance: Ethnicity and Intersectionality in the Classroom

◆◆ Training of Trainers ◆◆

This presentation will identify the difficulties that often arise when teaching about ethnicity and the privileges and oppressions that go along with it. Specifically, the common emotional reactions and resistances from students—especially White students—will be highlighted. Useful methods to respectfully acknowledge these experiences, while still allowing cultural competency to develop, will be demonstrated. A review of Intersectionality Theory (i.e., the interconnection of ethnicity, gender, sexual orientation, and class) and its use as one tool to overcome opposition to exploring the social and personal implications of ethnicity and race will be highlighted. This session will particularly benefit both new and experienced undergraduate and graduate instructors as well as trainers in professional settings (e.g., healthcare providers in hospitals) interested in advancing the cultural competency in students resistant to the topic.

Dondi Browner, PsyD, Psychologist, Alumni and Special Projects Coordinator, Michigan School of Professional Psychology—Farmington Hills, MI dbrowner@mispp.edu

David St. John, PhD, Psychologist, Core Faculty Member, Michigan School of Professional Psychology—Farmington Hills, MI dstjohn@mispp.edu

10:00–11:30 a.m.

URIS–SHUBERT

Sixth Floor

Levels of Experience: **Intermediate**

317 Social Justice Pedagogy Across the Curriculum

◆◆ Curricular/Pedagogical Models ◆◆

In this session contributors to the essay collection *Social Justice Education: Inviting Faculty to Transform their Institutions* (Stylus, 2010) will present five pedagogical models from disciplines across the curriculum within a faculty development framework. This session should particularly benefit administrators, faculty, and faculty developers from the social sciences, languages, mathematics, teacher education, literature, and writing as presenters will demonstrate experiences in applying social justice and liberatory education theory to classrooms and communities. Pedagogical models will range from “academic activism,” to math “of, by, and for” social justice, to “story-telling models,” “deliberative dialogue,” and “citizen-scholar discourse.” Presenters will offer concrete suggestions for creating learning environments that are active and engaged, open to controversy and safe for disagreement, and balance emotional and cognitive components of learning. These models are flexible and can be adapted across the curriculum. Faculty developers will find them useful in stimulating colleagues to address social justice issues and pedagogies in classes even beyond the required course in diversity.

Kathleen Skubikowski, PhD, Associate Professor of English, Assistant Dean for Instruction, Middlebury College—Middlebury, VT

Kamakshi Murti, PhD, Professor of German, Emerita, Middlebury College—Fairfax, VA

Roman Graf, PhD, Professor of German, Middlebury College—Middlebury, VT

Glen David Kuecker, PhD, Associate Professor, Political Science Department, DePauw University—Greencastle, IN

Rob Root, PhD, Associate Professor of Mathematics, Lafayette College—Easton, PA

Catharine Wright, MFA, Lecturer in Writing, Assistant Director of Writing, Middlebury College—Middlebury, VT

Lee Anne Bell, PhD, Professor, Director of the Education Program, Barnard College,

Columbia University—New York City, NY

Kennedy Mugo, Student, Political Science Department, Middlebury College—Middlebury, VT

10:00 a.m.–Noon

DUFFY–COLUMBIA

Seventh Floor

SPECIAL FEATURE PRESENTATION

318 Ensuring America’s Future: Benchmarking Latino College Completion to Meet National Goals: 2010 to 2020

Ensuring America’s Future by Increasing Latino College Completion is a strategic initiative organized by *Excelencia* in Education with 65 common cause partner organizations focused on informing and compelling action to accelerate Latino student success in higher education. The benchmarking guide provides a clear framework and public baseline for tracking our nation’s goal of once again becoming the world leader in college degree attainment by the year 2020. The framework includes metrics on projections of degree completion needs disaggregated by race/ethnicity and an analysis of current equity gaps in degree completion, as well as contextual information about Latinos in the educational pipeline and the equity gap between Latino and white students in achievement by state.

Deborah A. Santiago, Vice President of Policy and Research, *Excelencia* in Education—Washington, D.C.

10:00 a.m.–Noon

IMPERIAL–JULLIARD

Fifth Floor

MAJOR WORKSHOP

319 Group Work for Racial Justice: Transforming Self, Group, and Systems—An Experiential Session

A rich literature characterizes *group work* and *dialogue* as contexts and means for personal and social transformation. In the transformative learning literature, group work and dialogue are usually taken as givens but are used in varied and often imprecise ways. In this experiential session, we designed a process based on a framework that brings these areas of literature together to explore how various kinds of groups provide a context for transformative learning and the forms of dialogue that take place within them.

Transformative learning is about meaning-making (both the process and content of that meaning-making, involving changes in our epistemologies and our ways of making-meaning) and in the assumptions, perspectives, and frames of reference that inform and underlie the meaning we make. While threads from dialogue and group work are found in the literature on transformative learning in group settings, the connections are rarely explicit. We have developed a model that frames three main kinds of transformative group work (or transformative learning in group contexts), in terms of the developmental outcomes that they are designed to provoke:

- personal growth and awareness,
- relational empathy across differences, and
- critical systemic consciousness.

Placida Gallegos, PhD, Professor, School of Human and Organization Development, Fielding Graduate University—Cedar Crest, NM

Steven Schapiro, EdD, Professor, School of Human and Organizational Development, Fielding Graduate University, Cedar Crest, NM—Saratoga Springs, NY

10:00 a.m.–Noon
MARQUIS BALLROOM A&B
Ninth Floor

MAJOR WORKSHOP

320 A Fresh Look at Racial Identity, Privilege, and Racism in White College Students

This interactive session focuses on White racial and ethnic identity and privilege and understanding how (and if) White students think about and understand racism today. The session includes a short review of the presenters' research on White college students, a discussion of the current state of research on White racial identity, as well as areas for future study. Interactive discussion allows participants to explore possibilities of programming on campus, such as intergroup dialogue and ideas for instructors working with White students on race and racism and other topics related to racial and social identity. Conference participants who are interested in sharing ideas about research on Whiteness, White identity, and White privilege, as well as racial and social identity in general, are encouraged to attend. In addition, this session may be of interest to participants who have questions or ideas about programming for White students or teaching methods on these topics.

Rita Hardiman, EdD, Chief Diversity Officer, Greenfield Community College—Greenfield, MA

Molly Keehn, Doctoral Student, Social Justice Education, University of Massachusetts, Amherst—Amherst, MA

10:00 a.m.–Noon

2-HOUR CONCURRENT SESSIONS

10:00 a.m.–Noon

BOOTH-EDISON
Fifth Floor

Levels of Experience: **Intermediate**

321 If These Halls Could Talk: Film Showing and Diversity Dialogue

◆◆ Interactive Training ◆◆

If our halls could talk, what would they say about the alarming rates of students of color leaving our colleges and the causes behind the departures? What would our students say it is like to be a minority student at a predominantly white campus? Are faculties and staff prepared for this influx of students from different backgrounds? When conflicts arise around diversity issues on the campuses and in the classroom, are administrators and teachers prepared to handle them? What are some of the solutions needed to confront these problems? These and many other issues are discussed in this dynamic new film.

In the summer of 2010, the director gathered eleven U.S. college students to answer some of these questions. In the process of sharing their stories and different life experiences with each other, they discover and expose the complexity and anguish that accompany them, while trying to be understood and validated in a predominantly white environment. This film reveals the truths underlying the festering silence on all of our campuses and provides the means in the follow-up dialogue to talk about our difference in an honest, receptive, and eventually transformative environment, ultimately benefitting students, administrators, and educators.

Lee Mun Wah, Director/Diversity Trainer, StirFry Seminars and Consulting—Berkeley, CA munwah@stirfryseminars.com

10:00 a.m.–Noon

ZIEGFELD

Fourth Floor

Levels of Experience: **Novice**

322 Incorporating Concepts of Identity, Power, and Privilege through a Service Learning Case Study

◆◆ Case Studies/Model Programs ◆◆

This session will examine Leadership and Multicultural Health, an innovative service-learning course conducted at Stanford University in the Department of Medicine. Through hands-on activities and discussions, the session will address the relevance of providing opportunities for undergraduates to examine such topics as identity, power and privilege, and health disparities within science education curriculum. Paying special attention to intersections of race, ethnicity, gender, and socioeconomic status in these contexts, participants will also examine how these topics play a role in students' academic and personal development and its implications for future health professions. This session may particularly benefit participants interested in a) learning more about these constructs (identity, power and privilege, and health disparities) as they relate to their beliefs and experiences, and b) identifying methods and resources to leverage partnerships across universities and organizations to incorporate this model of instruction.

Judeth Ned, EdD, Executive Director and Academic Researcher, Stanford University School of Medicine/Stanford Medical Youth Science Program—Stanford, CA
jned@stanford.edu

10:00 a.m.–Noon

O'NEILL

Fourth Floor

Levels of Experience: **All Levels**

323 You Mean There's Race in My Movie?—A Critical Analysis of Race in Mainstream Movies

◆◆ Theoretical Models ◆◆

Did you know there is race in your movie?! This is the report that Hollywood doesn't want you to see! This session provides a structured forum for discussing and analyzing the ways in which Hollywood consistently marginalizes minority characters at the expense of consistently glamorized white characters. Learn specifically how to identify six primary character patterns occupied by both minority and white characters and explore the reasons behind their creation and perpetuation. This session should particularly benefit those interested in understanding both covert and overt discriminatory patterns within mainstream media, educators and activists specifically interested in the power of mainstream imagery to include or exclude based upon race, and general movie fans at large. The presenters guarantee that after this presentation, the attendees will never see movies the same way again!

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

Dr. Eddie Moore, Jr., Director of Diversity, Brooklyn Friends School—Brooklyn, NY
eddieknowsmoore@yahoo.com

10:00 a.m.–Noon

MARQUIS BALLROOM C

Ninth Floor

Levels of Experience: **Advanced**

324 Diversity Initiatives That "WORK": A Comprehensive Plan for University Diversity and a Statewide Diversity Policy

◆◆ Policy Issues ◆◆

This session will provide detailed information on developing, implementing, and evaluating a comprehensive plan for university diversity in connection with a statewide diversity policy. The information provided will include: establishing a university diversity office, the position of Associate Provost for Diversity Planning, forming a Diversity Planning Council, gaining support from up-

per level administration, incorporating diversity initiatives into the university's strategic plan, establishing funding for diversity initiatives, and implementing and evaluating new diversity policies to ensure diversity becomes systemic within an institution. This session features discussion of 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 upper level administrators and faculty responsible for effecting change in their institutions around issues of diversity.

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

John Taylor, PhD, Associate Professor, Communication/Chair of the Faculty Senate, Eastern Kentucky University—Richmond, KY John.Taylor@eku.edu

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

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

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

Socorro Zaragoza, PhD, Assistant Professor/Foreign Languages and Humanities, Eastern Kentucky University—Richmond, KY Socorro.Zaragoza@eku.edu

Wardell Johnson, EdD, Associate Professor, Exercise and Sport Science, Eastern Kentucky University—Richmond, KY Wardell.Johnson@eku.edu

Alexandria LaVant, Graduate Assistant in the Office of the Associate Provost for Diversity Planning, Eastern Kentucky University—Richmond, KY alexandria_lavant@eku.edu

Matthew Raby, Graduate Assistant in the Office of the Associate Provost for Diversity Planning, Eastern Kentucky University—Richmond, KY matthew_raby@eku.edu

Raven Draper, Diversity Student Public Relations Specialist, Eastern Kentucky University—Richmond, KY raven_draper2@mymail.eku.edu

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

10:30–11:45 a.m.

OSETS

Fourth Floor

Levels of Experience: **Novice**

325 The Ten Myths of Social Justice

◆◆ Theoretical Models ◆◆

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

Vernon Wall, Founding Faculty, Social Justice Training Institute; Senior Director, Professional Development, Research and Scholarship, American College Personnel Association—College Std—Washington, D.C.

10:30–11:45 a.m.

HUDSON—EMPIRE

Seventh Floor

Levels of Experience: **Intermediate**

326 Back to the Future on the Road to Success: Lessons from the Harvard Health Careers Summer Program

◆◆ Research/Assessment/Evaluation ◆◆

This session presents outcomes from a longitudinal follow-up of participants from the Harvard Health Careers Summer Program (HCSP), 1969 through 1977. This session should particularly benefit participants interested in model programs designed to promote the academic abilities and confidence of underrepresented minority (URM) college students interested in pursuing

graduate work in health care careers. The HCSP was designed to give URM students from Historically Black, Tribal, and Hispanic Associated Colleges and Universities, during a summer of their undergraduate years, a chance to gain academic credit in the basic sciences. They also received clinical exposure to fields in medicine or dentistry and MCAT training. Medical and dental school admissions officers from across the nation were invited to interview these students. The combination of these elements enhanced participant ability to gain admission to medical or dental school. Through questionnaires and interviews, these participants, who are now at the height of their health care or other careers, offer deep insights into the role a competitive summer preparation program played in shaping and guiding their careers. Three participants will comment on their experiences. The session compares the HCSP program with current premedical and dental pipeline education programs.

Robert Blacklow, MD, Principal Investigator, Harvard Medical School—Boston, MA Robert.Blacklow@hms.harvard.edu

Dean Whittle, PhD, Principal Investigator, Harvard Medical School—Boston, MA Whittle@fas.harvard.edu

Carolyn Howard, Research Collaborator, Harvard Medical School—Boston, MA

10:30–11:45 a.m.

CANTOR—JOLSON

Ninth Floor

Levels of Experience: **Intermediate**

327 Black Privilege: Unpacking the Invisibility of Prejudice on an HBCU Campus

◆◆ Theoretical Models ◆◆

By and large, the literature of higher education research and practice is silent on the issues of diversity, discrimination, and prejudice at minority-serving institutions (MSIs). In fact, the scholarly work on historically Black colleges consistently celebrates their role as academic havens providing culturally affirming and psychosocially effective environments for student learning. In a groundbreaking step forward, Alcorn State University created an Office for Diversity and Equity Engagement with the original mission and intent of increasing the numbers of racially diverse students and faculty on campus. After beginning this work, it became clear that there were considerable internal challenges and biases related to race, class, gender, and sexuality. The predominance of Black enrolled students, staff, faculty, and administrators created an unintended sense of privilege for Blacks that needed to be addressed. This workshop engages and reports on the ongoing work of one campus’ efforts to unpack the invisibility of privilege and prejudice in an attempt to move individuals and institutional practice forward in the interest of genuine equity. This session should particularly benefit scholars and educators interested in examining dimensions of privilege and prejudice, especially in a broader range of social contexts.

M. Christopher Brown, II, PhD, President, Alcorn State University—Alcorn State, MS president@alcorn.edu

Derek Greenfield, EdD, Director of Diversity and Equity Engagement, Alcorn State University—Alcorn State, MS dgreenfield@alcorn.edu

10:30–11:45 a.m.

OLMSTEAD—GRAMERCY

Seventh Floor

Levels of Experience: **Novice**

328 Faculty of Color in Religious Universities: Challenges and Opportunities

◆◆ Research/Assessment/Evaluation ◆◆

Predominately White universities, including those with a religious affiliation (e.g., Jesuit/Catholic), seek to recruit and retain African American and other faculty of color to support institutional diversity goals. Yet, a tension exists between the need to perpetuate the religious identity of the institutions and the challenge to diversify. Along with mastering normal faculty work responsibilities of teaching, research, and service, faculty of color contend with higher education climates that are not always hospitable. Additionally, those faculty members in predominately White faith-based institutions may also be

accountable for adherence to faith-based missions and associated service. Nascent research on faculty diversity in religious universities in general exists. Research on the experiences of faculty of color generally, and on African American particularly, in religious sponsored institutions is non-existent. This session will highlight the findings of a recently completed qualitative dissertation study that examined the socialization of African American women who serve as faculty members in Catholic, specifically Jesuit, universities. The presentation focuses on the unique racial and ethnic conditions and experiences by relating to institutional differences in mission, history, and situational factors. The session should be of interest to persons currently employed in or considering work in religiously affiliated universities.

Sheryl L. McGriff, EdD, Dean, University of Detroit Mercy and Eastern Michigan University—Detroit, MI sheryl.mcgriff@udmercy.edu

10:30–11:45 a.m.

ALVIN–CARNEGIE

Fifth Floor

Levels of Experience: **Intermediate**

329 Diversity, Privilege and Oppression: Engaging Students in Experiential Learning and Growth

◆◆ Curricular/Pedagogical Models ◆◆

This workshop teaches techniques used to engage students in experiential processes designed to enhance their racial and cultural responsiveness and motivation to work for social justice and equity. In a graduate level course taught by the presenters, students build on exploration of their racial and cultural identity, develop an understanding of structural privilege and oppression, and immerse themselves in a culture other than their own. Racial identity and structural racism are the underpinnings for learning about the dynamics of oppression and privilege. Students are taught to apply their learning to individuals, families, groups, and communities; challenged to understand how systemic privilege and oppression operate on all levels of policy; and committed to develop strategies to work for equity. The intersections of sexism, homophobia, and discrimination based on other characteristics such as ability or age are also explored, as well as the impact of microaggressions. This session should particularly benefit educators and others who are engaged in professional development to create a supportive learning environment that engages students in difficult discussions about systemic oppression and privilege; develop experiential learning assignments in diversity education; and help students apply what they learn to work with people in a variety of settings.

Lisa V. Blitz, PhD, Assistant Professor of Social Work, Binghamton University—Binghamton, NY lblitz@binghamton.edu

Brian Flynn, LCSW, Director of Admissions and Student Services, Binghamton University—Binghamton, NY bjflynn@binghamton.edu

10:30–11:45 a.m.

PALACE–WINTER GARDEN

Sixth Floor

Levels of Experience: **Novice**

330 Connecting Multicultural Students through Service: A Meaningful Experience

◆◆ Curricular/Pedagogical Models ◆◆

This session will explore a pilot program at The University of Akron, sponsored by the Office of Multicultural Development, which requires that all first-year students enrolled in the Passage Multicultural Learning Community participate in a service learning group project. This project allows students an opportunity to actively engage in service with nonprofit organizations in the local community. It also gives nonprofit organizations a chance to share their mission and purpose with the campus community, which may lead to financial and educational funding for major projects and/or services they may offer. This session should particularly benefit those interested in finding alternative ways of connecting first-year students to the community and actively engaging them in projects both inside and outside of the classroom.

Aiesha L. Motley, Associate Director, Operations/Multicultural Development, The University of Akron—Akron, OH am13@uakron.edu

Ronda M. Williams, Coordinator for Career Planning and Marketing/Multicultural Development, The University of Akron—Akron, OH rmw14@uakron.edu

10:30 a.m.–Noon

ROYALE–PLYMOUTH

Sixth Floor

A CONVERSATION WITH THOMAS D. PEACOCK



331 I Share a Dream: How Can We Eliminate Racism?

Thomas D. Peacock, EdD, Associate Professor, Department of Education Leadership, Winona State University—Winona, MN

Thomas D. Peacock, PhD, an enrolled member of the Fond du Lac Band of Lake Superior Chippewa (Anishinabe), is an associate professor of education at the University of Minnesota—Duluth. Peacock received his master's degree and doctorate in educational administration from Harvard University. Peacock has served as a teacher, counselor, director of Indian education for the Duluth Public Schools, secondary school principal, and superintendent of education for the Fond du Lac Reservation. His research and publication interests focus on American Indian education and policy issues.

1:15–2:30 p.m.

75-MINUTE CONCURRENT SESSIONS

1:15–2:30 p.m.

MUSIC BOX–MAJESTIC

Sixth Floor

Levels of Experience: **Novice**

332 2012: What's Happening with Access and Success for Students of Color with Learning Disabilities in Postsecondary Institutions in the United States?

◆◆ Curricular/Pedagogical Models ◆◆

The major question that will be addressed in this session is: What characteristics are associated with decisions about eligibility for students with learning disabilities in postsecondary institutions? The findings are especially important for high school transition students as they consider colleges. Issues of why high school transition is important for students with learning disabilities will be discussed. The transition from high school to college for students with learning disabilities as well as other disabilities is complicated by going from an entitlement legislative program to those of services that are governed by eligibility mandates (Gregg et al., 1999). This session should particularly benefit student services personnel and faculty concerned about the success of students of color with learning disabilities who have transitioned to the two- or four-year college or university.

Adrienne Foster, PhD, President, Academic Senate, Director, Predominantly Black Institution Grant (PBI), Learn, West Los Angeles College—Culver City, CA fosteraa@wlaac.edu

1:15–2:30 p.m.

ROYALE–PLYMOUTH

Sixth Floor

Levels of Experience: **All Levels**

333 Ohio Consortium of Multicultural Centers in Higher Education (OCMCHE): A Model for Collaborative Partnership

◆◆ Case Studies/Model Programs ◆◆

This session introduces the collaborative partnership of multicultural centers under the Ohio Consortium of Multicultural Centers in Higher Education (OCMCHE). Presenters will explore this step-by-step process, discuss critical questions that lead to the establishment of the consortium, and share its

successes, challenges, and rewards. This session should particularly benefit those who seek to build a network, share ideas and discuss issues of mutual concern, collaborate to cut down programming expenses, and exchange information and resources to enhance their work in diversity on their campuses and respective communities.

Mai Nguyen, Director, Asian/Hispanic/Native American Center, Wright State University—Dayton, OH mai.nguyen@wright.edu

Donna M. Whyte, PhD, Director, Office of Diversity and Multicultural Affairs, Cleveland State University—Cleveland, OH d.whyte@csuohio.edu

Juanita S. Tate, PhD, Director of Divisional Diversity Initiatives, Office of Diversity Affairs, Miami University—Oxford, OH tatejs1@muohio.edu

Rebecca Nelson, Senior Special Assistant to the Vice President, The Ohio State University—Columbus OH nelson.4@osu.edu

1:15–2:30 p.m.

PALACE–WINTER GARDEN

Sixth Floor

Levels of Experience: **Intermediate**

334 Posse: A Model for College Access, Student Success, and Institutional Growth

◆◆ Case Studies/Model Programs ◆◆

One of the primary goals of The Posse Foundation is to develop a powerful and diverse network of leaders prepared to assume critical roles in the workforce and tackle the complex issues of the twenty-first century. Posse not only provides the best educational opportunities to deserving students across the country but, through its comprehensive program, also identifies students who are proven leaders with exceptional motivation to succeed and provides training and support to ensure that they graduate from the nation's top colleges prepared to become the next generation of global leaders. Through a comprehensive look at the Posse model, including an interactive demonstration of a component of Posse's unique recruitment and training process, participants will have the opportunity to engage in a practical conversation about access, retention, institutional growth, and diversity in higher education and consider nontraditional measures of college readiness and merit. The target audience for this workshop includes college administrators such as presidents, senior officers, deans, and faculty in addition to organization and foundation leaders and other practitioners in the field of higher education.

Deborah Bial, EdD, President/Founder, The Posse Foundation—New York City, NY tsihaih@possefoundation.org

1:15–2:30 p.m.

BOOTH–EDISON

Fifth Floor

Levels of Experience: **All Levels**

335 Building Monuments: African American Women Composers as Heralds

◆◆ Interactive Training ◆◆

The session will examine the development, planning, and implementation process of a leadership training program designed for those students categorized as underrepresented on the campus of East Tennessee State University. The presenters will address strategies for training a diverse group of students, logistical considerations for student training, components of the training modules, and general lessons learned. This session should particularly benefit those interested in laying the groundwork for increased retention through interactive leadership training. Time will be allotted for participants to ask questions of presenters.

Donna M Cox, PhD, Professor of Music, University of Dayton—Dayton, OH

Derriell Springfield, Director of Student Programs and Strategic Initiatives, East Tennessee State University—Johnson City, TN Springfield@mail.etsu.edu

Carshonda Harris, Admissions Counselor, East Tennessee State University—Johnson City, TN harriscm@etsu.edu

1:15–2:30 p.m.

TIMES SQUARE

Seventh Floor

Levels of Experience: **Novice and Intermediate**

336 International Student Mentor Program—How to Better Equip Students to Help Peers Facing Cross-culture Differences and Challenges

◆◆ Case Studies/Model Programs ◆◆

In this session, panelists will discuss how to train students to help their peers on experiencing culture difference and culture shock. International Student Mentor Program is a special program designed to help students who come from different cultures during their first term at Portland State University. Participants will look at the ISMP as an example to see how this program has effectively help students facing different culture related challenges. The presenters will also share their experience in the program as a mentee and mentors. This session should particularly benefit people who are interesting in finding different ways to help students who experience culture challenges and difficulties.

Jimmy Hsu, Coordinator of International Student Mentor Program, Portland State University—Portland, OR posheng@pdx.edu

Ian Wu, International Student Mentor, Portland State University—Portland, OR kuanying@pdx.edu

1:15–2:30 p.m.

HARLEM

Seventh Floor

Levels of Experience: **All Levels**

337 A Sharper and Wider Lens: An Intersectional Exploration of African American Female Students Who Studied Abroad on Community College Programs

◆◆ Research/Assessment/Evaluation ◆◆

Twenty open-ended interviews and a focus group were conducted to explore the experiences of African American female students who studied abroad on community college programs in both heritage-seeking and non-heritage seeking destinations from 2005 to 2011. At the time of their study abroad in either Spain, Italy, Ghana, Nigeria, Morocco, England, or Ireland, participants, then aged 19-62, were living in the Los Angeles area, the San Francisco Bay area, or New York City. Using an intersectional lens and Chickering's college student identity development theory, this qualitative exploration both widens the scope and sharpens the focus of research on an understudied population. Findings offer important insights on unique and similar benefits for the students in comparison with their White and four-year college counterparts. Practical implications related to recruitment, orientation, and support strategies to maximize student learning outcomes will also be discussed.

Tasha Yvette Willis, EdD, Field Faculty Liaison, CSU Los Angeles, School of Social Work—Los Angeles, CA tasha.willis@gmail.com

1:15–2:30 p.m.

IMPERIAL–JULLIARD

Fifth Floor

Levels of Experience: **Intermediate**

338 What Does It Mean to Be Your Race or Ethnicity? Student Reflections on Racial/Ethnic Identity and Related Experiences at a Predominantly White Institution

◆◆ Curricular/Pedagogical Models ◆◆

This session shares one university professor's efforts to assist students reflecting on their racial identity and experiences through written essays on honoring difference. The university has a student population of 9,500 with 90.8% of students being White and 9.2% being ethnic minorities. A majority of students grew up in the surrounding areas of central Wisconsin and have had minimal experience with racial and ethnic diversity. The presenter will

provide insight on the kinds of student responses she received on the essays and how she helped students further reflect on their racial/ethnic identity and experiences. This session should particularly benefit administrators, deans, and faculty interested in finding strategies to help students at predominantly white institutions process their racial/ethnic identities.

Maysee Yang Herr, PhD, Assistant Professor of Education, University of Wisconsin, Stevens Point—Stevens Point, WI mherr@uwsp.edu

1:15–2:30 p.m.

ALVIN–CARNEGIE

Fifth Floor

Levels of Experience: **Novice**

339 Ferris Gets SOL: Biography of a University/Community Partnership

◆◆ Long- and Short-Range Planning ◆◆

This session tells the story of how a Michigan university shifted its relationship to the region's emerging Hispanic community. The university now harnesses the resources of its faculty, facilities, and other area institutional relationships to partner with the largest youth serving Hispanic organization in Western Michigan. The collaboration includes a college access component in the organization's Stop Summer Learning Loss program for high school students, a bilingual parent/student engagement program, and provides "train the trainer" learning models. The partnership, with the Hispanic Center of Western Michigan's SOL (Supporting our Leaders), is the beginning of Ferris' efforts to create itself as a community member that relates to the families, schools, and cultural institutions of the Latino community. The initiatives were created by staff of the Hispanic center rather than the university offering its services as an external entity. The story will focus on the efforts made to establish the relationships, the resulting program, and observations of outcomes on the students and their families. This session should particularly benefit administrators and faculty seeking collaborations with local communities and assist with strategies of creating common goals.

Tony Baker, PhD, Professor of Sociology, Ferris State University, Hispanic Center of Western Michigan—Grand Rapids, MI tonbaker@aol.com

Donna Ewigleben, Community Outreach Coordinator, Ferris State University, Hispanic Center of Western Michigan—Grand Rapids, MI ewigled@ferris.edu

Stacy Stout, Director of Education, Hispanic Center of West Michigan—Grand Rapids, MI

1:15–2:30 p.m.

HERALD–SOHO

Seventh Floor

Levels of Experience: **Novice and Intermediate**

340 Civil Rights Pilgrimage: The Impacts of Immersion Experience on the Development of Intercultural Knowledge and Competence

◆◆ Research/Assessment/Evaluation ◆◆

This session will briefly outline the development of a civil rights immersion experience for University of Wisconsin-Eau Claire students, followed by a comprehensive explanation of the faculty-student collaborative research conducted on this program. Presenters will discuss completed faculty-student research focused on the outcomes of the Civil Rights Pilgrimage immersion experience on participants' attitudinal changes in racism, sexism, and white privilege and the process of developing of an intercultural competence instrument. An in-depth discussion on the research used for the development of this unique immersion experience and the analysis of the data collected will demonstrate the impact and generalizability of a program similar to the UW-Eau Claire Civil Rights Pilgrimage to other campuses.

Jodi Thesing-Ritter, EdS, Associate Dean of Students, University of Wisconsin-Eau Claire—Eau Claire, WI thesinjm@uwec.edu

Elsa Kraus, Student Research Coordinator, University of Wisconsin-Eau Claire—Eau Claire, WI kraused@uwec.edu

Nicholas Severson, Student Research Coordinator, University of Wisconsin-Eau

Claire—Eau Claire, WI seversnj@uwec.edu

Sarah Tweedale, Student Research Coordinator, University of Wisconsin-Eau Claire—Eau Claire, WI tweedasa@uwec.edu

Mathias Hughey, Student Research Coordinator, University of Wisconsin-Eau Claire—Eau Claire, WI hugheymj@uwec.edu

Virgil Ward, Student Research Coordinator, University of Wisconsin-Eau Claire—Eau Claire, WI wardv@uwec.edu

1:15–4:15 p.m.

MARQUIS BALLROOM C

Ninth Floor

MAJOR WORKSHOP

341 "White Public Space"—How It Is Created and What We Can Do to Change It

"White Public Spaces" are those spaces in which racism is reproduced and institutionalized by the culture's power holders and institutions. Predominantly white colleges and universities and the communities in which they are located are prime creators and enforcers of such spaces. This session is designed to sharpen skills at identifying these spaces and recreating them to be more inclusive.

Frances E. Kendall, PhD, Consultant on Organizational Change and Communication, Specializing in Issues of Diversity—El Cerrito, CA

1:15–4:30 p.m.

WESTSIDE BALLROOM SALON 2

Fifth Floor

MAJOR WORKSHOP

342 Understanding and Challenging Christian Hegemony (Part II)

This day-long workshop facilitates an examination and discussion of Christian hegemony, the institutionalized system of Christian dominance in U.S. society that interconnects with sexism, racism, heterosexism, able-bodiedism, Islamophobia, and anti-Arab and anti-Jewish oppression. The interactive discussion will look at how Christian hegemony looks today in the United States, its everyday impact, how it has developed historically, its foundational values, and how they influence us today. The premise of this workshop is that one cannot accurately understand racism, sexism, or other systems of oppression without coming to grips with the ways seventeen hundred years of Christian hegemony undergirds, shapes, supports, and obfuscates how power and violence really work in our society.

Amer Ahmed, Associate Director, Multi-Ethnic Student Affairs, The University of Michigan—Ann Arbor, MI

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, CA

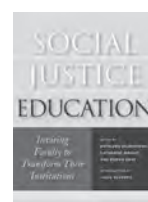
Victor Lee Lewis, Co-Director of the Center for Diversity Leadership; Radical Resilience Trainer; Co-author with Hugh Vasquez of *Lessons from the Color of Fear*—Berkeley, CA

1:30–3:30 p.m.

URIS-SHUBERT

Sixth Floor

SPECIAL FEATURE: MEET THE AUTHORS



343 Social Justice Education: Inviting Faculty to Transform Their Institutions

This book addresses the combination of pedagogical, curricular, and institutional commitments necessary to create and sustain diversity on campus. Its premise is that the socially just classroom flourishes in the context of a socially just institution, and it invites faculty and administrators to create such classrooms and institutions.

This book grew out of a project—involving deans and directors of teaching centers and diversity offices from six institutions—to instigate discussions among teachers and administrators about implementing socially just practices in their classrooms, departments, and offices. The purpose was to explore how best to foster such conversations across departments and functions within an institution, as well as between institutions. This book presents the theoretical framework used and many of the successful projects to which it gave rise.

Kathleen Skubikowski, PhD, Associate Professor of English, Assistant Dean for Instruction, Middlebury College—Middlebury, VT skubikow@middlebury.edu

Catharine Wright, MFA, Lecturer, Assistant Director of Writing, Middlebury College—Middlebury, VT cwwright@middlebury.edu

Roman Graf, PhD, Professor of German, Middlebury College—Middlebury, VT graf@middlebury.edu

Kamakshi Murti, PhD, Professor of German, Emerita, Middlebury College—Middlebury, VT kmurti@middlebury.edu

Lee Anne Bell, PhD, Professor, Director of the Education Program, Barnard College of Columbia University—New York City, NY lbell@barnard.edu

Glen David Kuecker, PhD, Associate Professor of Political Science, DePauw University—Greencastle, IN gkuecker@depauw.edu

Meryl Altman, PhD, Professor of English, DePauw University—Greencastle, IN maltman@depauw.edu

Barbara Love, EdD, Associate Professor Emerita, University of Massachusetts Amherst—Amherst, MA bjlove413@gmail.com

Chawne M. Kimber, PhD, Associate Professor, Department of Mathematics, Lafayette College—Easton, PA kimberc@lafayette.edu

1:30–3:30 p.m.

DUFFY–COLUMBIA

Seventh Floor

SPECIAL FEATURE PRESENTATION

344 Remapping Higher Education for Social Responsibility: Integrating Civic, Global, and U.S. Diversity Lenses

There is a consensus that a 21st century college education is not only about acquiring knowledge and credentialing oneself for the workplace but also about using knowledge in socially responsible ways to promote a larger good locally, nationally, and globally. Three powerful educational reform movements that have focused on civic, global, and U.S. diversity as ways of knowing offer rich resources for making education for social responsibility an expected outcome of college. But too often they operate in parallel universes, sometime in competition with one another, instead of integrating and maximizing their collective powers. To focus on new ways of remapping how higher education organizes itself, this session will draw from the ambitious recommendations that seek to braid the civic, global, and U.S. diversity together in a new civic report, *A Crucible Moment: College Learning and Democracy's Future*, released by the White House, January 10, 2012. Informed by 150 people who gathered at a series of national roundtables as part of the Civic Learning and Democratic Engagement Project, the report was authored by co-director of the CLDE project, Caryn McTighe Musil, and published by the Association of American Colleges and Universities on behalf of the CLDE Network. Through lecture, discussion, and hands-on activities geared to action back on their campuses, participants should leave having designed some concrete steps they could take to exploit convergences between civic, global, and U.S. diversity. Chad Anderson and Eleanor Hall, both program associates at AAC&U, will help facilitate the interactive aspects of the session.

Chad Anderson, Program Associate, Association of American Colleges and Universities—Washington, D.C.

Eleanor Hall, Program Associate and Assistant to the Senior Vice President, Association of American Colleges and Universities—Washington, D.C.

Caryn McTighe Musil, PhD, Senior Vice President, Association of American Colleges and Universities, Office of Diversity, Equity, and Global Initiatives—Washington, D.C.

1:30–3:30 p.m.

BARRYMORE

Ninth Floor

MAJOR WORKSHOP

345 Nurturing Your Students' Intellectual Performance Development: Lessons from Psychology

Even very smart people can and do act stupidly. Psychology experiments suggest that human intelligence, which we tend to think of as quite stable, can be remarkably fragile. Why? The presenter's research finds that a variety of social psychological factors can suppress intelligent thought, making people significantly less intelligent than their test scores would indicate. Conversely, research shows how we can make our students and ourselves smarter and more motivated. The presenter will discuss implications of this research for both self improvement as well as addressing difficult social problems such as the achievement gap between blacks and whites and the math gap between males and females.

Joshua Aronson, PhD, Associate Professor of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, New York University—New York City, NY

1:30–3:30 p.m.

CANTOR–JOLSON

Ninth Floor

MAJOR WORKSHOP

346 International Education Today to Prepare the Leaders of Tomorrow

Universities can no longer afford to allow students to graduate without an understanding of the global community. Students today face a complex world where solutions to problems require collaboration across cultures and national borders. The most important challenge facing higher education is to train students to be citizens of the world; able to speak other languages; have a deep appreciation of different peoples, their cultures and histories; and are comfortable traveling and living in other countries. At a time of shrinking budgets and increasing demands to do more with less, international education can seem like a luxury. Building on the panel of presidents that shared their experiences about international initiatives on their campuses, this workshop will help each participant assess his or her role and the contribution each can make in the important effort to internationalize the campus. From the faculty, student life, career services, academic advising, public safety, the registrar, financial aid, to athletics; everyone has a role in building an international campus.

Karen Jenkins, PhD, Executive Director of the African Studies Association, Hosted by Rutgers University—New Brunswick, NJ

1:30–3:30 p.m.

2-HOUR CONCURRENT WORKSHOP

1:30–3:30 p.m.

WESTSIDE BALLROOM SALON 1

Fifth Floor

Levels of Experience: **Intermediate**

347 Free Land: Excavating the History of Race, Land, and White Privilege in the U.S. Through Hip Hop and Theater

◆◆ Interactive Training ◆◆

Join writer/performer Ariel Luckey in this provocative presentation on the intersections of race, land, and white privilege throughout U.S. history. Highlighting the Homestead Act, post-Slavery Reconstruction programs, and the Indian Wars, this session will illustrate how racially discriminatory federal land policies directly established the patterns of land ownership present today.

Through interactive exercises, theater, music, and group discussions, participants will explore family histories, cultural narratives, and national myths about who we are, where we live, and how we got here. Tracking their families' footprints across the land and the history of U.S. colonialism and westward expansion, participants will examine how institutional and intergenerational privilege and access, or lack thereof, influence where we stand and who we stand with today. Finally, participants will draw on the lessons and inspiration of family stories to guide and inform a 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, CA
<http://www.arielluckey.com/aboutme.html>

1:30–4:00 p.m.
 MARQUIS BALLROOM A&B
 Ninth Floor

MAJOR WORKSHOP

348 Multiracial Identity: New Models and Frameworks for Describing and Understanding the Experience of Race and Identity

For two decades, research on multiracial people has challenged, advanced, and re-framed how we view race and identity in the United States. The impact of foundational, as well as new models of multiracial identity is evident in the content of emerging perspectives on social identity, including intersectionality. This highly interactive session includes a brief review of ways multiracial identity has been framed over the past 20 years, including key issues that both support and challenge traditional theories of racial identity development. A new model of multiracial identity that incorporates aspects of intersectionality is presented and demonstrated as a learning and programming tool. Interactive discussion allows participants to examine questions often raised by the topic of multiracial identity on campus, such as: to what extent is racial identity chosen as opposed to assigned? Do racial groups embody aspects of culture and, if so, what is multiracial culture? To what extent should institutional policies and practices change to accommodate multiracial people? And what interventions and programs have been successful in meeting the needs of multiracial students, and what can we learn from our mistakes?

Charmaine L. Wijeyesinghe, EdD, Consultant in Organizational Development and Social Justice Education—Delmar, NY

1:30–4:30 p.m.
 ASTOR BALLROOM
 Seventh Floor

SPECIAL FEATURE PRESENTATION

349 Community Colleges: Serving Forty Percent of all Higher Education Students and More African Americans, Latinos, Native Americans, and Immigrants than any Other Sector of Higher Education

Community colleges are at the cutting edge of workforce preparation for business and industry. A major priority for community colleges is student success. Learn how community colleges are approaching partnerships with K-12 and universities and promoting a culture based on evidence and completion. Hear from national leaders in the fastest growing sector of higher education.

Glen Gabert, PhD, President, Hudson County Community College—Jersey City, NJ
Eduardo Marti, PhD, Vice Chancellor for Community Colleges, The City University of New York—New York City, NY

Shaun L. McKay, PhD, President, Suffolk County Community College—Brentwood, NY

Joann La Perla-Morales, EdD, President, Middlesex County College—Edison, NJ
Narcisa A. Polonio, EdD, Vice President, Research, Education, and Board Services, Association of Community Colleges Trustees (ACCT)—Washington, D.C.

1:30–4:30 p.m.
 HUDSON-EMPIRE
 Seventh Floor

SPECIAL FEATURE PRESENTATION

350 Identities and Inequalities: Exploring the Intersections of Race, Class, Gender, and Sexuality

For centuries, academics have been trying to explain the myriad ways in which race/ethnicity, class, gender and, more recently, sexuality shape our lives and determine our access to important life chances. In sociology these concepts are the bread and butter of the discipline. But in the interests of expediency and ease, most faculty still tend to teach race/ethnicity, class, gender, and sexuality as independent, mutually exclusive concepts. Unfortunately, that's not the way we live our lives. We don't perceive the world and our place in it through the lens of one social identifier at a time. Rather, we experience all of them simultaneously. All of us at some point derive varying amounts of penalty and privilege from the systems of inequality that frame our social world. The key to overcoming structures of disadvantage, therefore, is to recognize the multiple intersecting dimensions of inequality: race/ethnicity, class, gender, and sexuality. It is only by acknowledging their simultaneity that we can come to see ourselves and others as advantaged in some ways and disadvantaged in others. The presenter will explore this complex reality and examine these intersections as *both* elements of personal identity *and* sources of social inequality, paying particular attention to the difficulties intersectionality presents in college courses, not only in terms of the social identifiers students (and faculty) bring with them but in terms of substantive course material and classroom conversation. How can we avoid the modular "this week is gender, next week is race" pedagogical approach and effectively teach students to understand the intersections of race/ethnicity, class, gender, and sexuality in their everyday lives? At the same time, how do we overcome students' sometimes paralyzing unwillingness to raise, address, and critically examine these issues? To set the stage for this discussion, the presenter will draw from his book *Identities and Inequalities* as well as his experiences teaching for almost 25 years at a small, private, liberal arts college. This session will be more dialogue than monologue: interactive, informal, and, above all, pragmatically helpful in a collective search for ways to engage sometimes resistant, sometimes complacent, and sometimes angry students.

David M. Newman, PhD, Professor of Sociology, Sociology and Anthropology, DePauw University—Greencastle, IN

1:30–4:30 p.m.
 BELASCO-BROADHURST
 Fifth Floor

MAJOR WORKSHOP

351 Intergroup Dialogue: Understanding Inequality and Fostering Empathy for Social Action

Once again the constitutionality of Affirmative Action will come before the U.S. Supreme Court. Evidence will be needed again showing that diversity has educational benefits. There is general agreement among scholars that diversity must be intentionally utilized—in courses, co-curricular activities, and the informal campus environment—if students are to benefit from diversity. Intergroup dialogue is one approach to utilizing diversity in an explicit educational manner.

This session will present findings—both quantitative and qualitative—from a nine-university field experiment involving 52 dialogue courses and 52 control groups demonstrating that intergroup dialogue increases students' understanding of structural causes of inequality, intergroup empathy, and commitment to social justice and action. It will also include an interactive workshop in which participants will engage in some of the learning exercises through which these effects were generated in this multi-institutional study.

Patricia Gurin, PhD, Nancy Cantor Distinguished University Professor Emerita of Psychology and Women's Studies, University of Michigan—Ann Arbor, MI

Biren (Ratnesh) Nagda, PhD, Associate Professor, School of Social Work, University of Washington—Seattle, WA

Kelly Maxwell, PhD, Co-Director, The Program on Intergroup Relations (IGR), University of Michigan—Ann Arbor, MI

Monita Thompson, Co-Director, The Program on Intergroup Relations (IGR), University of Michigan—Ann Arbor, MI

1:30–4:30 p.m.

O'NEILL

Fourth Floor

MAJOR WORKSHOP

352 Social Class as Personal: Concepts and Conversations

Social class concepts and conversations typically concern group behaviors or economic forces. These abstract concepts and conversations neglect the personal aspects of our social class of origin, our current felt social class, and our attributed social class. During this workshop participants will learn about and discuss multiple models of social class, from social class as income and wealth to social class as identity, and explore the benefits and difficulties of using each of these models in conversation and in working with social class as personal. Half of the time in during the workshop will be dedicated to engaging in conversations that will explore participants' own personal social class narratives from within each of these multiple perspectives. Building on the concepts and conversations about the personal nature of social class the following topics will be explored:

- The role of campus experiences, faculty, administrators, staff, and students in social class reproduction and transformation,
- The structural and interpersonal sources of social class inequity on campus, and
- The effects of campus majority social class on underclass, majority class, and overclass students.

This workshop will benefit anyone teaching about social class as part of diversity and anyone seeking a deeper understanding of how social class is a personal, interpersonal, and structural force on campus.

Will Barratt, PhD, Professor of Educational Leadership, Indiana State University—Terre Haute, IN

1:30–4:30 p.m.

GOTHAM—CHELSEA

Seventh Floor

MAJOR WORKSHOP

353 Empowering Teachers to become More Inclusive through SEED Seminar Work

In 2011, filmmakers Rick and Shakti Butler interviewed seventeen staff members of the National SEED (Seeking Educational Equity and Diversity) Project on Inclusive Curriculum, on the occasion of the Project's 25th year. SEED prepares K-12 and university teachers to lead their own year-long seminars with their own colleagues on making curricula, teaching methods, and educational climates more gender-fair, multicultural, and inclusive of all students no matter what backgrounds they come from.

Shakti Butler will describe and show film footage about three themes: the centrality to SEED processes of personal narratives delivered through "Serial Testimony"; the centrality of the theme of Curriculum as Window and Mirror, first introduced by SEED Project Co-director, Emily Style; and Style's theory of "the scholarship on the shelves and the scholarship in the selves."

Peggy McIntosh, Founder of SEED and Co-Director during the first 25 years, will show footage of her presentation on Interactive Phase Theory on gender and race, which ties together many SEED convictions and practices. Four

SEED staff members who teach in the New York/New Jersey area will facilitate three interactive exercises for NCORE participants that model SEED's adult development of educators. These exercises are about providing all learners with "windows and mirrors," about "balancing the scholarship on the shelves with the scholarship in the selves," and about using serial testimony for faculty interaction in SEED meetings or any other kind of meeting. Through these interactive exercises, participants in this session may gain more conviction in bringing their own experiences to bear on their practices in education especially with regard to the most vulnerable students in their spheres of influence. The exercises will elicit teachers' memories of schooling and identify cruelties and deficits for people of all backgrounds, including faculty. The process will probably empower participants to believe still more strongly in inclusive practices in the classroom and in their institutions. SEED processes are designed for learners of any age.

Shakti Butler, PhD, Founder and Creative Director, World Trust Educational Services, Inc.—Oakland, CA shaktib@earthlink.net

Peggy McIntosh, PhD, Associate Director, Wellesley Center for Women; Founder and Co-Director, National SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity), Wellesley College—Wellesley, MA

1:30–4:30 p.m.

3-HOUR CONCURRENT SESSIONS

1:30–4:30 p.m.

HART

Fourth Floor

Levels of Experience: **All Levels**

354 Diversity and Social Justice: The Heart and Soul of Future Professionals in Human Services

◆◆ Interactive Training ◆◆

In this interactive session, presenters will share their experiences in effectively teaching others in higher education to acknowledge social justice in their future work as human services providers including social workers, psychologists, family therapists, and other health and mental health professionals. The session will begin with a setting of the 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. The presenters will share experiential, narrative processes that they utilize to understand awareness around emotionally charged issues. As an experiential process for participants, there will be a facilitation of teaching and group processes successfully utilized 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. Related concepts of disparities, societal inequalities, disproportionality, etc. will form the foundation of the initial presentation. This session should particularly benefit human service providers who have a multicultural practice, teach multicultural courses, facilitate workshops, or engage in workshop 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.

Matthew R. Mock, PhD, Professor of Psychology, John F. Kennedy University—Berkeley, CA DrMMock@comcast.net

Haydee Montenegro, PsyD, PhD, Professor and Director of Training, Doctorate Program in Psychology John F. Kennedy University—Concord, CA hmontenegro@jfku.edu

Robin L. Rasbury, PsyD, Assistant Professor, John F. Kennedy University—Pleasant Hill, CA rrasbury@jfku.edu

1:30–4:30 p.m.

ODETS

Fourth Floor

Levels of Experience: **Intermediate****355 Allyship: The Politics of Inclusion and Wellness Matters**

◆◆ Interactive Training ◆◆

This interactive session explores the interconnections of identities and examines what it means to be inclusive through allyship, questioning politics of inclusion, language, use of space, community values, and cultural practices. An overview of the University of California, San Diego Campus Community Centers: The Women's Center, Lesbian Gay Bisexual Transgender Resource Center, and the Cross-cultural Center will provide contextual insights and lessons for examining the challenges, celebrations, and collaborations in social justice work. This session should particularly benefit participants interested in student retention, integrating holistic wellness in social justice work, bringing diverse groups together, and understanding the ways position, power, and privilege impact interpersonal dynamics and practices around inclusion.

Vanidy Bailey, EdD, Assistant Director for Education, Lesbian Gay Bisexual Transgender Resource Center, University of California, San Diego Campus Community Centers—La Jolla, CA vbailey@ucsd.edu

Victor Betts, Operations and Marketing, UC San Diego Cross-cultural Center, University of California, San Diego—La Jolla, CA vbetts@ucsd.edu

DJ Kuttin Kandi, Programs, UC San Diego Women's Center, University of California, San Diego—La Jolla, CA ccustudio@ucsd.edu

Nancy Magpusao, Educational Programs, UC San Diego Cross-cultural Center, University of California, San Diego—La Jolla, CA nmagpusao@ucsd.edu

Michelle Strange, Operations Coordinator, Lesbian Gay Bisexual Transgender Resource Center, University of California, San Diego—La Jolla, CA mdstrange@ucsd.edu

1:30–4:30 p.m.

OLMSTEAD–GRAMERCY

Seventh Floor

Levels of Experience: **All Levels****356 “Comedy as a Catalyst: A 2-Year Journey”: An Interactive Discussion on Implementing Diversity, Racism, and Prejudice Programs in the Workplace**

◆◆ Interactive Training ◆◆

For the last two years, “The Black Jew Dialogues” and Lewis University have been 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 served as a jumping-off 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 with Lewis' core values in its mission statement, in addition to the Sanctified Zone commitment that pronounces Lewis University as “A People and a Place Committed to Diversity.” The Sanctified Zone commitment declares that the community is working to end racism, bias, and prejudice by valuing diversity in a safe and nurturing environment. The hope is that other universities will look at the model 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 that 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 distinctiveness.

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

Ron Jones, Actor/Producer of “The Black Jew Dialogues”—Winston-Salem, NC Ron@thebjd.com

Larry Jay Tish, Actor/Producer of “The Black Jew Dialogues”—Cambridge, MA larry@thebjd.com

1:30–4:30 p.m.

ZIEGFELD

Fourth Floor

Levels of Experience: **Intermediate****357 Dialoguing across the Ages—An Intergenerational Dialogue on Race and Ethnicity on NCORE'S 25th Anniversary**

◆◆ Interactive Training ◆◆

This session examines an innovative pedagogical approach incorporating the Intergroup Dialogue (IGD) Model in an intergenerational one-time dialogue experience. This interactive model and practice is applicable to those who facilitate workshops and trainings, classroom teachers and administrators, and students of all ages. This session should particularly benefit undergraduate and graduate students, staff, administrators, and faculty—people of all ages interested in engaging in authentic, honest, informed dialogue focused on issues of race, ethnicity, racism, whiteness, and white privilege. In this session, participants will explore questions connected to race, ethnicity, racism, etc.—where did we come from, where are we now, where are we going, what is our vision for the future, and how can we work in intergenerational solidarity to reach that vision? Participants will have the opportunity to listen to each other, ask each other questions, and engage in authentic dialogue that does not shy away from differing experiences, perspectives, priorities, conflict, etc. Rather, this model embraces all of these different points of view and lived experiences to reach new ground, within and across the generations.

Tanya Williams, EdD, Associate Dean of Students for Diversity and Inclusion and Co-director of the Intergroup Dialogue (IGD) Program, Mount Holyoke College—South Hadley, MA towillia@mtholyoke.edu

Elaine Brigham, Advanced Doctoral Student in the Social Justice Education Program at the University of Massachusetts, Amherst; Co-director of the Intergroup Dialogue (IGD) Program, Mount Holyoke College—South Hadley, MA ebrigham@educ.umass.edu

1:30–4:30 p.m.

WILDER

Fourth Floor

Levels of Experience: **Novice and Intermediate****358 Developing a Peer Dialogue Program on Campus: Pedagogical and Political Strategies**

◆◆ Case Studies/Model Programs ◆◆

This session will present the processes that were involved in developing and implementing a series of courses to introduce and 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. The presenters will go through the steps taken over a five-year period to introduce the course to the campus and the expansion from a teacher-led dialogue course (Introduction to Intergroup Dialogue) to adding an advanced course in Peer Facilitation Training, where, after the first week of class, students facilitated the class dialogues. Discussion will include the garnering of political and administrative support and the challenges in gaining support for co-teaching by faculty and staff in the courses. In addition, presenters will share the syllabus and activities of the course, discussing the pedagogical choices made in the Introduction and the Peer Training courses, how and why they differ, and the role of co-learning in these courses. This session is related to the one-day workshop presented by student facilitators who have completed the two-course program. Presenters will also discuss the most recent advances of creating a certificate program in Intergroup Dialogue, the first of its kind at similar colleges. This session should particularly benefit faculty and staff 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.

Corliss Askew Watkins, CW Academic Advisor, Coordinator of Black Student Success, Saint Mary's College of California—Moraga, CA caw4@stmarys-ca.edu

Joan Iva Fawcett, JIF Director of the Intercultural Center, Saint Mary's College of California—Moraga, CA jic2@stmarys-ca.edu

Barry Chersky, BC Human Resources Specialist, Saint Mary's College of California—Moraga, CA bac3@stmarys

2:45–4:15 p.m.

TIMES SQUARE

Seventh Floor

FILM PREVIEW

359 White Scripts and Black Supermen: Black Masculinities in Comic Books

White Scripts and Black Supermen is a lively and humorous documentary critiquing representations of Black males in action comic books over a 40-year period. It examines how these characters are burdened by old and shifting stereotypes. These comic books remain popular with young (and not so young) males and their reach extends into other areas of cultural production such as movies and animated TV series. They are a viable lens from which to read American race relations.

Scholars and cultural critics (Jelani Cobb, Mark Anthony Neal, Sundiata Keita Cha-Jua) producers, writers, and artists (the late pioneer Dwayne McDuffie, Reginald Hudlin, John Jennings) discuss the impact of the genre and leading comic book superheroes Black Panther, the Falcon, John Stewart (the Green Lantern), Luke Cage, and Black Lightning.

For information on how to acquire *White Scripts and Black Supermen: Black Masculinities in Comic Books* contact, California Newsreel. www.newsreel.org

2:45–4:15 p.m.

HARLEM

Seventh Floor

FILM PREVIEW

360 Haiti: Where Did the Money Go?

In the United States alone, half of all households gave \$1.4 billion to charities, yet almost two years later more than half a million people still live in squalid camps. Only a few have access to drinking water. Sanitation is woefully inadequate. Malnutrition and cholera are on the rise. What happened?

HAITI: Where Did The Money Go? asks the pivotal question—why did so much money buy so little relief? And why are so many still living in squalor?

2:45–4:15 p.m.

90-MINUTE CONCURRENT SESSIONS

2:45–4:15 p.m.

PALACE–WINTER GARDEN

Sixth Floor

Levels of Experience: **Novice**
361 Engineering and Sustaining Healthy Diversity Plans: A Step by Step Approach for Success

◆◆ Long- and Short-Range Planning ◆◆

This session provides participants a hands-on, step-by-step approach to guiding the process for creating diversity plans. This proven model focuses on the development of plans for each college within an academic institution. Participants will hear insights about creating templates, disseminating expectations, gathering reports in consistent timeframes, understanding who should review, content of evaluation forms, and what should follow after plans are complete. This session will particularly benefit participants interested in setting goals for the recruitment and retention of diverse faculty, staff, and student populations and for those who want to create an inclusive, welcoming campus environment.

Shanda L. Gore, EdD, Associate Vice President for Equity, Diversity, and Community Engagement, The University of Toledo—Toledo, OH Shanda.gore@utoledo.edu

2:45–4:15 p.m.

MUSIC BOX–MAJESTIC

Sixth Floor

Levels of Experience: **All Levels**
362 EdWorks Fast Track College: Preparing Underrepresented Youth to Succeed in College

◆◆ Case Studies/Model Programs ◆◆

This session examines innovative university/K-12 partnerships that offer Early College High School experiences to under-represented youth in nine urban Ohio communities. Youth attending EdWorks' Fast Track schools report a 91% graduation rate in urban communities where the average graduation rate is less than 70%. Over one-third of all Fast Track graduates earn a high school diploma and 60 college credits during their four-year high school career. EdWorks President Harold Brown will facilitate a dialogue and panel discussion of leaders in Fast Track work, which will provide insight into initiative, history, challenges overcome, and student successes. This session should particularly benefit participants interested in information related to these tracks: Enhancing Teaching and Learning in Culturally Diverse Classroom Environments and Issues of Teaching, Learning, Curriculum Transformation, and Faculty Development as Related to Growing Racial/Ethnic Diversity and University-Community Partnerships.

Thomas J. Lasley, II, Executive Director, Learn to Earn Dayton, The Dayton Foundation; Professor, School of Education and Allied Professions, University of Dayton—Dayton, OH tlasley1@udayton.edu

Harold Brown, President, EdWorks—Cincinnati, OH brownh@edworkspartners.org

Andrea Mulkey, Fast Track Director, EdWorks—Columbus, OH mulkeya@edworkspartners.org

2:45–4:15 p.m.

ALVIN–CARNEGIE

Fifth Floor

Levels of Experience: **All Levels**
363 Organizational Forgiveness

◆◆ Theoretical Models ◆◆

This session will explore the many ways we engage in racial, cultural, and interpersonal conflict within the workplace and society. It will also explore research findings that shed light on the impact that unforgiveness and unresolved conflict has on productivity, creativity, overall job satisfaction, and physical health and well-being. The anatomy of forgiveness will be presented along with practical steps on how to move beyond both major and minor conflicts in the workplace as it related to issues of diversity.

Sharon Adams, EdD, Dean of Student Services, Sierra College—Rocklin, CA sad-ams9@sierracollege.edu

2:45–4:15 p.m.

HERALD–SOHO

Seventh Floor

Levels of Experience: **Intermediate**
364 From the Heart of Campus to the Heart of the Matter: Developing Integrated Approaches to Reduce the Achievement Gap

◆◆ Case Studies/Model Programs ◆◆

This session focuses on the development, advancement, and consolidation of programs and initiatives aimed to recruit, admit, retain, enrich, provide academic support, and graduate underrepresented students at the University of Wisconsin, Madison. Grounded and focused in the inquiry-based and high impact practices delineated in the Wisconsin Experience, a group of dedicated academic affairs professionals in the College of Letters and Science designed and developed the Center for Academic Excellence (CAE). This presentation will introduce earlier institutional efforts and developments that served as the foundation of CAE. It will also convey the vision, mission, and impact CAE is expected to exert to curtail the achievement gap and time to degree among students of underrepresented backgrounds and targeted ethnicities. In addi-

tion, the presenters will share known best practices and exemplary initiatives and approaches aimed to fulfill these goals, strengthening the First Year Experience while broadening their impact and reach among student participants, one freshman cohort at a time.

DeVon L. Wilson, Assistant Dean, M/D Coordinator, Director Center for Academic Excellence, University of Wisconsin, Madison—Madison, WI dlwilson@lssa.wisc.edu
José J. Madera, Assistant Dean, Interim Assistant Director Academic Advancement Program, Center for Academic Excellence, Student Academic Affairs College of Letters and Science, University of Wisconsin, Madison—Madison, WI jjmadera@lssa.wisc.edu

2:45–4:15 p.m.

BOOTH-EDISON

Fifth Floor

Levels of Experience: **Intermediate**

365 Attracting and Retaining Historically Underrepresented Students in Science, Technology, Engineering, Mathematics and Medicine (STEM)

◆◆ Case Studies/Model Programs ◆◆

This session examines an innovative program at The University of Akron (UA) aimed at the recruitment, retention, and graduation of low-income, first generation, minority, female, and nontraditional students in STEM disciplines. Information, insights, and lessons learned by UA's Choose Ohio First STEM program will be provided. The program utilizes an intrusive support model that has resulted in a 94% retention rate and a 100% graduation rate and is used to recruit and retain students at UA and in STEM disciplines. This model includes academic and life coaching, peer mentoring, tutoring, socio-cultural activities, undergraduate research, community service, and a scholarship for more than 350 students. This session should particularly benefit participants interested in promoting and retaining students pursuing STEM degrees, practitioners providing direct services to underrepresented students, and those concerned with retention issues related to minority and other historically underrepresented students in STEM majors. Despite the program embracing the national mission to promote STEM careers among students who historically have not undertaken them, program participants are retained at a rate double that of other UA students in STEM disciplines and graduate at the same rate of UA's Honors College.

Adam A. Smith, Special Assistant to the Office of the Provost/Chief Operating Officer and Director of STEM Student Initiatives, The University of Akron—Akron, OH SmithA@uakron.edu

3:00–4:30 p.m.

IMPERIAL-JULLIARD

Fifth Floor

A CONVERSATION WITH KEVIN KUMASHIRO



366 Bad Teacher!: How Blaming Teachers Distorts the Bigger Picture

Kevin Kumashiro, PhD, Associate Professor Policy Studies, College of Education, University of Illinois-Chicago—Chicago, IL

Kevin K. Kumashiro, PhD, is professor of Asian American Studies at the University of Illinois at Chicago, where he was formerly chair of Educational Policy Studies and interim co-director of the Institute for Research on Race and Public Policy. He currently directs the UIC AANAPISI Initiative, a \$3.9 million project, fully funded by the U.S. Department of Education, to support Asian American and Pacific Islander students in higher education. He is the award-winning author and editor of nine books on education and activism, including *Troubling Education: Queer Activism and Anti-Oppressive Pedagogy* (2002), *The Seduction of Common Sense: How the Right Has Framed the*

Debate on America's Schools (2008), and *Against Common Sense: Teaching and Learning toward Social Justice* (2009). He is the founding director of the Center for Anti-Oppressive Education, and the President-elect and chair of the 22nd annual conference of the National Association for Multicultural Education.

3:00–4:30 p.m.

ROYALE-PLYMOUTH

Sixth Floor

SPECIAL FEATURE PRESENTATION

367 A Legacy of Voice and Relevance: Reflections of AAPI Higher Education Student Affairs Professionals

In a NASPA-published 2012 book, *Voice and Visibility for Asian Americans and Pacific Islanders in Higher Education Student Affairs*, a panel of career-long advocates of equity and social change on college campuses—an emeritus university president, a director of student diversity programs at a research university, a faculty member, and an emeritus university system vice president—discuss their experiences and observations that gave rise to the book. The book's diverse team of more than 25 authors relate their experiences and insights on the diverse and rapidly growing community of AAPI professionals and students on college campuses and delve into areas rarely, if ever, explored and analyzed so deeply in writing through stories that inform and research analyses that probe and challenge misperceptions. This session should offer inspiration to any group seeking change and greater equity and diversity for all students and professionals on college campuses. All of the panelists have established track records as effective college and university leaders and career-long advocates for social justice and change.

Amy Agbayani, PhD, Director, Student Equity, Excellence, and Diversity (SEED), University of Hawai'i at Mānoa—Honolulu, HI

Doris Ching, EdD, Vice President Emeritus for Student Affairs, University of Hawai'i at Mānoa—Honolulu, HI

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

Robert Teranishi, PhD, Associate Professor, Higher Education, Steinhardt School of Culture, Education, and Human Development, New York University—New York City, NY

5:00–6:00 p.m.

BROADWAY BALLROOM

Sixth Floor

CONFERENCE AFTERNOON PLENARY SESSION



368 Keynote Address: Who We Be: The Colorization of America

Jeff Chang, Executive Director, Institute for Diversity in the Arts + Committee For Black Performing Arts, Stanford University—Stanford, CA

Jeff Chang has written extensively on culture, politics, the arts, and music. He is the Executive Director of the Institute for Diversity in the Arts + Committee on Black Performing Arts at Stanford University. He has been a USA Ford Fellow in Literature and a winner of the North Star News Prize. He was named by *Utne Reader* as one of "50 Visionaries Who Are Changing Your World." His first book, *Can't Stop Won't Stop*, garnered many honors, including the American Book Award and the Asian American Literary Award. He is also the editor of *Total Chaos: The Art and Aesthetics of Hip-Hop*. He is currently working on three new book projects: *Who We Be: The Colorization of America* (St. Martin's Press, 2012), *Youth* (Picador Big Ideas/Small Books series), and a biography of Bruce Lee (Little, Brown). Jeff was a founding editor of *ColorLines* magazine and a Senior Editor/Director at Russell Simmons' *360hiphop.com*. He has written for *The Nation*, the *New York Times*, the *San Francisco Chronicle*, *Vibe*, *Foreign Policy*, and

Mother Jones, among many others. In 1993, he co-founded and ran the influential hip-hop indie label, SoleSides (now Quannum Projects) helping launch the careers of DJ Shadow, Blackalicious, Lyrics Born, and Lateef the Truth Speaker. He has helped produce more than a dozen records, including the “godfathers of gangsta rap,” the Watts Prophets. He covered the 2000 presidential elections for 360hiphop. In 2007, he interviewed Barack Obama for the cover of *Vibe*. After being politicized by the anti-apartheid and anti-racist movements at the University of California at Berkeley, Jeff worked as a community, labor, and student organizer and as a lobbyist for the students of the California State University system. He received a bachelor’s degree from Cal and a master’s degree in Asian American Studies from the University of California at Los Angeles and has published scholarly articles on culture and race relations in Hawai’i and Los Angeles. He has lectured at dozens of colleges, universities, festivals, and institutions in the United States and around the world. He was an organizer of the inaugural National Hip-Hop Political Convention and has served as a board member for several organizations working for change through youth and community organizing, media justice, culture, the arts, and hip-hop activism. In 2006, he was selected to participate in a conversation with Tom Hayden in the prestigious Mario Savio Memorial Lecture. Born of Chinese and Native Hawaiian ancestry, Jeff was raised in Hawaii where he attended ‘Iolani School.

5:00–6:30 p.m.
ROYALE–PLYMOUTH
Sixth Floor

APINCORE (Asian/Pacific Islander American) CAUCUS

369 Book reception

Asian Americans and Pacific Islanders in Higher Education: Research and Perspectives on Identity, Leadership, and Success

6:00–7:30 p.m.
BELASCO–BROADHURST
Fifth Floor

LATINO/A CAUCUS

370 Meeting and Roundtable Discussion (Social to follow)

6:00–7:30 p.m.
HUDSON–EMPIRE
Seventh Floor

WHITES PARTNERING TO DISMANTLE RACISM CAUCUS

371 Discussion: Recognizing Internalized Dominance (Part 2)

6:00–7:30 p.m.
BARRYMORE
Ninth Floor

NATIVE DELEGATES (NDNCORE) CAUCUS

372 Networking Meeting

6:30–7:30 p.m.
16TH FLOOR SKYLOBBY
Sixteenth Floor

NADOHE RECEPTION

373 Networking Reception Hosted by the National Association of Diversity Officers in Higher Education

NADOHE
National Association of Diversity Officers in Higher Education

The National Association of Diversity Officers in Higher Education (NADOHE) is pleased to invite Chief Diversity Officers and those whose work advances inclusive excellence in higher education to join us for a reception. This event will provide an opportunity for you to connect with each other as well as NADOHE members. Please take this opportunity to join us, connect with colleagues, and enjoy a breathtaking view of Times Square.

6:30–8:00 p.m.
ROYALE–PLYMOUTH
Sixth Floor

APINCORE (Asian/Pacific Islander American) CAUCUS

374 Future Planning and Caucus Nominations/Elections

7:00–8:30 p.m.
ASTOR BALLROOM
Seventh Floor

FILM PREVIEW



375 *The Black Power Mixtape 1967-1975*

Göran Hugo Olsson

Starting in 1967, a number of journalists for Swedish television sent film crews to the United States to interview major figures in the Black Panther Party and the larger Black Power movement. Filmmaker Göran Hugo Olsson has used some of this archival footage as the basis for the documentary *The Black Power Mixtape: 1967-1975*.

Presented by: **Joslyn Barnes**, Co-Founder and Chief Operating Officer, Louverture Films, LLC—New York City, NY

7:30–9:00 p.m.
CANTOR–JOLSON
Ninth Floor

AFRICAN AMERICAN/BLACK CAUCUS

376 African American/Black Caucus

8:00–10:00 p.m.
BROADWAY BALLROOM
Sixth Floor

SPECIAL EVENT



377 NCORE® Entertainment Showcase

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. NCORE has talented participants, so come and enjoy the show!



At Eastern Illinois University, each member of the faculty and staff plays an important role in our aim to be the best in the nation at integrating the academic and personal development of our students.

Repeatedly named one of the top universities in the Midwest by U.S. News & World Report, Eastern Illinois University has retained its focus on personal attention. For example, the student-faculty ratio is 15:1, and 36 percent of all EIU classes have fewer than 20 students enrolled in them. Only 3 percent of all classes have 50 or more students.

In fall 2011 Eastern opened one of the largest university biomass installations in the country, as part of a comprehensive energy- and environmental-conservation program. By switching to a renewable energy source, EIU will reduce annual carbon dioxide emissions and this Center for Clean Energy Research and Education will provide students and faculty extensive opportunities for clean-energy research.

As we look ahead, we are working to enhance these priorities:

- Faculty excellence in scholarship, teaching and mentoring;
- Service and leadership opportunities for students;
- Fine arts programming in our new Doudna Fine Arts Center;
- Study abroad opportunities;
- Honors programs;
- Diversity within our students, faculty and staff; and
- Sustainability.

Excellence in what we do...

- An Eastern professor was named the 2011 Illinois Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education.
- Eastern was a 2011 recipient of the highly competitive Educational Testing Service/Council of Graduate Schools Award for Innovation in Promoting Success in Graduate Education.
- Eastern prepares more undergraduates who go on to earn research doctoral degrees than does any other master's campus in Illinois. In addition to ranking first in the state, Eastern also ranks among the nation's top 5 percent of master's colleges and universities in preparing doctoral students.

Diversity at EIU...

Students

- Retention and graduation rates for students who are members of minority groups are among the highest in Illinois.
- 19% of Fall 2011 students are members of minority groups.

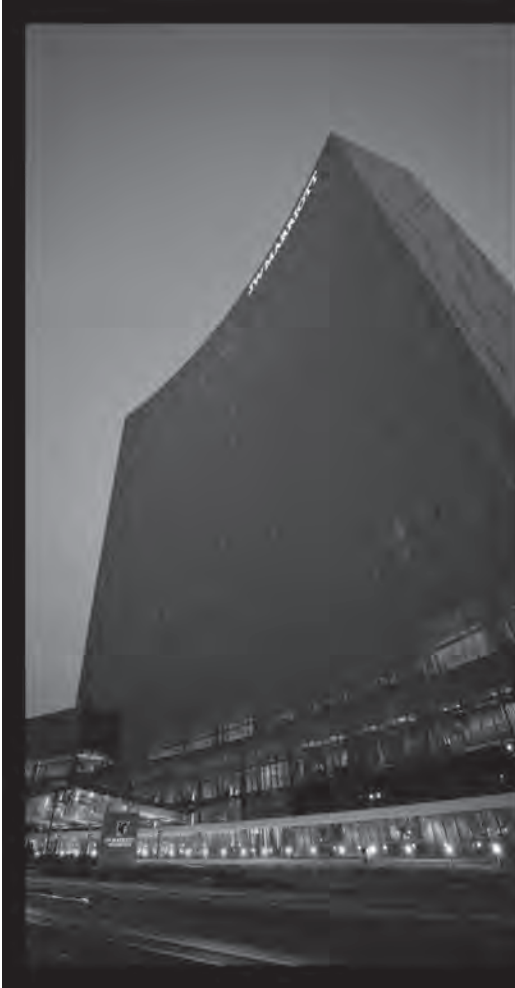
Faculty

- 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.
- Both members of minority groups and also women hold major leadership and coaching positions within Eastern's NCAA Division I intercollegiate athletics program.
- 17% employed since 2000 are members of minority groups.





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Please stop by and network with representatives at Yale University's booth as we support our colleagues who are speaking at this year's NCORE conference.

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- Bias in Academic Hiring and Advancement
- Recruitment, Retention and Advancement

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DAY AT A GLANCE • FRIDAY, JUNE 1

“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: The Psychic Landscape of Contemporary Colonialism in America—Gerald Taiaiake Alfred

10:00 – 11:30 a.m.

- 405. SPECIAL FEATURE PRESENTATION**
Minority Opportunities in Research Program (MORE): A Proven Model for Student Success in STEM PhD Programs
- 406. SPECIAL FEATURE: MEET THE AUTHOR**
Diverse Administrators in Peril: The New Indentured Class in Higher Education
- 407. FILM PREVIEW**
The Bro Code: How Contemporary Culture Creates Sexist Men

90-MINUTE CONCURRENT SESSIONS

- 408.** The Opening Doors Apprentice Program: A Training of Trainers
- 409.** Training Students to Become Peer Facilitators for Intergroup Dialogue: Design, Implementation, and Institutional Support (Part I)
- 410.** Evaluation of Cultural Competence Training for Residential Life Advisors in a University Setting
- 411.** Engaged Diversity: Institutional Transformation through Student Leadership
- 412.** College Completion: A New Lens for Student Diversity Initiatives
- 413.** Community in Conversation

10:00 a.m. – Noon

- 414. SPECIAL FEATURE PRESENTATION**
We Make the Road by Walking It: Diversity as the Process to Institutional Diversity Change and Development
- 415. MAJOR WORKSHOP**
Intergroup Dialogues and Inclusive Campus Climates: A Model for Engaging Faculty and Staff as Facilitators of Intergroup Dialogues across Social Differences (Part I)
- 416. MAJOR WORKSHOP**
Latina and Latino Ethnoracial Identity: Redefining Ourselves in Challenging Times
- 417. MAJOR WORKSHOP**
Social Differences in the Age of Globalization: Intersections, the Simultaneity of Differences, and Its Application to Higher Education

2-HOUR CONCURRENT SESSIONS

- 418.** Rising to the Occasion—Ongoing Initiatives at The University of Akron for the Retention and Graduation of African American Males
- 419.** Authenticity through Our Linguistic Experiences
- 420.** The Future of Diversity Trainings
- 421.** Understanding Perceptions of Self and Our Biases: A Key Component to Eliminating Health Care Disparities
- 422.** P.E.O.P.L.E.: A Model for a Seamless Successful Pipeline for Culturally Diverse, Traditional Underrepresented Populations, 2nd Grade through College Graduation at a Predominantly White Research One Institution
- 423.** Creating the UNSTOPPABLE Leader
- 424.** Cracking the Codes of Racial Inequity: Re-framing and Renewal through Film and Dialogue and Critical Thinking

10:30 – 11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

- 425.** Expanding University Classrooms: A Research Based Project
- 426.** From Community College to a Four-Year University: MICUP Summer Research Internship—A Transition Program Designed to Address the Challenges and Opportunities that First-Generation, Low-Income, and/or Underrepresented Students May Face in the Transition
- 427.** Multicultural Education Program: Evolving Community at Cal
- 428.** Ain't I a Woman: Supporting African American Women in Higher Education

10:30 a.m. – Noon

- 429. A CONVERSATION WITH KENJI YOSHINO**
Covering the Hidden Assault on Our Civil Rights
- 430. A CONVERSATION WITH CARRIE BILLY**
Minority Serving Higher Education Community's Most-Pressing Challenges for the Next Decade
- 431. A CONVERSATION WITH RODOLFO O. DE LA GARZA**
Balancing Rights: Immigrants, the Nation, and the State

1:15 – 2:30 p.m.

75-MINUTE CONCURRENT SESSIONS

- 432.** Homeless and Hidden: The Untold Story of Homeless Youth in College
- 433.** Engaging White College Students in Productive Conversations about Race and Racism: A Panel of Students Talking about Classroom Strategies that Help or Hinder Their Willingness to Participate in Conversations About Race and Racism in Class
- 434.** Rethinking Race: A Model Program to Address Issues Related to Race through Large Scale Integrative Learning
- 435.** The Burden of Race and Ethnicity in Hiring: Tackling Another Obstacle on the Path to Success
- 436.** “I’m not _____ but...”: Exploring Fraudulence in the Ally Mind
- 437.** Who Will Survive Academia? Mining the Curriculum and Counter-curriculum Necessary for the Emergence of the Black Intellectual in Higher Education

DAY AT A GLANCE • FRIDAY, JUNE 1

438. Eugenics and Higher Education: Exposing the Historical Roots and Contemporary Manifestations of a Persistent Ideology

439. Mentoring the Scholar: Training Peer Mentors as Global Leaders

440. Keep the Faith: Student Reflections on the 12th Congressional Civil Rights Pilgrimage

441. The Impact and Critical Role of Black Men in the Classroom

1:15 – 2:45 p.m.

442. SPECIAL FEATURE PRESENTATION

“Will the Real Terrorists Please Stand Up?”: A Film and Lecture on U.S.-Cuba Relations and How the Changes Occurring in Cuba Are Affecting U.S. Higher Education

443. MAJOR WORKSHOP

Teaching a People’s History, Teaching Democracy Now!: Role Play on the Climate Crisis and Online Resources for Critical Media Literacy

1:15 – 3:00 p.m.

444. SPECIAL FEATURE: MEET THE AUTHOR

Faculty Diversity: Removing the Barriers

1:15 – 3:15 p.m.

445. SPECIAL FEATURE: MEET THE AUTHOR

Intuitive Rebel: Tuning in the Voice that Matters

446. SPECIAL FEATURE PRESENTATION

What Will Replace Affirmative Action?

447. MAJOR WORKSHOP

Pedagogical Approaches to Teaching about Race and Racism from an Intersectional Perspective

448. MAJOR WORKSHOP

American Indian Identity: Current Issues and Future Challenges

2-HOUR CONCURRENT SESSION

449. Moving Your Diversity Dialogue From Talk to Action

1:15 – 4:30 p.m.

450. Training Students to Become Peer Facilitators for Intergroup Dialogue: Design, Implementation, and Institutional Support (Part II)

1:15 – 4:45 p.m.

451. MAJOR WORKSHOP

Intergroup Dialogues and Inclusive Campus Climates: A Model for Engaging Faculty and Staff as Facilitators of Intergroup Dialogues across Social Differences (Part II)

1:30 – 4:00 p.m.

452. SPECIAL FEATURE PRESENTATION

Undocumented Students and Higher Education: Continuing the DREAM!

1:30 – 4:30 p.m.

453. MAJOR WORKSHOP

Being “Clueless” Is No Longer an Excuse: Infusing “The Work” into Everyday Practices

454. MAJOR WORKSHOP

Diversity Culture—The Research, the Reality, and the Road Map

3-HOUR CONCURRENT SESSIONS

455. A CAMPUS OF DIFFERENCE™: An Anti-bias and Diversity Training Program of the Anti-Defamation League’s A WORLD OF DIFFERENCE® Institute

456. Establishing Dynamic Cultural Centers to Meet the Needs of Changing Student Populations

457. Creating Culturally Responsive Classroom Environments

2:45 – 4:15 p.m.

90-MINUTE CONCURRENT SESSIONS

458. Fruition of a New Path Forward: Successful Outcomes in Transforming Multi-Ethnic Student Affairs at The University of Michigan–Ann Arbor

459. How to Assess and Evaluate Inclusive Excellence/Campus Diversity Master Plans

460. Motivating and Preparing Today’s Diverse Students for College Success

461. Engaging Faculty, Departments, and Institutions in Curricular Transformation: The Creation and Expansion of Critical Studies of Race and Ethnicity, A Case Study

462. The “My Wish” Story Project: Student-led Diversity Trainings for Faculty and Staff

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

464. A Prescription for Success: Cultural Competence in Healthcare

465. Preparing Resident Assistants to Create Inclusive Communities

466. Mama Juggs: The Award-winning Show about Breast Health and True Women’s Issues

2:45 – 4:45 p.m.

467. Cultural Competency for Educational Leaders

3:00 – 4:30 p.m.

468. A CONVERSATION WITH JONATHAN ALGER

A Shifting Diversity: Implications of Legal Changes in Diversity in Higher Education

469. SPECIAL FEATURE PRESENTATION

Mentoring for Success: Transforming Student Lives

90-MINUTE CONCURRENT SESSION

470. Breaking Boundaries: Collaborations to Enhance Diversity in Graduate Education

3:15 – 4:45 p.m.

471. MAJOR WORKSHOP

The Retention Challenge: How a Federally Designated Hispanic-serving Institution Succeeds

3:30 – 4:45 p.m.

75-MINUTE CONCURRENT SESSIONS

472. CUNY LEADS: A Model Program for Retention, Inclusion, and Success for University Students with Disabilities

473. The Expanding Circle: Bridging the Gaps between the Centenary Campus and the Surrounding Community

DAY AT A GLANCE • FRIDAY, JUNE 1

474. Shifting Landscape: Hispanic Experiences on a Predominantly White Liberal Arts Campus

475. Asian American Racial Realities in Black and White

4:00 – 6:00 p.m.

476. APINCORE (Asian/Pacific Islander American) Caucus

Asian American Student Affairs Professionals Networking meeting

5:00 – 6:00 p.m.

477. CONFERENCE AFTERNOON PLENARY SESSION

Keynote Address: Culture Works: On Race, Institutions, and the “Educated” Commons—Arlene Davila

6:00 – 7:30 p.m.

478. Whites Partnering to Dismantle Racism Caucus

Discussion: Liberation and Action Planning

6:30 – 8:00 p.m.

479. SPECIAL EVENING EVENT

Speaking Out for 25 Years: OPEN MIC NIGHT Hosted by APINCORE

8:30 – 10:00 p.m.

480. SPECIAL EVENING EVENT

“Honoring Our Traditions” Pow Wow

10:00 p.m. – 12:00 a.m.

481. SPECIAL EVENING EVENT

JDOTT Sponsored Dance

FRIDAY, JUNE 1, 2012

“SCHOOL SPIRIT DAY”

All Conference Participants are Encouraged to Wear Apparel that Represents and Celebrates Their School Spirit

7:45–8:45 a.m.
GILBERT & BRECHT
Fourth Floor

NATIONAL ADVISORY COMMITTEE (NAC)

401 Sub-committee Meetings

There are two meeting rooms available for NAC sub-committee meetings. All NAC members 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.

8:00–9:00 a.m.
WESTSIDE BALLROOM FOYER
Fifth Floor

402 Continental Breakfast

8:00 a.m.–7:00 p.m.
WESTSIDE BALLROOM SALON 3 & 4
Fifth Floor

EXHIBITOR SHOWCASE AND RESOURCE CENTER

403 For more information, see page 101.

9:00–9:45 a.m.
BROADWAY BALLROOM
Sixth Floor

CONFERENCE MORNING PLENARY SESSION



404 Keynote Address: The Psychic Landscape of Contemporary Colonialism in North America

Gerald Taiaiake Alfred, PhD, *Bear Clan Mohawk*, Director and Professor, Political Science, University of Victoria—Victoria, BC, Canada

Gerald Taiaiake Alfred is a Professor of Indigenous Governance at the University of Victoria, where he specializes in studies of traditional governance, the restoration of land-based cultural practices, and decolonization strategies. He has been awarded a Canada Research Chair, a National Aboriginal Achievement Award in the field of education, and the Native American Journalists Association award for best column writing.

Taiaiake was born in Montreal in 1964 and raised on the Kahnawake Mohawk reserve, where, aside from service in the U.S. Marine Corps as an infantryman during the 1980s, he lived until 1996, when he moved to Straits Salish territory. He now lives on Snaka Mountain on the Saanich peninsula with his wife and three sons, who are all Laksilyu Clan of the Wet'suwet'en Nation.

Educated at Concordia and Cornell universities, Taiaiake has lectured around the world and has served as an advisor on land and governance and on cultural restoration for his own and many other First Nation governments and Indigenous organizations.

His writing includes scholarly articles and reports, newspaper columns, essays, and three published books: *Wasase* (University of Toronto Press, 2005), a runner-up for the McNally Robinson Aboriginal Book of the Year in 2005;

Peace, Power, Righteousness (Oxford University Press, 1999); and *Heeding the Voices of Our Ancestors* (Oxford University Press, 1995).

10:00–11:30 a.m.
WESTSIDE BALLROOM SALON 1
Fifth Floor

SPECIAL FEATURE PRESENTATION

405 Minority Opportunities in Research Program (MORE): A Proven Model for Student Success in STEM PhD Programs

Demographers predict that by 2042 there will be no majority group among U.S. populations. That future has already arrived in California, which is today where the nation will be by midcentury. As a nation, we have much to do now so that all Americans, and especially minority group members, will be prepared, commensurate to their population sizes, to participate fully as leaders in scientific research.

If the nation is to continue to lead in scientific research and maintain its economic competitiveness, all American populations must participate as PhD-level scientists and contribute their creative efforts at a high level. The mission of the Cal State LA Minority Opportunities in Research (MORE) program is to enrich the American scientific research enterprise by developing and making available to top PhD programs the creativity and intellectual talents of our motivated BS and MS underrepresented minority students. Its intense training programs have yielded outstanding results. In the past decade, some 70% of MORE undergraduates and 85% of MS students have subsequently entered and succeeded in top PhD programs. At any given time there are roughly 130 Cal State LA MORE alumni working on the PhD at top research universities nationwide. In the past eight years, 55 program alumni completed the PhD and are in postdoctoral appointments and professional positions. MORE has established a valuable model for student development.

The speaker for this session, Dr. Carlos Gutierrez, has won national recognition for his outstanding and exemplary leadership in advancing and championing this program. Among numerous other awards, he was named 2005 U.S. Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and was honored by former President Bill Clinton with the 1996 Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring.

Carlos Gutierrez, PhD, University President's Distinguished Professor of Chemistry, California State University, Los Angeles—Los Angeles, CA; Senior Fellow of the California Council on Science and Technology; Elected Fellow of the American Association for the Advancement of Science (AAAS); and a Lifetime National Associate of the National Academies of Science

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

10:00–11:30 a.m.

HERALD-SOHO

Seventh Floor

SPECIAL FEATURE: MEET THE AUTHOR



406 Diverse Administrators in Peril: The New Indentured Class in Higher Education

Diverse Administrators in Peril is the first in-depth examination of the work experiences of minority, female, and LGBT administrators in higher education. Written by two award-winning practitioners in higher education, this vivid and intensive study of American leadership from the

inside out illuminates how the collision between everyday life and systems of power takes place in patterns of subtle discrimination. Based on scores of interviews with diverse administrators, the book examines patterns of racism, sexism, and heterosexism that persist in the highest administrative ranks and provides concrete strategies and models for inclusive leadership practices.

Edna B. Chun, PhD, Vice President for Human Resources and Equity, Broward College—Fort Lauderdale, FL

10:00–11:30 a.m.

CANTOR-JOLSON

Ninth Floor

FILM PREVIEW



407 The Bro Code: How Contemporary Culture Creates Sexist Men

In Media Education Foundation's (MEF) powerful new release, *The Bro Code*, filmmaker Thomas Keith takes aim at the forces in male culture that condition boys and men to dehumanize and disrespect women. Keith breaks down a range of contemporary media forms that are saturated with sexism—movies and music videos that glamorize misogyny, pornography that trades in the brutalization of women, comedy routines that mock sexual assault, and a slate of men's magazines and cable TV shows whose sole purpose is to revel in reactionary myths of American manhood. The message the film uncovers in virtually every corner of the entertainment culture is clear: it's not only normal, it's cool for boys and men to control and humiliate women. By showing how there's nothing natural or inevitable about this mentality, and by setting it against the terrible reality of men's violence against women in the real world, *The Bro Code* challenges young people to step up and fight back against the idea that being a real man means disrespecting women.

Thomas Keith, Department of Philosophy, California State University, Long Beach—Long Beach, CA americanphilos@aol.com

10:00–11:30 a.m.

90-MINUTE CONCURRENT SESSIONS

10:00–11:30 a.m.

DUFFY-COLUMBIA

Seventh Floor

Levels of Experience: **Intermediate and Advanced**

408 The Opening Doors Apprenticeship Program: A Training of Trainers

◆◆ Case Studies/Model Programs ◆◆

This session explores an innovative training of trainers model adopted by multiple universities. The training, known as The Opening Doors Apprenticeship Program, is designed for organizations that are committed to building internal capacity for facilitating a research-based, three-day Opening Doors: A Personal and Professional Journey retreat within their own system.

Panelists will discuss the following topics: how apprentice feedback and workshop participant feedback (quantitative and qualitative) has informed the continuous evolution of the training curriculum and workshop facilitation; the conditions necessary for change on diversity; the theoretical foundations (Oppression Theory, Social Identity Theory, and Inclusion/Partnership Theory) of this personal development workshop and their importance in facilitating workshop participants' personal movement; the role of mentors in supporting facilitators to achieve mastery and create a facilitation team; and implementation of the Opening Doors retreat as a tool for change.

Maryellen Whittington-Couse, Diversity Specialist, Research Foundation of SUNY—New Paltz, NY mwhittin@brockport.edu

Betty García Mathewson, Project Director, Research Foundation of SUNY—Brockport, NY gmathews@brockport.edu

Eduardo González, Jr., State Diversity Specialist and Youth Development Specialist, Cornell University Cooperative Extension—New York, NY eg36@cornell.edu

10:00–11:30 a.m.

O'NEILL

Fourth Floor

Levels of Experience: **Novice and Intermediate**

409 Training Students to Become Peer Facilitators for Intergroup Dialogue: Design, Implementation, and Institutional Support (Part I)

◆◆ Case Studies/Model Programs ◆◆

This daylong session describes, outlines, 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. In the morning session, the presenters will review the syllabus and activities of the course, discuss how the course was developed and what institutional support was secured, and outline building cross-departmental collaborations to enable students to utilize their facilitation skills in a variety of campus settings. Student presenters will share what they learned during the course, their experience of moving from participant to co-facilitator, and their success and challenges in co-facilitating on campus through the spring term. Lessons learned from the first offering of this course will be shared, including the process of co-learning by faculty and students. This session should particularly benefit faculty and staff interested in the development of student leaders in campus anti-bias work and students interested in taking on this kind of leadership role at their respective schools. In the afternoon session, student co-facilitators will demonstrate exercises that enable students to co-facilitate. The students will facilitate these activities and discuss issues of facilitation specific to that activity. This session should particularly benefit students interested in facilitating such activities, especially undergraduate students who want to replicate a similar program on their campuses. In addition, faculty and staff can learn what these students are capable of doing in terms of skilled facilitation.

Corliss Askew Watkins, Academic Advisor, Coordinator of Black Student Success, Saint Mary's College of California—Moraga, CA caw4@stmarys-ca.edu

Joan Iva Fawcett, Director of the Intercultural Center, Saint Mary's College of California—Moraga, CA jic2@stmarys-ca.edu

Barry Chersky, Human Resources Specialist, Saint Mary's College of California—Moraga, CA bac3@stmarys-ca.edu

Brianna Joy Carison, Student, Saint Mary's College of California—Moraga, CA

Conroy O. Cunningham, Student, Saint Mary's College of California—Moraga, CA

Vina May Giang, Student, Saint Mary's College of California—Moraga, CA

Nicholas Lautua, Student, Saint Mary's College of California—Moraga, CA

Kristine Manansala, Student, Saint Mary's College of California—Moraga, CA

Sonia Gaby Perez, Student, Saint Mary's College of California—Moraga, CA

Priyanka Sandhi, Student, Saint Mary's College of California—Moraga, CA

Sabrina Monique Santos, Student, Saint Mary's College of California—Moraga, CA

Margaret Grace Alexander-Short, Student, Saint Mary's College of California—Moraga, CA

10:00–11:30 a.m.

HUDSON–EMPIRE

Seventh Floor

Levels of Experience: **Intermediate****410 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). Pretests were administered to one 127 University Residential Advisors prior to the training and posttests were administered immediately after the training. A modified version of the Multicultural Awareness, Knowledge, and Skills Survey (MAKSS) (D'Andrea, Daniels, and 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 perceptions of their cultural competence and their responses 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 providers of cultural competence training, those working in a university environment, and researchers interested in evaluating the effectiveness of the NCBI Model.

Motier Haskins, Clinical Assistant Professor, School of Social Work, University of Iowa—Iowa City, IA motier-haskins@uiowa.edu

Lindsay Jarratt, Diversity Resources Coordinator and Director of NCBI Campus Affiliate, Office of Equal Opportunity and Diversity, University of Iowa—Iowa City, IA lindsay-jarratt@uiowa.edu

Susan A. Murty, PhD, Associate Professor, School of Social Work, University of Iowa—Iowa City, IA susan-murty@uiowa.edu

10:00–11:30 a.m.

HART

Fourth Floor

Levels of Experience: **Intermediate****411 Engaged Diversity: Institutional Transformation Through Student Leadership**

◆◆ Case Studies/Model Programs ◆◆

This session will examine student leadership in the development and implementation of campus initiatives that enhance diversity through engagement. Representing five institutions, a student-led panel will discuss successes, challenges, barriers, capacity building, team building, and strategies that address issues of inclusion and engagement. Students will discuss unique campus plans designed to actualize the mission of each campus. Students will share their journeys, lessons learned, personal and institutional effects, implications for buy-in, and challenges for assessing the benefits of diversity on campus. Participants attending this session will receive a blueprint of steps and strategies of diversity competencies and assessment measures that will provide a model for colleges and universities. This session will benefit institutions committed to creating a culture of engaged diversity beyond mere numbers and will be of particular benefit to directors of diversity, multicultural officers, student organizations, faculty members, and accreditation officers.

Ronald Swain, PhD, Senior Advisor to the President for Strategic Planning, Southwestern University—Georgetown, TX swainr@southwestern.edu

Ramona Jean-Perkins, PhD, QEP Director, Dillard University—New Orleans, LA rjperkins@dillard.edu

Kylie LeBlanc, Student Steering Committee Representative, Southwestern University—Georgetown, TX leblanck@southwestern.edu

10:00–11:30 a.m.

GOTHAM–CHELSEA

Seventh Floor

Levels of Experience: **Intermediate and Advanced****412 College Completion: A New Lens for Student Diversity Initiatives**

◆◆ Policy Issues ◆◆

Over the past few years, the college completion agenda has gained a lot of traction with a wide group of champions—from President Obama to state legislators and others. Another education policy shift has been toward the outcomes-based funding formula. One of the primary challenges to meeting these objectives is the achievement gap between underrepresented minority (URM) and PELL students and those who are not. In this session, the presenters will discuss how the new focus on completion and graduation rates provides an opportunity for all institution types to assess new and needed diversity initiatives from a student success perspective. This session will provide a discussion of specific challenges and promising initiatives regarding retention and completion of URM and PELL students from the perspectives of a system chancellor, two campus CEOs, and a system chief diversity officer. Additionally, the presenters will discuss the critical need to use data to set priorities. The session should particularly benefit professionals involved in policymaking and program development, specifically in the areas of diversity and student retention and success.

Roger Brown, Chancellor, Office of the Chancellor, University of Tennessee—Chattanooga, TN (423) 425 4141

Sidney McPhee, President, Middle Tennessee State University—Murfreesboro, TN smcphee@mtsu.edu

John Morgan, Chancellor, Tennessee Board of Regents—Nashville, TN Chancellor@tbr.edu

Wendy Thompson, Vice Chancellor for Access and Diversity, Tennessee Board of Regents—Nashville, TN Wendy.thompson@tbr.edu

10:00–11:30 a.m.

URIS–SHUBERT

Sixth Floor

Levels of Experience: **All Levels****413 Community in Conversation**

◆◆ Interactive Training ◆◆

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. The presenters are peer mentors who will talk about the process of starting up the Community in Conversation workshop series. Attendees will then participate in the conversation building interactive workshop designed to build community through diversity.

Pamela H. Chao, PhD, Professor, Sociology; Director, Community and Diversity Center Initiative, American River College—Sacramento, CA

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

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

10:00 a.m.–Noon

OLMSTEAD–GRAMERCY

Seventh Floor

SPECIAL FEATURE PRESENTATION**414 We Make the Road by Walking it: Diversity as the Process to Institutional Diversity Change and Development**

Over the past few years, many institutions have been adopting central strategic plans for diversity and placing executive responsibility for such plans in the hands of chief diversity officers. While having a clear, singular blueprint

and a clear line of expertise and accountability in the organizational chart have advantages for measurement and coherence, in some significant ways these approaches run counter to the professed institutional advantages of diversity itself. The presence of diverse individuals with varied backgrounds and life experiences is a stimulus to knowledge production and institutional excellence. Why should this not also be true within diversity initiatives themselves? In this session, a set of core diversity professionals from Cornell University will share their newly-established institutional approach to diversity, which is meant to allow for variation based on unit context and needs, as well as varied leadership expertise for differing populations and functions. While based on a model of annual goals and accountability, the Cornell initiative attempts to provide diversity as a means to achieving greater diversity progress across the institution at all levels and within all units. In this session the presenters will share their model and practices and provide materials to session participants to undertake institutional assessment and planning for their own contexts.

Renee Alexander, Associate Dean and Director of Intercultural Programs, Student and Academic Service, Cornell University—Ithaca, NY

Lynette Chappell-Williams, JD, Associate Vice President for Inclusion and Workforce Diversity, Human Resources, Cornell University—Ithaca, NY

Yael Leviite, PhD, Associate Vice Provost for Faculty Diversity and Development, Academic Affairs, Cornell University—Ithaca, NY

A.T. Miller, PhD, Associate Vice Provost for Academic Diversity Initiatives, Undergraduate Education, Cornell University—Ithaca, NY

Sheri Notaro, PhD, Associate Dean for Inclusion and Professional Development, Graduate School, Cornell University—Ithaca, NY

10:00 a.m.—Noon

BELASCO—BROADHURST
Fifth Floor

MAJOR WORKSHOP

415 Intergroup Dialogues and Inclusive Campus Climates: A Model for Engaging Faculty and Staff as Facilitators of Intergroup Dialogues across Social Differences (Part I)

This two-part workshop will introduce participants to intergroup dialogue through the shared experiences of the Five College Intergroup Dialogue (IGD) Initiative, a collaboration among five colleges (Amherst, Hampshire, Mt. Holyoke, Smith, and UMass Amherst) in partnership the Social Justice Education Program, School of Education, at UMass Amherst. This initiative aims to create campus communities that allow for respectful discourse about difficult topics across social differences. This highly experiential learning program trains faculty and staff to lead intergroup dialogues across the topics of race/ethnicity, class/rank, gender, and religion/beliefs. The IGD initiative aims to create more respectful, engaged, and inclusive campus workforces by bringing campus employees together to reflect on their social identities within complex systems of advantage and disadvantage, and support them in exploring commonalities and differences of perspective and experience. (Zúñiga, et al. 2007)*

Part one will introduce participants to the conceptual and empirical knowledge that informs intergroup dialogue practice; the learning sequence that faculty and staff engage in to become prepared to facilitate dialogues; and the preliminary outcome research which suggests that intergroup dialogue increases multi-cultural competencies, confidence, and capacity to create transformative change in the workplace.

Margaret Arsenault, MEd, Assistant Director, Workplace Learning and Development, University of Massachusetts, Amherst—Amherst, MA

Jaime Dávila, PhD, Associate Professor of Computer Science and Special Presidential Assistant for Diversity and Multicultural Education, Hampshire College—Amherst, MA

Carey Dimmitt, PhD, Associate Professor, School Counseling, Department of Student Development, University of Massachusetts, Amherst—Amherst, MA

Linda Marchesani, EdD, Director, Workplace Learning and Development, University of Massachusetts, Amherst—Amherst, MA

Rev. Gladys G. Moore, MDiv, MEd, Dean of Religious and Spiritual Life and Director of Diversity and Inclusion, Mount Holyoke College—South Hadley, MA

Ximena Zúñiga, PhD, Associate Professor, Social Justice Education, Department of Student Development, University of Massachusetts, Amherst—Amherst, MA

10:00 a.m.—Noon

ROYALE—PLYMOUTH
Sixth Floor

MAJOR WORKSHOP

416 Latina and Latino Ethnoracial Identity: Redefining Ourselves in Challenging Times

In spite of a great increase in the amount of scholarly and popular literature addressing Latina/Latino issues, this growth both in numbers and in the national consciousness has not been accompanied by a deeper, more nuanced, and shared understanding of the complexities of Latino identity and experience. Within a U.S. context, Latinas/os represent a unique challenge to racial identity models of the past and raise critical issues at multiple levels of system: individual, intergroup, organizational, and societal. This highly interactive workshop provides current insight and practice opportunities for participants to engage these fascinating dynamics. New areas of inquiry that build on the presenter's past work on Latino Identity Orientations include the integrative concept of ethno-racial identity, the impact of multiple co-occurring aspects of identity from an intersectional perspective, gender as a key differentiating factor among Latinos, and the impact of structural inequities on the development of ethno-racial identities. By considering issues of power distribution, oppression, dominance, and subordination, one can develop a fuller understanding of how the various identity orientations have adaptive value and are often creative responses to powerful societal pressures.

The session also emphasizes organizational implications of the Latina and Latino Identity Orientations as an Adaptive Strategies framework and how it offers leaders innovative approaches to inform their strategic decisions. The presenter provides dialogic learning activities that allow participants to apply these concepts to their own social locations, identities, and organizational contexts. Ultimately, the goal of this workshop is to support expanded perspectives on Latina/Latino identities and strategies for truly creating inclusive organizations and institutions that foster Latina/Latino success.

Placida V. Gallegos, PhD, Professor, School of Human and Organization Development, Fielding Graduate University; Organization Development Consultant, ICW Consulting Group—Philadelphia, PA

10:00 a.m.—Noon

MARQUIS BALLROOM A & B
Ninth Floor

MAJOR WORKSHOP

417 Social Differences in the Age of Globalization: Intersections, the Simultaneity of Differences, and Its Application to Higher Education

This session traces a genealogy of models of identity and social differences from one-dimensional to intersectional to simultaneous and explores the contributions and limitations of these models in the age of globalization. The simultaneity model views differences and identities as multiple, interacting and continuously shaped by the organizational and societal processes of race, gender, class, sexuality, ethnicity, and nation, among other social relations. The challenges as well as the opportunities of "simultaneity" will be discussed. Participants will have an opportunity to apply a three-step process and a set of skills to enhance their ability to use the multiplicity of their differences. The session includes interactive activities and a closing discussion to address questions and explore how participants may apply the model given their interests and expertise. Participants should be familiar with basic concepts of social power, privilege, and inequality.

Evangelina Holvino, EdD, President, Chaos Management, Ltd., Brattleboro, VT; Affiliate Faculty at the Center for Gender in Organizations, Simmons College—Boston, MA

10:00 a.m.–Noon

2-HOUR CONCURRENT SESSIONS

10:00 a.m.–Noon

TIMES SQUARE

Seventh Floor

Levels of Experience: **Intermediate****418 Rising to the Occasion—Ongoing Initiatives at The University of Akron for the Retention and Graduation 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 has 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, the issues of African American males and higher education need to be examined within the larger historical context of Africans in America. Therefore, the purpose of this presentation is three-fold. First, a conceptual framework will be provided to understand the current crisis of African Americans within a historical context, utilizing the works of Hilliard (1998) and Myers (1998). Second, presenters will discuss a comprehensive program at the University of Akron designed to successfully increase the recruitment, retention, and graduation of African American males at that institution. Finally, the process for implementing Black Male Initiatives, which include strategies for collaboration and funding, at the University of Akron will be discussed. This session should particularly benefit participants interested in strategies related to the success, retention, and graduation of African American males.

Fedearia A. Nicholson, Director of the Office of Multicultural Development, University of Akron—Akron, OH fn@uakron.edu

John E. Queener, PhD, Professor, Collaborative Program in Counseling Psychology, University of Akron—Akron, OH queener@uakron.edu

Sheldon Wrice, EdD, Chair, Department of Associate Studies, and Professor of Technical Writing and Composition, University of Akron—Akron, OH Swrice1@uakron.edu

Eric Coleman, Coordinator of African American Male Initiatives, University of Akron—Akron, OH coleman@uakron.edu

10:00 a.m.–Noon

BARRYMORE

Ninth Floor

Levels of Experience: **Intermediate****419 Authenticity through Our Linguistic Experiences**

◆◆ Interactive Training ◆◆

This interdisciplinary training will cross disciplines and support those in the service industry, as well as the public sphere—teachers, healthcare professionals, performing artists, and others. The session will address how people use dialect and cultural language to create an environment suitable and acceptable for their target audience. The panelists aim to address acceptance and non-acceptance in the various social environments in which we live. We will discuss the mutually-beneficial impacts of multilectal, multilingual, and multicultural competence for our students as well as the diverse populations that they will encounter. This training will engage the participants through reflection of their own experiences and will offer clear examples (i.e., literary and oral performance) as a way of reaching diverse audiences through the authentic self.

W. KaNeesha Allen, UM-Flint Initiatives for Nursing Diversity, University of Michigan—Flint, MI wiallen@umflint.edu

Erica Britt, PhD, Assistant Professor of Sociolinguistics, English Department, University of Michigan—Flint, MI erbritt@umflint.edu

Traci Currie, PhD, Communication and Visual Art Department, University of Michigan—Flint, MI curriet@umflint.edu

Delma Thomas-Jackson, Founder / Director, The Sankofa Project for Social Justice—Flint, MI deakon111@hotmail.com

10:00 a.m.–Noon

ODETS

Fourth Floor

Levels of Experience: **Advanced****420 The Future of Diversity Trainings**

◆◆ Interactive Training ◆◆

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? The presenter will attempt to answer these important questions in a thought-provoking discussion on the future of diversity trainings. The presenter will explore how to move from simply being diversity-conscious to practicing diversity in our daily lives, communities, workplaces, and relationships. This workshop will benefit educational leaders, counselors, diversity trainers, and administrators.

Lee Mun Wah, Director/Diversity Trainer, StirFry Seminars and Consulting—Berkeley, CA munwah@stirfryseminars.com

10:00 a.m.–Noon

ZIEGFELD

Fourth Floor

Levels of Experience: **All Levels****421 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: provide models for thinking about culture and its various dimensions, understand how social position affects the patient-doctor relationship, and translate awareness into culturally competent skills when communicating with patients from diverse backgrounds. This session will particularly benefit those involved with healthcare delivery or training health professionals (e.g., students, residents/interns, or faculty) to be culturally competent.

Daniel H. Teraguchi, EdD, Assistant Dean for Student Affairs, Director of the Office of Student Diversity, The Johns Hopkins University, School of Medicine—Baltimore, MD dteraguchi@jhu.edu

10:00 a.m.–Noon

WESTSIDE BALLROOM SALON 2

Fifth Floor

Levels of Experience: **Intermediate****422 P.E.O.P.L.E.: A Model for a Seamless Successful Pipeline for Culturally Diverse, Traditional Underrepresented Populations, Second Grade through College Graduation at a Predominantly White Research One Institution**

◆◆ Case Studies/Model Programs ◆◆

This session will demonstrate the high impact practices and successful outcomes of one of the most comprehensive precollege programs in the United States, the University of Wisconsin, Madison's Precollege Educational Opportunity Program for Learning Excellence (P.E.O.P.L.E.). P.E.O.P.L.E. provides intensive college preparatory and retention services on a year-round basis that includes rigorous academic workshops, college major/career exploration, campus exposure, and student leadership development. Key topics will include program development, student development, university and community

partnerships, fostering an inclusive higher education environment, methods of assessment, sustainability, and institutional commitment. The presentation will also highlight the implications of a project wherein P.E.O.P.L.E. has been commissioned by Great Lakes Higher Education Corporation to replicate portions of the preparation, recruitment, retention, and graduation of historically underrepresented students of color. This session will benefit educators interested in eliminating gaps in academic achievement and anyone interested in moving the diversity and equity agenda forward within predominantly white institutions.

Jacqueline DeWalt, P.E.O.P.L.E. Program Director, Office of the Provost for Diversity and Climate, University of Wisconsin, Madison—Madison, WI jdewalt@cdo.wisc.edu
Carl Wesley, P.E.O.P.L.E. Program Assistant Director, Office of the Provost for Diversity and Climate, University of Wisconsin, Madison—Madison, WI Cwesley2@wisc.edu
Timothy Annis, P.E.O.P.L.E. Student Services Specialist, Office of the Provost for Diversity and Climate, University of Wisconsin, Madison—Madison, WI annis@wisc.edu
Gail Ford, P.E.O.P.L.E. Precollege Program Manager, Office of the Provost for Diversity and Climate, University of Wisconsin, Madison—Madison, WI Gford2@wisc.edu
Goodson Vue, P.E.O.P.L.E. College Scholar Advisor, Office of the Provost for Diversity and Climate, University of Wisconsin, Madison—Madison, WI gvue@wisc.edu

10:00 a.m.—Noon

WILDER

Fourth Floor

Levels of Experience: **Novice and Intermediate**

423 Creating the UNSTOPPABLE Leader

◆◆ Interactive Training ◆◆

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

Steve Birdine, Founder/President/CEO, Affirmation in Action!—Laurel, MD sbirdine1@aol.com

10:00 a.m.—Noon

BOOTH-EDISON

Fifth Floor

Levels of Experience: **All Levels**

424 Cracking the Codes of Racial Inequity: Re-framing and Renewal through Film and Dialogue and Critical Thinking

◆◆ Interactive Training ◆◆

Why do racial inequities persist? How can we challenge systemic bias in our institutions without burning out? Using film and dialogue to address the importance of framing, Shakti Butler, Founder and Creative Director of World Trust, leads a participatory exploration of the self-perpetuating System of Racial Inequity and three factors required to “crack” it. This holistic system frame exposes the continual interplay between the internal worlds of privilege/oppression and the external manifestations of bias in interpersonal, institutional, and structural relationships. To “crack the codes” of inequity, we must:

- Understand and heal our own internalized privilege/oppression
- Build the skills to analyze and address external manifestations that produce systemic inequities.
- Develop value-centered love that sustains individual and collective efforts toward justice

Dr. Butler’s new film, *Cracking the Codes: The System of Racial Inequity*, and the learning modules she created to support the film, are used as catalyst for transformative learning. Dr. Butler will model use of these tools within educational/training settings by guiding participants in dialogue, self-reflection, and analysis. The session supports educators to build their capacities to:

- “Crack the codes” of racial inequity at both the internal and external levels.

- Connect to an inner source of rejuvenation.

Shakti Butler, PhD, Founder and Creative Director, World Trust Educational Services, Inc.—Oakland, CA

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

10:30–11:45 a.m.

HARLEM

Seventh Floor

Levels of Experience: **Intermediate**

425 Expanding University Classrooms: A Research Based Project

◆◆ Research/Assessment/Evaluation ◆◆

The session examines research-based evidence that demonstrates that students’ out-of-class communities *must* be part of the university classroom for it is background experience and knowledge that provides the schema used to make sense of new knowledge. The presenter will address concrete application of schema theory research in the form of a biographical research project that brings the home communities of culturally and ethnically diverse students into university classrooms. The project is intended to foster language communication skills, academic skills of formulating research questions and synthesizing information, social skills of teamwork, and technological skills through conducting and presenting research. Participants will look at outcomes of this and similar classroom projects that link students’ communities to the university classroom. Social outcomes include identity formation as a college student; academic outcomes of heightened engagement in classes; linguistic outcomes include the risk of using new language structures, a sense of reader awareness, and grammatical accuracy. Time will be reserved for application of similar projects to participants’ individual settings. This session should particularly benefit those interested in research-based evidence of the significance of linking students’ communities to the university classroom.

Janis Massa, PhD, Associate Professor, Lehman College, City University of New York—Bronx, NY Janis.massa@lehman.cuny.edu

10:30–11:45 a.m.

PALACE-WINTER GARDEN

Sixth Floor

Levels of Experience: **Novice**

426 From Community College to a Four-Year University: MICUP Summer Research Internship—A Transition Program Designed to Address the Challenges and Opportunities that First-generation, Low-income, and/or Underrepresented Students May Face in the Transition...

◆◆ Case Studies/Model Programs ◆◆

This session will showcase an award-winning program designed to address the opportunities and challenges first-generation, low-income, and/or underrepresented community college students may face in the transition to a four-year institution. The program is designed in two components: a seven-week Summer Undergraduate Research Internship at Michigan Technological University followed by ongoing on-campus support to those students who decide to stay at Michigan Tech as transfer students. This session will focus on the programming pieces currently in place and the relationship developed between Michigan Tech and its community college partners. This session should particularly benefit participants who are interested in developing relationships with community colleges, connecting with community college students, engaging faculty in providing undergraduate research opportunities, and recruiting nontraditional populations to their universities.

Ashley Step, MICUP Program Coordinator, Michigan Technology University—Houghton, MI adstep@mtu.edu

10:30–11:45 a.m.
MUSIC BOX–MAJESTIC

Sixth Floor

Levels of Experience: **Intermediate**

427 Multicultural Education Program: Evolving Community at Cal

◆◆ Case Studies/Model Programs ◆◆

This session is a review of a particular model of a Multicultural Education Program (MEP) that is mostly operational at the University of California-Berkeley. The intent is to provide an overview of the model and to provide opportunities for mid-level and senior-level administrators to dialogue about efforts such as the MEP. Because this program is part of a larger initiative on campus to help launch the efforts of a new division of Equity and Inclusion, mid-level and senior-level participants would benefit from attending. The dialogue the presenter hopes to start would be about the benefits of such efforts on campus in the context of diminishing governmental financial support.

Craig John Alimo, PhD, Multicultural Education Specialist, University of California-Berkeley—Berkeley, CA calimo@berkeley.edu

10:30–11:45 a.m.

ALVIN–CARNEGIE

Fifth Floor

Levels of Experience: **Novice**

428 Ain't I a Woman: Supporting African American Women in Higher Education

◆◆ Interactive Training ◆◆

This interactive session includes a discussion of the intersectional identities of African American women, their roles in higher education, and the diversity initiatives that can support the retention of African American women in higher education. A panel of five African American women working in and spearheading inclusion efforts in higher education will participate in dialogue and provide insight on African American women's experiences in U.S. colleges and universities. This session should particularly benefit participants interested in understanding the critical perspectives of African American women, practitioners who seek to support African American women in higher education, and those anxious to discover and implement effective ways to make higher education inclusive of African American women.

Lindsey Barclay, Assistant Community Director of Harbor Hall, University of Maryland, Baltimore County—Baltimore, MD barclay1@umbc.edu

Lisa Gray, Assistant Director of Student Life for Cultural and Spiritual Diversity, University of Maryland, Baltimore County—Baltimore, MD lisagray@umbc.edu

Joakina Modé, Community Director of Potomac Hall, University of Maryland, Baltimore County—Baltimore, MD jmode@umbc.edu

Claudia Shields, PhD, Core Faculty, Director of Clinical Training, Antioch University, Los Angeles—Culver City, CA cshields@antioch.edu

Amber Wilburn, PhD, Instructor, Health Promotion and Health Behavior, Oregon State University—Corvallis, OR Amber.Wilburn@oregonstate.edu

10:30 a.m.–Noon

ASTOR BALLROOM

Seventh Floor

A CONVERSATION WITH KENJI YOSHINO



429 Covering the Hidden Assault on Our Civil Rights

Kenji Yoshino, Professor, Constitutional Law, New York University—New York City, NY

Kenji Yoshino is the Chief Justice Earl Warren Professor of Constitutional Law at the NYU School of Law. Prior to moving to NYU, he was the inaugural Guido Calabresi Professor

of Law and Deputy Dean of Intellectual Life at Yale Law School, where he taught from 1998 to 2008. He received his undergraduate degree from Harvard College, took a Rhodes Scholarship to Oxford University, and earned his law degree at Yale Law School.

A specialist in constitutional law, antidiscrimination law, and law and literature, Yoshino has published in major academic journals, such as *The Columbia Law Review*, *The Stanford Law Review*, and *The Yale Law Journal*. He has also written extensively in other popular venues, such as *The L.A. Times*, the *New York Times*, and the *Washington Post*. He is a regular contributor to Slate, and a contributing editor to *The Advocate*. He has appeared on *The Charlie Rose Show*, *The O'Reilly Factor*, *Washington Journal*, and *The Tavis Smiley Show*, as well as a broad number of radio shows.

His award-winning book *Covering: The Hidden Assault on Our Civil Rights* (Random House 2006) has been chosen as the “first-year book” (the book read by incoming students as part of their orientation experience) by Pomona College, University of North Carolina, University of Richmond, and Virginia Commonwealth University. He is currently working on a book on Shakespeare and the law to be published by Ecco Press, an imprint of HarperCollins.

10:30 a.m.–Noon

IMPERIAL–JULLIARD

Fifth Floor

A CONVERSATION WITH CARRIE BILLY



430 Minority Serving Higher Education Community's Most Pressing Challenges for the Next Decade

Carrie Billy, JD, Navajo, President and CEO, American Indian Higher Education Consortium—Alexandria, VA

Carrie Billy is an enrolled member of the Navajo Nation and attorney from Arizona. She joined the staff of the American Indian Higher Education Consortium (AIHEC) for the second time in 2001. As President and Chief Executive Officer of AIHEC, which is comprised of 36 Tribal Colleges and Universities (TCUs) in the United States and one in Canada, Carrie guides the day-to-day operations of the AIHEC central organization and works closely with AIHEC's Board of Directors to develop and implement AIHEC strategic vision and overall organizational action plan.

Between her two terms at AIHEC, Carrie served as the first Executive Director of the White House Initiative of Tribal Colleges and Universities. She was appointed to that position by former President Bill Clinton in 1998, pursuant Executive Order 13021. As Executive Director of the Initiative, Carrie coordinated a multi-faceted effort to integrate tribal colleges into federal programs and strengthen partnerships with the private sector. During her tenure as director, tribal colleges achieved tremendous gains.

Carrie is a graduate of the University of Arizona and the Georgetown University Law Center.

10:30 a.m.–Noon

MARQUIS BALLROOM C

Ninth Floor

A CONVERSATION WITH RODOLFO O. DE LA GARZA



431 Balancing Rights: Immigrants, the Nation, and the State

Rodolfo O. de la Garza, Vice President, Research, Tomas Rivera Policy Institute, Columbia University—New York City, NY

Rodolfo O. de la Garza, PhD, combines interests in political behavior and public policy. In political behavior he specializes in ethnic politics, with particular emphasis on Latino public opinion and electoral involvement. His primary interests in public policy include immigration and immigrant settlement and incorporation.

He has edited, co-edited, and co-authored numerous books including *The Future of the Voting Rights Act*; *Muted Voices: Latinos and the 2000 Election*; *Sending Money Home: Hispanic Remittances and Community Development*; *Latinos and U. S. Foreign Policy: Lobbying for the Homeland?*; *Bridging the*

Border: Transforming Mexico-U.S. Relations; At the Crossroads: Mexican and U.S. Immigration Policy; Awash in the Mainstream: Latinos and the 1996 Elections; Ethnic Ironies: Latinos and the 1992 Elections; Latino Voices: Mexican, Puerto Rican, and Cuban Perspectives on American Politics; Barrio Ballots: Latinos and the 1990 Elections; and The Chicano Political Experience. He has also published in leading professional journals such as the *American Journal of Political Science*, *Latin American Research Review*, *Social Science Quarterly*, and *International Migration Review*. Currently he is directing studies on immigrant incorporation, Latinos and U.S. foreign policy and Latino voting patterns.

Professor de la Garza has also participated in the evaluation and design of community service programs including increasing immigrant access to health services in California and in evaluating Texas' state-sponsored naturalization campaign. He has also chaired a series of seminars on Latinos and foreign policy that have emphasized increasing Hispanic involvement in international affairs. He served as vice president of the American Political Science Association and received the Lifetime Achievement Award of the Committee on the Status of Latinos in the Profession of the American Political Science Association in 1993. He is a member of the Council of Foreign Relations.

1:15–2:30 p.m.

75-MINUTE CONCURRENT SESSIONS

1:15–2:30 p.m.

HART

Fourth Floor

Levels of Experience: **Novice**

432 Homeless and Hidden: The Untold Story of Homeless Youth in College

◆◆ Research/Assessment/Evaluation ◆◆

Within college environments, homeless youth are invisible. When homeless youth are required to email course assignments, they may have to wait hours to get computer time; what might seem simple, like returning a phone call or filling out an address on a form, can be huge obstacles for homeless youth. Meanwhile, most higher education faculty, staff, and administrators are completely unaware of these barriers. Homeless youth are not required to identify themselves as homeless to college/university faculty and staff, and the faculty and staff are not trained to look for them. Therefore, homeless youth go undetected and unsupported in college environments that are not structured to provide support for them. While there is little research available about homeless youth, much that does exist defines them by their problems, including their challenges with mental illness, drug addiction, victimization, and housing and academic instability and does not address the structural barriers that institutions present impeding their success. This session will explore qualitative research conducted to give voice to the experiences of homeless youth in college and highlight the skills and strengths these youth bring to assist researchers and higher education institutions in developing structural supports that allow them to persist in college.

Rashida Crutchfield, Field Education Consultant, CSULB School of Social Work, California State University—Long Beach rcrutchf@csulb.edu

1:15–2:30 p.m.

HARLEM

Seventh Floor

Levels of Experience: **Intermediate**

433 Engaging White College Students in Productive Conversations about Race and Racism: A Panel of Students Talking about Classroom Strategies that Help or Hinder their Willingness to Participate in Conversations about Race and Racism in Class

◆◆ Curricular/Pedagogical Models ◆◆

Honest and productive conversations about race and racism are essential if we as a society hope to be able to break the cycle of oppression that has consistently suppressed citizens of color. The presenters will bring four teacher education students to NCORE to speak about what serves as a hurdle or a springboard to open and honest conversations about race, racism, and privilege in class. The goal of this panel discussion is to share ideas for surmounting resistance, in particular White college student resistance, to engaging in topics relating to social justice. This information will help educators be more effective in transforming students' understandings about race and racism. If educators are more successful at enticing students to talk more openly about these crucial topics, college graduates will be better able to help reduce achievement and opportunity gaps nationwide.

Aram DeKoven, PhD, Assistant Professor of Education, University of Wisconsin-Eau Claire—Eau Claire, WI dekovea@uwec.edu

Jesse Dixon, EdD, Director of the Office of Multicultural Affairs, University of Wisconsin-Eau Claire—Eau Claire, WI dixonjl@uwec.edu

1:15–2:30 p.m.

MUSIC BOX–MAJESTIC

Sixth Floor

Levels of Experience: **Novice**

434 Rethinking Race: A Model Program to Address Issues Related to Race through Large Scale Integrative Learning

◆◆ Case Studies/Model Programs ◆◆

This session examines Rethinking Race: Black, White, and Beyond, a unique model of diversity education held since 2007 at the University of Akron. Nearly 20,000 students, faculty, staff, and community members have attended these events, which encompass a two-week calendar of lectures, films, performances, and Face-2-Face Conversations on multiple race-related topics. A unique decentralized organizational structure has emerged with leadership based in the Institute for Teaching and Learning and Office of Multicultural Development. Event sponsorships are self-generated and derive from various colleges on campus, student organizations, student housing and support offices, multiple academic and administrative units, and, more recently, community organizations. The structure facilitates broad participation using existing budgets and resources. This session should particularly benefit other universities and colleges seeking to improve their racial climate, better prepare students for the global workplace, and enhance campus-wide appreciation of racial diversity. Rethinking Race is a replicable model for other institutions wishing to build a more inclusive campus climate as well as augment course offerings focused on related learning outcomes.

Fedearia A. Nicholson, Director of the Office of Multicultural Development, University of Akron—Akron, OH fn@uakron.edu

Amy Shriver Dreussi, PhD, Assistant Professor, University of Akron—Akron, OH asd@uakron.edu

Helen K. Qammar, PhD, Director, Institute of Teaching and Learning, University of Akron—Akron, OH hqammar@uakron.edu

1:15–2:30 p.m.

HERALD-SOHO

Seventh Floor

Levels of Experience: **Novice and Intermediate**

435 The Burden of Race and Ethnicity in Hiring: Tackling Another Obstacle on the Path to Success

◆◆ Interactive Training ◆◆

This interactive session examines some of the recent research on racial and ethnic identity and employment. Participants will be engaged in a conversation regarding their perceptions of what they should be doing to ensure successful post-graduation employment and how race might play a role and/or obstacle to that success. Insights and lessons learned from the facilitators will also be provided. This session should particularly benefit participants interested in the post-graduation employment success of African American, Latino, Asian American, and Native American (ALANA) students.

John Armendariz, Associate Director, Office of Diversity and Inclusion, Yale University—New Haven, CT John.Armendariz@yale.edu

Amy Apicerno, Career Advisor, University of Massachusetts-Amherst—Amherst, MA amy@isenberg.umass.edu

1:15–2:30 p.m.

TIMES SQUARE

Seventh Floor

Levels of Experience: **All Levels**

436 “I’m not _____ but...”: Exploring fraudulence in the ally mind

◆◆ Training of Trainers ◆◆

This session shall identify feelings of insecurity by social justice educators, advocates, and activists who are members of a dominant social group(s) that suffers from feelings of illegitimacy, incompetency, and severe discomfort when engaging with students, colleagues, audiences, and other persons in social justice contexts, followed by an examination of the sources of those feelings at both the individual and societal/cultural levels. Strategies for overcoming these feelings of insecurity, and for using these feelings as an educational motivator, will be presented, followed by means by which one can utilize his or her privilege as a member of a dominant social group(s) to engage in advocacy and activism for those belonging to a non-dominant social group(s). This session should particularly benefit social justice educators, advocates, and activists who are members of a dominant social group(s) and who have these feelings of insecurities and wish to acquire strategies by which these feelings can be both overcome and utilized as productive tools in social justice education, advocacy, and activism.

Thomas A. Mogan, Director of Student Development, Villanova University—Villanova, PA Thomas.Mogan@villanova.edu

DeVon S. Jackson, Coordinator of Student Engagement, Villanova University—Villanova, PA DeVon.Jackson@villanova.edu

Kenneth C. Tsang, Undergraduate student, Villanova University—Pittsburgh, PA KenCTsang@gmail.com

1:15–2:30 p.m.

ALVIN-CARNEGIE

Fifth Floor

Levels of Experience: **Novice and Intermediate**

437 Who will Survive Academia? Mining the Curriculum and Counter-curriculum Necessary for the Emergence of the Black Intellectual in Higher Education

◆◆ Theoretical Models ◆◆

This session provides a contrastive critique of traditional academic research and the extent that it lends itself to the political causes of black graduate students. This theoretical model presents a unique approach to scholar activism that counterbalances the limitations of traditional academic epistemology. Undergirding this presentation is a critical spiritual framework reinforced by personal narratives (Critical Reflective Testimony). This model has been

developed to provide a practical apparatus to help students and educators understand why and how black graduate students must engage both the euro-centric curriculum and a counter-curriculum in order to successfully achieve political projects aimed to create truly democratic, socially just, and revolutionary praxis. Coupling this with a desire to challenge academia’s antiquated research paradigm, the goal of finally having different conversations should occur. This session should particularly benefit participants interested in the success of black graduate students in institutions of higher education.

Brian W. Collier, Jr., Teaching Assistant/Doctoral Student, Miami University—Oxford, OH Colliebw@muohio.edu

Kyra T. Shahid, Teaching Assistant/Doctoral Student, Miami University—Oxford, OH Shahidks@muohio.edu

Timothy W. Vaughn Jr., Teaching Assistant/Doctoral Student, Miami University—Oxford, OH Vaughntw@muohio.edu

1:15–2:30 p.m.

PALACE-WINTER GARDEN

Sixth Floor

Levels of Experience: **Intermediate**

438 Eugenics and Higher Education: Exposing the Historical Roots and Contemporary Manifestations of a Persistent Ideology

◆◆ Theoretical Models ◆◆

Contrary to popular belief, the pseudoscience of eugenics did not culminate and die with Hitler and the Holocaust: eugenic ideology actually persists in different forms. This session examines the relationship between eugenics and U.S. higher education by exposing historical ties and calling attention to contemporary forms of eugenic thinking, especially for current college students who have traversed a eugenically infiltrated system of education (Winfield, 2007). These students will increasingly be called upon to make decisions with potentially eugenic consequences (e.g., reproductive choices/rights, use of genomic technologies, support for civil rights policies, etc.). By better understanding these issues, educators will be in a position to incorporate eugenics into their work toward social justice and inclusion, especially given the widespread potential for using eugenics to teach about the intersections of several oppressions (including racism, sexism, heterosexism, classism, ableism, and nativism) with science and policy. This session should particularly benefit participants interested in history, racial ideologies, and scientific impact on society and those looking for additional ways to examine and teach about the intersections of multiple oppressions on persistent inequities in higher education and our larger society.

Marc Johnston, PhD Student, Higher Education and Organizational Change, Graduate Student Researcher, Office of Residential Life, University of California, Los Angeles—Los Angeles, CA marcjohnst@ucla.edu

1:15–2:30 p.m.

HUDSON-EMPIRE

Seventh Floor

Levels of Experience: **Novice**

439 Mentoring the Scholar: Training Peer Mentors as Global Leaders

◆◆ Case Studies/Model Programs ◆◆

The Together Everyone Achieves More (T.E.A.M.) Peer Mentor program was developed to address the academic, social, and cultural needs of first-year students from traditionally underrepresented backgrounds as they transition to college on PWI campuses. The objective of this session is to present a training paradigm for peer mentors which promote leadership skills. Student leaders who have participated in the program will share their experiences. Participants will recognize the benefits of peer mentoring in developing leadership skills for student mentors. This session should particularly benefit participants who are interested in implementing a peer mentor program with a focus on training and promoting leadership development for 21st century global leaders.

Joshua Ilutiza, Student, Bucknell University—Lewisburg, PA
Patience Osei, Student, Bucknell University—Lewisburg, PA
Fred Kim, Student, Bucknell University—Lewisburg, PA
Amy Davis, Student, Bucknell University—Lewisburg, PA
Shallary Simmons Duncan, PhD, Co-Director of Together Everyone Achieves More (T.E.A.M.) Peer Mentor Program, Staff Psychologist, Bucknell University—Lewisburg, PA simmons@bucknell.edu

1:15–2:30 p.m.

MARQUIS BALLROOM A&B

Ninth Floor

Levels of Experience: **Novice/Intermediate**

440 Keep the Faith: Student Reflections on the 12th Congressional Civil Rights Pilgrimage

◆◆ Curricular/Pedagogical Models ◆◆ Training the Trainer◆◆

This session examines an innovative curricular/pedagogical approach to revisiting and/or reexamining critical sites and passages of the Civil Rights Movement from the perspective of the youth of today. The presenter will discuss taking several Wright State University students to attend the 12th Congressional Civil Rights Pilgrimage (March 2-4, 2012). The pilgrimage included visits to sacred sites in Selma, Montgomery, and Birmingham, Alabama, and the Lorraine Motel (site of the assassination of Dr. Martin Luther King, Jr.) in Memphis, Tennessee. Students were selected to participate based on the quality of essays they wrote about the 16th Street Baptist Church (SSBC) bombing or presentations on other significant passages of the Civil Rights Movement, especially as they relate to today's generation. The students will share aspects about their life-changing experience. This session should particularly benefit participants who seek to become better informed about this vital part of our nation's history from the perspective of *Generation Next*.

Allison DeSimio, Student, Wright State University—Dayton, OH
Moneeka Gentry-Stanifer, Student, Wright State University—Dayton, OH
Sherita Jackson, Student, Wright State University—Dayton, OH
Chad Lovins, Student, Wright State University—Dayton, OH
Phillip Logan, Student, Wright State University—Dayton, OH
Rebekkah Mulholland, Student, Wright State University—Dayton, OH
Tracy Snipe, PhD, Associate Professor, Wright State University—Dayton, OH
Michael Tyler II, Student, Wright State University—Dayton, OH

1:15–2:30 p.m.

BARRYMORE

Ninth Floor

Levels of Experience: **All Levels**

441 The Impact and Critical Role of Black Men in the Classroom

◆◆ Theoretical Models ◆◆

Research shows that the academic achievement gap disproportionately affects African American children, especially boys. The purpose of this workshop is to examine the role Black men must play in transforming public education across the country. Attendees will hear from a panel of experts who will discuss policy and strategies to enhance the number of Black men in educational leadership. Additionally, a panel of Black male teachers will share their stories of triumph and challenges in the classroom.

Stacey R. Thomas, MA, Director, National Alliances, Recruitment, Teach For America—New York City, NY

1:15–2:45 p.m.

WESTSIDE BALLROOM SALON 1

Fifth Floor

SPECIAL FEATURE PRESENTATION

442 “Will the Real Terrorists Please Stand Up?”: A Film and Lecture on U.S.-Cuba Relations and How the Changes Occurring in Cuba Are Affecting U.S. Higher Education

This session will present a documentary film portraying 50+ years of U.S.-Cuba policy through the irony of terrorism, used as a major Washington policy weapon. In the film, terrorists and former government officials offer explanations for their actions, as do the Cubans countering the efforts—and we see the victims as well. Long after the end of the Cold War, the reason given for U.S. policy, Washington persists in its effort to punish Cuba for its disobedience. In the context of this long history and culture of violence, the filmmaker, Saul Landau, will discuss the film, the state of U.S.-Cuban relations, the changes taking place in Cuba, and how these changes are affecting U.S. higher education. He has visited Cuba numerous times and is a fluent speaker of Spanish.

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 more than 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, PhD, Senior Fellow and Vice Chair, Institute for Policy Studies—Washington, D.C.; Professor Emeritus, California State Polytechnic University, Pomona; former Hugh O. Bounty Chair of Applied Interdisciplinary Knowledge, California State Polytechnic University, Pomona-- Pomona, CA.

Bob H. Suzuki, PhD, President Emeritus, California State Polytechnic University, Pomona—Pomona, CA; former Vice President for Academic Affairs, California State University, Northridge; and Recipient, ACE's 2010 Reginald Wilson Diversity Leadership Award (**Session Coordinator and Moderator**)

1:15–2:45 p.m.

OSETS

Fourth Floor

MAJOR WORKSHOP

443 Teaching a People's History, Teaching Democracy Now!: Role Play on the Climate Crisis and Online Resources for Critical Media Literacy

The Zinn Education Project and Teaching Democracy Now! present a workshop on using interactive lessons and media archives in higher education to address contemporary issues from a historic and critical literacy perspective. The workshop will model a lesson on how the world's indigenous people, the least responsible for climate change yet suffering the most from its consequences, are organizing. Using primary sources and DN! video clips, the role play engages participants in actual historic events.

Deborah Menkart, Co-Director, Zinn Education Project and Executive Director, Teaching for Change—Washington, D.C.

Simin Farkhondeh, Education Director, Democracy Now! —New York City, NY

1:15–3:00 p.m.

DUFFY-COLUMBIA
Seventh Floor

SPECIAL FEATURE: MEET THE AUTHOR



444 Faculty Diversity: Removing the Barriers

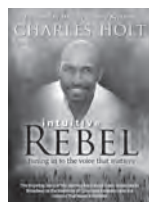
Why do we see so little progress in diversifying faculty at America's colleges, universities, and professional schools? This book explores this important question and provides steps for hastening faculty diversity. Drawing on her extensive consultant practice and expertise as well as research and scholarship from several fields, Dr. Moody provides practical and feasible ways to improve faculty recruitment, retention, and mentorship, especially of under-represented women in science-related fields and non-immigrant minorities in all fields. The second edition of *Faculty Diversity* offers new insights, strategies, and caveats to the current state of faculty diversity. Moody provides an essential, reliable, and eye-opening guide for colleges, medical and other professional schools that are frustrated in their efforts to diversify their faculty.

JoAnn Moody, JD, PhD, Faculty Development and Diversity Specialist--San Diego, CA
joann.moody@earthlink.net

1:15–3:15 p.m.

URIS-SHUBERT
Sixth Floor

SPECIAL FEATURE: MEET THE AUTHOR



445 Intuitive Rebel: Tuning in to the Voice that Matters

Charles has entertained sold-out audiences around the world, including The John F. Kennedy Center, The Turkish-American Association in Ankara, Turkey, and Rikers Island Correctional Facility. He speaks to groups and organizations while conducting workshops and master classes nationally. Agape Media International is set to release *Mighty Gift of Joy*, his second album project, in fall 2010. His debut album, *I Am*, was released to critical acclaim. Charles performs at colleges, universities, corporate events, and spiritual centers around the world, as a part of his Sole Music Concert Series. *Intuitive Rebel: Tuning in to the Voice That Matters*, Charles landmark book about his journey in finding his own unique voice and life purpose will be published in 2011.

Charles Holt, Artist, Writer, Performer—Los Angeles, CA

1:15–3:15 p.m.

GOTHAM-CHELSEA
Seventh Floor

SPECIAL FEATURE PRESENTATION

446 What Will Replace Affirmative Action?

The U.S. Supreme Court recently announced that it will hear a challenge to racial affirmative action policies in the fall, and many expect the justices will significantly curtail the ability of colleges to use race in admissions. If that occurs, what can university officials do to promote racial diversity and, at the same time, tackle the large economic inequalities in higher education? Can providing preferences in admissions to socioeconomically disadvantaged students of all races be structured in a way to sustain racial diversity?

The session will feature Richard D. Kahlenberg, a senior fellow at The Century Foundation, who has been called “arguably the nation’s chief proponent of class-based affirmative action in higher education admissions.” He is the author of *The Remedy: Class, Race, and Affirmative Action* (Basic Books, 1996) and the editor of *Affirmative Action for the Rich: Legacy Preferences in Col-*

lege Admissions (2010), *Rewarding Strivers: Helping Low-Income Students Succeed in College* (2010), and *America’s Untapped Resource: Low-Income Students in Higher Education* (2004).

Richard Kahlenberg, Senior Fellow, The Century Foundation—New York City, NY

1:15–3:15 p.m.

ROYALE-PLYMOUTH
Sixth Floor

MAJOR WORKSHOP

447 Pedagogical Approaches to Teaching about Race and Racism from an Intersectional Perspective

Increasingly, educators who teach and train about race, racism, and racial identity are trying to do so in more intersectional ways, incorporating other social identities and forms of oppression. In this participatory workshop, we explore how to effectively teach about race and racism from an intersectional perspective, particularly when learners have different degrees of racial consciousness and readiness to handle this kind of cognitive complexity. Presenters share a framework of four pedagogical approaches that build toward an intersectional understanding of race and racism, moving from a single focus on race toward a multidimensional integration of other social identities/forms of oppression. As each approach is discussed, participants will be able to engage in an activity that reflects that perspective and learn other ways of including an intersectional perspective.

Diane J. Goodman, EdD, Diversity Consultant and Adjunct Faculty, State University of New York—New Paltz—Nyack, NY

Bailey W. Jackson III, EdD, Professor Emeritus, School of Education, University of Massachusetts, Amherst—Amherst, MA

1:15–3:15 p.m.

CANTOR-JOLSON
Ninth Floor

MAJOR WORKSHOP

448 American Indian Identity: Current Issues and Future Challenges

This session focuses on racial and tribal consciousness among American Indians. The term Native American is now in vogue. Both refer to the indigenous people of North America. The fact that there are over 500 federally-recognized tribes in the United States raises several questions related to identity, such as: what are the most common characteristics that work to define who is or who is not an Indian or Native American? What are the common inter-generational themes that impact all of us as Indians? What issues are we likely to face going deeper into the 21st century as may pertain to Native or Tribal identity? These questions and other salient issues are explored through presentation, reflection, and discussion. This interactive session is geared for students, faculty, and others who are interested in delving deeper into their general interest in the indigenous people of this country.

Perry G. Horse, PhD, Consultant, Specializing in Community College Issues, Professional Development Coaching—Albuquerque, NM

1:15–3:15 p.m.

2-HOUR CONCURRENT SESSION

1:15–3:15 p.m.

WILDER

Fourth Floor

Levels of Experience: **Novice and Intermediate****449 Moving Your Diversity Dialogue from Talk to Action**

◆◆ Interactive Training ◆◆

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

Steve Birdine, Founder/President/CEO, Affirmation in Action!—Laurel, MD
sbirdine1@aol.com

1:15–4:30 p.m.

O'NEILL

Fourth Floor

Levels of Experience: **Novice and Intermediate****450 Training Students to Become Peer Facilitators for Intergroup Dialogue: Design, Implementation, and Institutional Support (Part II)**

◆◆ Case Studies/Model Programs ◆◆

This daylong session describes, outlines, 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. In the morning session, the presenters will review the syllabus and activities of the course, discuss how the course was developed and what institutional support was secured, and outline building cross-departmental collaborations to enable students to utilize their facilitation skills in a variety of campus settings. Student presenters will share what they learned during the course, their experience of moving from participant to co-facilitator, and their success and challenges in co-facilitating on campus through the spring term. Lessons learned from the first offering of this course will be shared, including the process of co-learning by faculty and students. This session should particularly benefit faculty and staff interested in the development of student leaders in campus anti-bias work and students interested in taking on this kind of leadership role at their respective schools. In the afternoon session, student co-facilitators will demonstrate exercises that enable students to co-facilitate. The students will facilitate these activities and discuss issues of facilitation specific to that activity. This session should particularly benefit students interested in facilitating such activities, especially undergraduate students who want to replicate a similar program on their campuses. In addition, faculty and staff can learn what these students are capable of doing in terms of skilled facilitation.

Corliss Askew Watkins, Academic Advisor, Coordinator of Black Student Success, Saint Mary's College of California—Moraga, CA caw4@stmarys-ca.edu

Joan Iva Fawcett, Director of the Intercultural Center, Saint Mary's College of California—Moraga, CA jic2@stmarys-ca.edu

Barry Chersky, Human Resources Specialist, Saint Mary's College of California—Moraga, CA bac3@stmarys-ca.edu

Brianna Joy Carison, Student, Saint Mary's College of California—Moraga, CA

Conroy O. Cunningham, Student, Saint Mary's College of California—Moraga, CA

Vina May Giang, Student, Saint Mary's College of California—Moraga, CA

Nicholas Lautua, Student, Saint Mary's College of California—Moraga, CA

Kristine Manansala, Student, Saint Mary's College of California—Moraga, CA

Sonia Gaby Perez, Student, Saint Mary's College of California—Moraga, CA

Priyanka Sandhi, Student, Saint Mary's College of California—Moraga, CA
Sabrina Monique Santos, Student, Saint Mary's College of California—Moraga, CA
Margaret Grace Alexander-Short, Student, Saint Mary's College of California—Moraga, CA

1:15–4:45 p.m.

BELASCO–BROADHURST

Fifth Floor

MAJOR WORKSHOP**451 Intergroup Dialogues and Inclusive Campus Climates: A Model for Engaging Faculty and Staff as Facilitators of Intergroup Dialogues across Social Differences (Part II)**

This two-part workshop will introduce participants to intergroup dialogue through the shared experiences of the Five College Intergroup Dialogue (IGD) Initiative, a collaboration among five colleges (Amherst, Hampshire, Mt. Holyoke, Smith, and UMass Amherst) in partnership the Social Justice Education Program, School of Education, at UMass Amherst. This initiative aims to create campus communities that allow for respectful discourse about difficult topics across social differences. This highly experiential learning program trains faculty and staff to lead intergroup dialogues across the topics of race/ethnicity; class/rank, gender, and religion/beliefs. The IGD initiative aims to create more respectful, engaged, and inclusive campus workforces by bringing campus employees together to reflect on their social identities within complex systems of advantage and disadvantage, and support them in exploring commonalities and differences of perspective and experience. (Zúñiga, et al., 2007)*

During part two of this workshop, participants will have an opportunity to deepen their understanding of intergroup dialogue, experience dialogic methodology, and learn from representatives of the Five College IGD Initiative about their experiences collaborating on the multi-campus initiative, including varying perspectives on the institutional barriers and supports needed for successful implementation.

* Zúñiga, X., Nagda, B.A., Chesler, M., and Cytron-Walker, A. (2007). Intergroup dialogue in higher education: Meaningful learning about social justice. ASHE Higher Education Report Series, 32 (4).

Margaret Arsenault, MEd, Assistant Director, Workplace Learning and Development, University of Massachusetts, Amherst—Amherst, MA

Jaime Dávila, PhD, Associate Professor of Computer Science and Special Presidential Assistant for Diversity and Multicultural Education, Hampshire College—Amherst, MA

Carey Dimmitt, PhD, Associate Professor, School Counseling, Department of Student Development, University of Massachusetts, Amherst—Amherst, MA

Linda Marchesani, EdD, Director, Workplace Learning and Development, University of Massachusetts, Amherst—Amherst, MA

Rev. Gladys G. Moore, MDiv, MEd, Dean of Religious and Spiritual Life and Director of Diversity and Inclusion, Mount Holyoke College—South Hadley, MA

Ximena Zúñiga, PhD, Associate Professor, Social Justice Education, Department of Student Development, University of Massachusetts, Amherst—Amherst, MA

1:30–4:00 p.m.

MARQUIS BALLROOM C

Ninth Floor

SPECIAL FEATURE PRESENTATION**452 Undocumented Students and Higher Education: Continuing the DREAM!**

Undocumented students' pursuit for higher education and the struggle for a path to citizenship remain unresolved at the federal level. In the absence of passage of the Development, Relief, and Education of Alien Minors Act (DREAM) or comprehensive immigration reform, individual states have created legislation that either expands or restricts educational opportunities. Consequently, while the issues for educational access and citizenship are debated at the national and state levels, education, immigrant youth, and community leaders continue to work within their institutions and communities to create

a safe environment and to advocate for resources and services that support the needs of undocumented students. College campuses, immigrant rights organizations, community organizations, and immigrant youth organizations are mobilizing to increase educational access for undocumented students by developing and executing a quality action plans that enable undocumented immigrant students to obtain financial aid, enroll in college, and earn undergraduate and graduate degrees. The presenters will discuss national, state, and local community initiatives to support undocumented students, provide practical recommendations, and share best practices for working with undocumented students.

Dennis Lopez, MEd, Educational Equity Consultant, Volunteer and Co-Founder of the Leticia A. Network—San Diego, CA dennislopez2005@yahoo.com
Cristina Jiménez, MPA, Managing Director and Co-Founder of the United We Dream Network--New York City, NY cjimenez28@gmail.com

1:30–4:30 p.m.
 ASTOR BALLROOM
 Seventh Floor

MAJOR WORKSHOP

453 Being “Clueless” Is No Longer an Excuse: Infusing “The Work” into Everyday Practices

Too often we identify ourselves or others as “clueless” and remove any responsibility for personal, interpersonal, and institutional change. In this session we will identify concrete ways to move from “clueless” to “increasingly informed” and to apply that knowledge to daily work tasks and decision making.

Frances E. Kendall, PhD, Consultant on Organizational Change and Communication, Specializing in Issues of Diversity—El Cerrito, CA

1:30–4:30 p.m.
 OLMSTEAD–GRAMERCY
 Seventh Floor

MAJOR WORKSHOP

454 Diversity Culture—The Research, the Reality, and the Road Map

This workshop will focus on the practical implications of research on diversity and inclusion. It is designed for executives and managers who want to know what they can do to enhance the positive effects of diversity. We will begin by setting the stage, defining basic concepts and their interrelations. We will then discuss the current status of research on the consequences of diversity for organizations, teams and individuals. These consequences are more complex than is often claimed. With this background we will invite the participants to explore the reality of diversity and the diversity culture of their own organizations and experiences. We will end with an interactive exploration of the road-map, organizational, managerial, and individual steps, grounded in research, which can be taken to establish the positive climate that is essential if diversity is to be a positive rather than negative force.

David A. Kravitz, PhD, Professor, School of Management, George Mason University—Fairfax, VA
Renée Yuengling, PhD, Managing Director, CulturePoint--Global Consultants on Leadership, Diversity, and Culture—Reston, VA

1:30–4:30 p.m.

3-HOUR CONCURRENT SESSIONS

1:30–4:30 p.m.
 IMPERIAL–JULLIARD
 Fifth Floor

Levels of Experience: **Intermediate and Advanced**

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

◆◆ Interactive Training ◆◆

This interactive diversity training session will model and highlight the A CAMPUS OF DIFFERENCE™ anti-bias and diversity training program of the Anti-Defamation League’s A WORLD OF DIFFERENCE® Institute. The A WORLD OF DIFFERENCE® Institute is a market leader in the development and delivery of anti-bias education and diversity training resources. Human relations and education professionals design training modules and produce curricula that provide the necessary skills, knowledge, and awareness to promote and sustain inclusive and respectful school, college, work, and home environments. Customized to meet the changing needs of a wide range of audiences, programs are available to schools, universities, corporations, community organizations, and law enforcement agencies.

A CAMPUS OF DIFFERENCE® provides practical, experiential, hands-on training with skills to challenge prejudice, discrimination, and all forms of bigotry, to foster intergroup understanding, to equip participants to live and work in a diverse world, and to create inclusive learning environments. This session should particularly benefit participants who have a deep commitment to diversity as part of their overall institutional mission and want to create an inclusive college campus community and learning environment for all faculty, staff, administrators, and students on campus.

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

1:30–4:30 p.m.
 BOOTH–EDISON
 Fifth Floor

Levels of Experience: **Intermediate**

456 Establishing Dynamic Cultural Centers to Meet the Needs of Changing Student Populations

◆◆ Case Studies/Model Programs ◆◆

This interactive workshop 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. The Cultural Center Establishment and Growth Model, developed by the California Council of Cultural Centers in Higher Education (CaCCCHE), will be presented and utilized. The scope of this innovative model incorporates all of the critical stages necessary for the establishment and successful growth of cultural centers—assessment, development, implementation, and long-range strategic planning. Through dialogue, experiential activities, and presentation of case studies, this workshop will provide participants with tools and strategies for the application of the model on their campuses. Participants will also have the opportunity to find out more about each of the presenter’s cultural center’s frameworks and programming and to ask questions and benefit from new and innovative ideas. This session should particularly benefit directors and staff of cultural centers, coordinators of diversity and equity initiatives, directors of student life programs and faculty and administrators interested in moving their campuses forward in establishing a cultural center, and those seeking to enhance already existing centers.

Leela MadhavaRau, Advisor to the President and Associate Dean for Campus Diversity and Inclusion, University of Redlands—Redlands, CA

Mayté Pérez-Franco, PhD, Director, United Front Multicultural Center, University of San Diego—San Diego, CA mpf@sandiego.edu

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

1:30–4:30 p.m.

ZIEGFELD

Fourth Floor

Levels of Experience: **Intermediate**

457 Creating Culturally Responsive Classroom Environments

◆◆ Curricular/Pedagogical Models ◆◆

Adrienne Bey, PhD, Assistant Professor and Program Chair, Wilmington University—New Castle, DE adrienne.m.bey@wilmu.edu

Patrice Gilliam-Johnson, PhD, Associate Professor and Program Chair, Wilmington University—New Castle, DE patrice.g.johnson@wilmu.edu

2:45–4:15 p.m.

90-MINUTE CONCURRENT SESSIONS

2:45–4:15 p.m.

WESTSIDE BALLROOM SALON 2

Seventh Floor

Levels of Experience: **Intermediate to Advanced**

458 Fruition of a New Path Forward: Successful Outcomes in Transforming Multi-Ethnic Student Affairs at The University of Michigan—Ann Arbor

◆◆ Case Studies/Model Programs ◆◆

For decades the Office of Multi-Ethnic Student Affairs (MESA) at The 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). 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, social justice, and intercultural leadership. As a result, MESA transformed its approach by 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. In recent years, this transition has begun to bear fruit in our desired student learning outcomes and overall inclusion and increase in student engagement of the program. This session will particularly benefit participants interested in effective results that can emerge from a unique and innovative approach to Multicultural Student Development.

Amer Ahmed, Associate Director, Multi-Ethnic Student Affairs, The University of Michigan—Ann Arbor, MI

Jaimee Marsh, Program Manager, Multi-Ethnic Student Affairs, The University of Michigan—Ann Arbor, MI

Erica Williams, Program Manager, Multi-Ethnic Student Affairs, The University of Michigan—Ann Arbor, MI

2:45–4:15 p.m.

PALACE—WINTER GARDEN

Sixth Floor

Levels of Experience: **Intermediate**

459 How to Assess and Evaluate Inclusive Excellence/ Campus Diversity Master Plans

◆◆ Long- and Short-Range Planning ◆◆

This workshop is designed to share key steps for how to conduct a comprehensive evaluation of inclusive excellence/diversity master plans at higher educational institutions. Together, the 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. The presenters will discuss how to 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 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; and presenting the evaluation findings and making recommendations for future diversity strategy. This session should particularly benefit university administrators in charge of major diversity plans for their educational institutions and/or must report about diversity for accreditation agencies.

Rona T. Halualani, PhD, Department of Communication Studies, San Jose State University—San Jose, CA

Christopher Lancaster, MA, Lecturer, Department of Speech Communication, Southern Illinois University—Carbondale, IL

Hugh Haiker, MA, Lecturer, Humanities and Communication, California State University, Monterey Bay—Seaside, CA

2:45–4:15 p.m.

TIMES SQUARE

Seventh Floor

Levels of Experience: **Intermediate**

460 Motivating and Preparing Today's Diverse Students for College Success

◆◆ Curricular/Pedagogical Models ◆◆

This session provides pedagogical strategies to motivate and prepare low-income, first-generation, and minority college students for college success. The affective dimension of the classroom will be emphasized since research supports its vital role in retention, particularly for this demographic of the student body. This session should particularly benefit faculty members, college staff, college administrators, and policy makers who are interested in improving both the quality of a college education and college graduation rates for underserved students. The session offers active learning strategies, tips on changing classroom dynamics in positive ways, and suggestions for promoting critical thinking skills so as to improve retention and graduation rates by effective teaching. Additionally, the session offers policy suggestions to improve retention and graduation rates by institutional commitment. Student perspectives on teacher effectiveness research will be presented and participants will have opportunities for active engagement during the presentation as well as during the discussion following the presentation.

Angela Provitera McGlynn, Professor Emeritus of Psychology M.A., Psychology, and Certificate in Family Therapy, Mercer County Community College—West Windsor, NJ amcglynn5@verizon.net

2:45–4:15 p.m.

ALVIN—CARNEGIE

Fifth Floor

Levels of Experience: **Intermediate**

461 Engaging Faculty, Departments, and Institutions in Curricular Transformation: The Creation and Expansion of Critical Studies of Race and Ethnicity, A Case Study

◆◆ Case Studies/Model Programs ◆◆

This session examines the development and expansion of the Critical Studies of Race and Ethnicity Program (CRST) at St. Catherine University (SCU), which has been recognized as “an exemplary diversity program” by the American Association of Colleges and Universities (AAC&U). CRST is offered as a

major and a minor, with one area course required as part of SCU liberal arts core requirements, and currently is expanding to include a Hmong Studies minor. Background rationale and the curricular model for CRST will be provided. The session will also offer a discussion of strategies for infusing diversity content throughout courses, creating majors and minors in Racial and Ethnic Studies, and expanding faculty involvement in offering courses with substantial diversity content. This session should particularly benefit participants who are interested in developing racial/ethnic curriculum at the level of courses or departments, those interested in infusing diversity content throughout university curriculum, and those with an interest in exploring strategies for faculty engagement in curricular transformation.

Nancy A. Heitzeg, PhD, Professor and Chair of Sociology and CRST, St. Catherine University—St. Paul, MN naheitzeg@stkate.edu

Pamela R. Fletcher, Associate Professor of English and CRST, St. Catherine University—St. Paul, MN prfletcher@stkate.edu

2:45–4:15 p.m.

HARLEM

Seventh Floor

Levels of Experience: **Novice and Intermediate**

462 The “My Wish” Story Project: Student-Led Diversity Trainings for Faculty and Staff

◆◆ Case Studies/Model Programs ◆◆

My Wish is a story-sharing project developed and facilitated by students to give voice to under-represented or marginalized members of campus (and their allies). After attending multiple forums about issues diverse students face on campus and hearing the same stories and calls for action year after year, one student initiated the My Wish project to share these personal stories with the larger faculty and staff. Over the past two years, My Wish presenters have led seven major faculty/staff development workshops (including one for the full faculty) as well as numerous dialogues and presentations at two universities to advocate for inclusive campus communities that better support all students' learning and growth. During this presentation, the student founder will share samples from My Wish presentations and offer insights about the development, implementation, evolution, and sustainability of the project. This session should particularly benefit professionals and students seeking innovative ways to engage campuses in diversity efforts and develop student leadership.

Rebecca Roepke, Academic Support Consultant and Founder, My Wish, St. Catherine University—St. Paul, MN rrroepke@stkate.edu

2:45–4:15 p.m.

HART

Fourth Floor

Levels of Experience: **Intermediate**

463 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 issues of race and ethnicity. Participants will be encouraged to share their experiences and perspectives on race dialogues. Presenters hope to illustrate the challenges, limitations, and potential benefits of intergroup dialogues focusing on racism. While topics such as white privilege, institutional racism, stereotypes, and racial identity development emerge as key themes in dialogues, there is interest in authentic dialogue and moving participants in a direction toward “healing.” 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, NY cjweiss@syr.edu

Roslyn Rasberry, Conscious Change Facilitator and Spiritual Life Coach, Vital Change—Syracuse, New York roslynrasberry@yahoo.com

2:45–4:15 p.m.

MUSIC BOX–MAJESTIC

Sixth Floor

Levels of Experience: **All Levels**

464 A Prescription for Success: Cultural Competence in Healthcare

◆◆ Interactive Training ◆◆

This interactive session examines the compelling need for cultural competence in healthcare and explores current approaches to cultural competence education for students and providers.

Through role play and open dialogue, actors and participants demonstrate communication mishaps and cultural blunders that often hinder effective patient-provider interactions. The session explores the awareness, knowledge, and practical skills necessary for the delivery of the highest quality care to every patient regardless of race, ethnicity, culture, or language proficiency. This session should particularly benefit participants responsible for diversity and cultural competence education and training initiatives for students and employees in academic health sciences centers and will be useful to all persons interested in more effective communication with their personal health-care provider.

Gary LeRoy, MD, Associate Dean, Student Affairs and Admissions, Wright State University Boonshoft School of Medicine—Dayton, OH gary.leroy@wright.edu

Linda M. Cunningham, Diversity Specialist, University of Nebraska Medical Center—Omaha, NE Lcunning@unmc.edu

Ron Jones, Actor/Producer of “The Black Jew Dialogues”—Winston-Salem, NC Ron@thebjd.com

Larry Jay Tish, Actor/Producer of “The Black Jew Dialogues”—Winston-Salem, NC larry@thebjd.com

2:45–4:15 p.m.

HUDSON–EMPIRE

Seventh Floor

Levels of Experience: **All Levels**

465 Preparing Resident Assistants to Create Inclusive Communities

◆◆ Curricular/Pedagogical Models ◆◆

This session will describe the eight-week course that Residential Life Paraprofessionals must take before starting their positions at the University of Illinois-Urbana/Champaign. The focus of the course is to help paraprofessionals make sure that they are including all students in their communities. The presenters will share the materials and readings used in class and will also share the classroom activities as well as discussion topics. The largest assignment of the course is for each student to build a community plan for his or her community. Presenters will provide samples of the community plans as well as examples of other class projects. This session should particularly benefit anyone who works with students who are responsible for creating inclusive communities.

January Boten, Area Coordinator for Residential Life, University of Illinois-Urbana/Champaign—Champaign, IL botenja@illinois.edu

Vishal Mehta, Student at the University of Illinois-Urbana/Champaign—Hanover Park, IL vmehta8@illinois.edu

2:45–4:15 p.m.

MARQUIS BALLROOM A&B

Ninth Floor

Levels of Experience: **All Levels**

466 Mama Juggs: The Award-Winning Show About Breast Health & True Women's Issues

◆◆ Interactive Training ◆◆

Mama Juggs is an award-winning women's health show that addresses issues of cancer and body image through inspiring dramatic performance. For the past three years, Mama Juggs has reached beyond the theater to create conversations about these issues, especially breast cancer, a winnable public health issue. These difficult subjects are humanized and faced head-on in a 60-minute interactive solo performance that tells the real stories of three African American women in the Oakland projects.

Anita Shontel Woodley, Artist and Performer—Chapel Hill, NC

2:45–4:45 p.m.

2-HOUR CONCURRENT SESSION

2:45–4:45 p.m.

BARRYMORE

Ninth Floor

Levels of Experience: **Advanced**

467 Cultural Competency for Educational Leaders

◆◆ Interactive Training ◆◆

As schools continue to change, what are some of the new skills and perspectives that will be needed to meet the challenges of a more diverse population? What are some of the fears about having to change? What will be required to adapt to these new cultures? In this unique session, participants will learn that cultural competency requires not only an awareness of cultural differences but also many other competencies, including cross-cultural communication skills, community development, and an awareness of social issues and contexts. Through the use of films, personal stories, and experiential exercises, educators, administrators, and staff will learn and benefit from:

- Ways to interpret and make use of new emotions and modes of communication
- How to notice the intent and impact inherent in all our communications
- How to listen to what is and what is not being said
- How to create a sense of community when confronted by a diverse population
- How to ask culturally appropriate questions
- The importance of listening and responding
- How to mediate conflicts that are cultural in nature
- Exploring, culturally, what is needed and what is not

Lee Mun Wah, Director/Diversity Trainer, StirFry Seminars and Consulting—Berkeley, CA munwah@stirfryseminars.com

3:00–4:30 p.m.

HERALD-SOHO

Seventh Floor

A CONVERSATION WITH JONATHAN ALGER



468 A Shifting Diversity: Implications of Legal Changes in Diversity in Higher Education

Jonathan Alger, JD, Senior Vice President and General Counsel, Rutgers, The State University of New Jersey—New Brunswick, NJ

Jonathan Alger is Senior Vice President and General Counsel at Rutgers, The State University of New Jersey, where he is as a member of the senior leadership team, oversees all legal affairs for the University, serves as chief compliance officer, and advises the governing boards and administration. He also teaches an undergraduate course on higher education law and a first-year seminar on diversity issues. Before coming to Rutgers, he was Assistant General Counsel at the University of Michigan where he helped coordinate two landmark admissions lawsuits in the U.S. Supreme Court. Mr. Alger previously served as counsel for the national office of the American Association of University Professors (AAUP) in Washington, D.C., and as an attorney-advisor in the U.S. Department of Education's Office for Civil Rights. He began his professional career in the Labor and Employment Section at the international law firm of Morgan, Lewis, and Bockius.

Mr. Alger has given hundreds of presentations on higher education law and policy for institutions and organizations throughout the United States and in the UK, Germany, Canada, and the West Indies. He is First Vice President of the National Association of College and University Attorneys and a member of its Board of Directors. He also serves on advisory boards for the Association of American Universities, College Board Access and Diversity Collaborative, Sloan Foundation-funded American Association for the Advancement of Science Diversity Project, Robert Wood Johnson Foundation-funded Valuing Diversity initiative, and the University of Vermont's annual national conference on Legal Issues in Higher Education. Mr. Alger graduated with honors from Harvard Law School and high honors from Swarthmore College.

3:00–4:30 p.m.

WESTSIDE BALLROOM SALON 1

Fifth Floor

SPECIAL FEATURE PRESENTATION

469 Mentoring for Success: Transforming Student Lives

Numerous scholarly studies and personal experiences of faculty, student service leaders, and students demonstrate that the inability or failure of certain students to succeed in school cannot be justifiably explained by students' lack of intelligence or drive to do well. Rather, these studies show the many ways in which historical and structural barriers in society and within the schools inhibit student success. Institutions unfairly expect students to do well in an academic culture that put forth hurdles making it difficult for students to succeed. The panelists address ways to jump and eventual dismantle the hurdles that serve as obstacles for student learning and success. They provide concrete ways to create a transformative and collaborative experience through mentoring students of color, first generation students, and underrepresented students.

Rick Bonus, PhD, Associate Professor, American Ethnic Studies, University of Washington; former President, Association for Asian American Studies—Seattle, WA

Mary Danico, PhD, Professor and Vice-Chair, Department of Psychology and Sociology, California State Polytechnic University; Fulbright Senior Scholar; and President Elect, Association for Asian American Studies—Pomona, CA

Anna Gonzalez, PhD, Associate Vice Chancellor, University of Illinois at Urbana-Champaign; National Secretary/Treasurer, Association for Asian American Studies—Champaign, IL

Sara Ha, Assistant Director, Programs and Scholar Relations, Asian and Pacific Islander American Scholarship Fund and Gates Millennium Scholars Program—Washington, D.C.

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

3:00–4:30 p.m.

90-MINUTE CONCURRENT SESSION

3:00–4:30 p.m.

ODETS

Fourth Floor

Levels of Experience: **Novice**

470 Breaking Boundaries: Collaborations to Enhance Diversity in Graduate Education

◆◆ Interactive Training ◆◆

This interactive session will focus on enhancing faculty/staff cross-cultural communication skills and diversifying the curriculum to create a more inclusive academic environment in graduate education. The session will feature a video exploring shared and unique experiences of American and international graduate students who are considered racial minorities in the United States. Through the video, doctoral candidates at the University of Minnesota, Twin Cities, share their experiences on acclimating to a predominantly white environment, communicating with faculty, the research experience, and curriculum development. The workshop will be divided into four segments: (1) introduction and viewing of the video *Breaking Boundaries: Graduate Student Perspectives on Culture and Ethnic Identity in the Academy*; (2) audience interaction to discuss effective cross-cultural communications skills and diversifying the curriculum; (3) overview of how the University of Minnesota is using the video and other resources to collaborate with graduate programs across the university system to orient faculty, staff, and students to diverse graduate student experiences; and (4) audience Q-and-As. This session should particularly benefit individuals who work closely with graduate students or are interested in advancing the intellectual and cultural diversity of graduate education.

Noro Andriamanalina, PhD, Director of Academic and Professional Development, University of Minnesota—New Brighton, MN andri002@umn.edu

3:15–4:45 p.m.

DUFFY–COLUMBIA

Seventh Floor

MAJOR WORKSHOP

471 The Retention Challenge: How a Federally Designated Hispanic-Serving Institution Succeeds

This workshop panel includes several students who are part of a retention plan at Mercy College, New York. They will discuss the latest changes in the PACT Program (Personalized Achievement Contract). As a Federally Designated Hispanic-Serving Institution, Mercy College, a private college with a full dedication to the liberal arts, is also committed to meeting the challenges of the changing demographics in the United States. Looking toward 2020, as an aging and well-educated white population approaches retirement, a growing number of younger minority citizens will be a major source of new workers. Mercy College is continuing to update and modify its innovative program to address the critical challenge of low retention and low college completion rates, especially among low income, minority, and first-generation college students. During the panel discussion, the Director of Institutional Effectiveness, the Deputy Director of PACT, the Dean of the School of Liberal Arts, and several PACT students will address the roles of retention, career development, and leadership skills, and the Mercy plan that is succeeding in achieving those goals.

Miriam S. Gogol, PhD, Dean of the School of Liberal Arts, Professor of English, Mercy College—Dobbs Ferry, NY

Rajesh Kumar, Senior Associate Director, PACT program, Mercy College—Dobbs Ferry, NY

Jan Sylvert, Graduate Student, Masters in Occupational Therapy Program, Mercy College—Dobbs Ferry, NY

Andrew Strausser, Undergraduate Student, Business Management, Mercy College—Dobbs Ferry, NY

3:30–4:45 p.m.

75-MINUTE CONCURRENT SESSIONS

10:30–11:45 a.m.

WILDER

Fourth Floor

Levels of Experience: **Intermediate**

472 CUNY LEADS: A Model Program for Retention, Inclusion, and Success for University Students With Disabilities

◆◆ Case Studies/Model Programs ◆◆

Students with disabilities have been an underrepresented group in conversations about diversity on campus. Currently, individuals with disabilities are recognized as a cultural group that should be included in diversity discussions. This presentation introduces CUNY LEADS (Linking Employment, Academics, and Disability Services), a unique program that prepares students with disabilities at the City University of New York for realistic, successful employment outcomes. The program creates a proud and dynamic community of students with disabilities at the campuses and provides individualized academic support, career development, and information about internship and employment opportunities for 2000 LEADS students at one of the most diverse universities in the country. Successful case studies will be presented and discussed.

This session will particularly benefit participants who are interested in developing a model program for the inclusion, retention, and successful outcomes of students with disabilities on campus. Participants will gain an understanding of the rationale and history of the model and will also receive information on this project which can be replicated at other universities.

Roberta Adelman, Project Director, The City University of New York—New York City, NY Roberta.Adelman@Mail.cuny.edu

Barbara Bookman, Director, Program Relations and Training, The City University of New York—New York City, NY Barbara.Bookman@mail.cuny.edu

3:30–4:45 p.m.

CANTOR–JOLSON

Ninth Floor

Levels of Experience: **Novice**

473 The Expanding Circle: Bridging the Gaps Between the Centenary Campus and the Surrounding Community

◆◆ Case Studies/Model Programs ◆◆

This interactive session examines the role of Living-Learning Programs (LLP) in developing civically engaged students who possess a strong interdisciplinary understanding of the history of urban sprawl, the sociology of community development, and a desire to work with diverse neighbors domestically and globally to improve society as a whole. The presenters will describe a specific proposal for a neighborhood-based LLP that will collaborate with an established community-building nonprofit organization to create a bridge between their predominately white liberal arts college and its more racially, ethnically, and socio-economically diverse surrounding neighborhood. The presenters will include research on the success of LLPs nationwide, the planning process for this particular LLP, and the benefits and challenges faced by a close collaboration between upper-level administrators, faculty, staff, students, and the community organization. This LLP proposal includes common coursework with interdisciplinary faculty, a residential experience, student-led projects working WITH (not simply “serving”) community members, and an international-based project. This session should particularly benefit participants attempting to develop or improve LLPs on their campuses, especially in

the areas of diversity awareness, bridging gaps between predominately white campuses and diverse communities, and/or faculty/staff/community collaborations. Participants in the session are encouraged to share experiences and offer tips to others.

Kelly Pledger Weeks, PhD, Associate Professor of Business, Centenary College of Louisiana—Shreveport, LA kweeks@centenary.edu

Chad R. Fulwider, PhD, Assistant Professor of History, Centenary College of Louisiana—Shreveport, LA cfulwider@centenary.edu

Scott Chirhart, PhD, Associate Professor of Biology, Centenary College of Louisiana—Shreveport, LA schirhar@centenary.edu

William Crews, Program Chair for the Human Resources Management Program at Central Piedmont Community College, Doctoral Student, Educational Leadership—Adult Education, University of North Carolina at Charlotte—Charlotte, NC wcrews5@unc.edu

3:30–4:45 p.m.

GOTHAM–CHELSEA

Seventh Floor

Levels of Experience: **Intermediate**

474 Shifting Landscape: Hispanic Experiences on a Predominantly White Liberal Arts Campus

◆◆ Research/Assessment/Evaluation ◆◆

Although Hispanic students' college experiences at predominantly white institutions have been investigated, there is little information on using the student voices to illuminate their experiences. Therefore, this session utilizes the Hispanic student voices to discuss their educational experiences, particularly during the first year, at a four-year predominantly white liberal arts university. Using counter-storytelling within a critical race theory framework, Hispanic students discuss the institutional variables that impacted on their ability to become engaged in the academic and social spheres of the university's community. Furthermore, the students' perspectives on their college experiences will assist college personnel to create strategies to improve Hispanic students' retention and graduation rates. This session should particularly benefit participants interested in the success of Hispanic students, practitioners who provide direct services to Hispanic students or other minority students, students interested in taking an active role in retention, especially during the first year, and those concerned with retention issues related to Hispanic students and other minority populations.

Marcia T. Caton, PhD, Adjunct Faculty, Adelphi University—Garden City, NY mcaton@adelphi.edu

3:30–4:45 p.m.

URIS–SHUBERT

Sixth Floor

Levels of Experience: **Novice**

475 Asian American Racial Realities in Black and White

◆◆ Research/Assessment/Evaluation ◆◆

This session will cover research analyzing how people of Asian/white and Asian/black heritage experience race. It will speak to the lived lives of people of multiracial Asian heritage and how being mixed with either white or black can affect racial identity development. Contrary to popular belief, clear evidence will be given that suggests that an increase of multiracial people does not decrease the use of racial categories but may actually strengthen them. This session should particularly benefit people interested in research regarding people of multiracial heritage and teachers trying to find clearer ways to teach students how race is a social construction.

Bruce C. Hoskins, PhD, Professor of Sociology, MiraCosta College—Oceanside, CA bhoskins@miracosta.edu

4:00–6:00 p.m.

ROYALE–PLYMOUTH

Sixth Floor

APINCORE (Asian/Pacific Islander American) CAUCUS

476 Asian American Student Affairs Professionals Networking Meeting

5:00–6:00 p.m.

BROADWAY BALLROOM

Sixth Floor

CONFERENCE AFTERNOON PLENARY SESSION



477 Keynote Address: Culture Works: On Race, Institutions, and the “Educated” Commons

Arlene Davila, PhD, Professor of Anthropology, Arts and Sciences, New York University—New York City, NY

Arlene Davila, Professor of Anthropology and of Social and Cultural Analysis, is a cultural anthropologist interested in urban and ethnic studies, the political economy of culture and media, and consumption studies. Her work focuses on Puerto Ricans in the eastern United States and Latinos nationwide. She is currently working on a collection of essays on the production and circulation of contemporary representations of Latinidad examining the place of Latinos in the contemporary politics of race. She is especially interested in the politics of culture and representation as they play out in a variety of institutional settings as varied as museums and contemporary culture industries. Davila teaches courses on comparative ethnic studies, race and nation in the Americas, Latino/a popular culture, global ethnography, and consumption studies. Her latest book is *Latino Spin: Public Image and the Whitewashing of Race*, published by NYU Press.

6:00–7:30 p.m.

HUDSON–EMPIRE

Seventh Floor

WHITES PARTNERING TO DISMANTLE RACISM CAUCUS

478 Discussion: Liberation and Action Planning

6:30–8:00 p.m.

ASTOR BALLROOM

Seventh Floor

SPECIAL EVENING EVENT

479 Speaking Out for 25 Years: OPEN MIC NIGHT Hosted by APINCORE

Join us for an evening to recognize Asian American and Pacific Islander higher education and student affairs professionals, including the launch of Asian Americans and Pacific Islanders in Higher Education: Research and perspectives on identity, leadership, and success. The evening will include music, poetry, spoken work, comedy, and other art forms showcasing the talent of your colleagues as well as local NCY Asian American/Pacific Islander artists at the first ever Open Mic Night at NCORE.

8:30–10:00 p.m.
BROADWAY BALLROOM
Sixth Floor

SPECIAL EVENING EVENT



**480 NCORE’S “Honor Our Traditions”
Pow Wow**

NCORE invites you to attend this social powwow intended to allow conferees to dance to the drum beats of the ancestors! This exciting event will feature the Silvercloud Singers. This drum group has performed at the commemoration ceremonies for the Year of the Indigenous People’s at the United Nations, the Smithsonian’s National Museum of the American Indian, The Public Theater, The Apollo, Roseland, the Theater at Madison Square Garden, Trinity Church, The American Museum of Natural History, The Cathedral of St. John the Divine, and the American Indian College Fund Flame of Hope Gala. This event provides NCORE participants with a great opportunity join the native delegates of NCORE and the New York Native community in the dance circle as we honor our traditions. 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.–12:00 a.m.
WESTSIDE BALLROOM SALON 1 & 2

SPECIAL EVENING EVENT



481 JDOTT Sponsored Dance

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 developed through the efforts of members of NCORE’s African American Networking Group.

Hackman Consulting Group

*Diversity, Equity and Social Justice
Consulting for a Changing World*

HCG is a broad-based group of trainers, teachers, and experts from multiple disciplines brought together to create a consulting firm capable of addressing deep diversity, equity and social justice issues in almost any field. Whether you work in business, P-12 education, higher education, non-profit, health care, law, local government, human services, or faith-based organizations, our consultants know your professional area extremely well and offer a wide range of services to help your organization most effectively address deep diversity, equity and social justice issues.

How We Train

- Cutting edge training tools, professional development strategies, and implementation rubrics
- A wide range of services including assessment, one-time and on-going training, training-of-trainers, policy analysis and program development rubrics, conference presentations, and key notes
- A deep commitment to being with you from start to finish and to helping your organization continue this work long after we have completed our work with you
- A balance of theory and practice, complexity and applicability, action and reflection, and accountability and support
- Honesty, clarity and vision for growth and change within your organization
- Experience consulting at local, regional, national and international levels

Who We Train

- Corporate
- Education: P-12
- Education: Higher Education
- Non-Profit
- Medical / Health Care
- Local Government and Human Services
- Religious / Faith Communities
- Trauma / Healing
- Legal

What We Train On

- Introduction to Deep Diversity
- Equity
- Social Justice
- Racism / White Privilege
- Classism
- Sexism / Gender Oppression
- Heterosexism / Homophobia
- Disability Oppression
- Religious Oppression
- Anti-Semitism
- Ageism / Adulthood
- Trauma / Healing
- Environmental Justice / Food Justice



CLEMSON

committed to Inclusion and Diversity

Clemson University – ranked No. 25 among America’s best public universities by *U.S. News & World Report* – promotes a diverse campus environment with a commitment to inclusive excellence in education, business and employment.

Education

- Approximately 20,000 students representing 49 states and 96 countries
- 54% male/46% female student enrollment
- Approximately 80 undergraduate degree programs
- Approximately 110 graduate degree programs
- NCAA Division I sports

Business

Clemson University is committed to the development of a strong minority business enterprise program and actively seeks minority vendors to provide goods and services. CU-ICAR, located in Greenville, also is committed to full community involvement and actively seeks participation by minority businesses through its Minority Business Utilization Plan.

Employment

Clemson University is an AA/EEO employer and does not discriminate against any individual or group of individuals on the basis of age, color, disability, gender, national origin, race, religion, sexual orientation or veteran status.

Contacts

Chief Diversity Officer: 864-656-4238 or clemson.edu/diversityoffice
 Undergraduate Admissions: 864-656-2287 or clemson.edu/prospective-students
 Graduate Admissions: 864-656-3197 or www.grad.clemson.edu/admission.php
 Procurement: 864-656-2067 or clemson.edu/procurement
 CU-ICAR: 864-283-7100 or cu-icar.com
 Human Resources: 864-656-3357 or clemson.edu/employment



DAY AT A GLANCE • SATURDAY, JUNE 2

9:00 – 10:15 a.m.

75-MINUTE CONCURRENT SESSIONS

- 502. Effective Strategies: Creating and Cultivating Relationships with Key Faculty and Alumni
- 503. A Different Dialogue: Student Empowerment, Engagement, and Learning through Diversity Peer Education

9:00 – 11:00 a.m.

504. MAJOR WORKSHOP

Practical Ways to Reduce Stereotype Threat for Vulnerable Students and Faculty

505. SPECIAL FEATURE PRESENTATION

The New Policy Imperative: Gender and Race in STEM Education

9:00 a.m. – Noon

3-HOUR CONCURRENT SESSIONS

- 506. Intercultural Communication: A Tool of Cultural Competency for Healthcare Providers
- 507. Navigating our Emotions as Facilitators for Multicultural Change
- 508. Impacting Diversity and Climate through Inclusive Language-Based Services for Employees in Higher Education
- 509. “Comedy as a Catalyst: A 2-Year Journey”: An Interactive Discussion on Implementing Diversity, Racism, and Prejudice Programs in the Workplace

9:30 – 11:30 a.m.

- 510. A Student Affairs Approach to Developing a Multicultural Competence Strategic Plan

9:30 a.m. – 1:30 p.m.

511. EXHIBITOR SHOWCASE AND RESOURCE CENTER

10:00 – 11:30 a.m.

512. A CONVERSATION WITH MARK ANTHONY NEAL

What's a “New Black Man” to Do?: Re-thinking Black Masculinity in the Obama Era

513. A CONVERSATION WITH SANDRA BEGAY CAMPBELL

Women in Leadership

90-MINUTE CONCURRENT SESSIONS

- 514. Retention and Success of African American and Minority Students ASTEP/Math Academy Program
- 515. Utilizing College History to Enhance Diversity and Inclusion Initiatives for the Campus Community: Innovative Programs and Projects that Positively Impact Campus Climate
- 516. The Diversity Peer Program: A Transformative Leadership Training Model that Effectively Moves Students from Theory to Practice

10:30 – 11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

- 517. Student-organized Access and Retention in the University of California: Methodologies for Engaging Educational Equity
- 518. Effectively Serving Undocumented Students
- 519. Dream Bigger, Reach Higher: Critical Thinking, Social Justice, and Activism through Spoken Word Poetry
- 520. Hoping and Coping in Science: Finding Community Among Underrepresented Racial/Ethnic Minorities

11:45 a.m. – 1:15 p.m.

521. CLOSING LUNCHEON

522. DENNIS RAHIIM WATSON

1:30 – 3:00 p.m.

90-MINUTE CONCURRENT SESSIONS

- 523. No Longer Invisible: Victims of Color and the Death Penalty
- 525. Cultural Values and Conflict Workshop: Exploring Socially-based Values and Their Impact on Cross-cultural Interactions
- 526. Scholarship in Action: Research, Policy, and Practice for Students of Color
- 527. I Am Not My Hair: Does Your “Do” Let You “Be”
- 528. Creating a Diverse Body of Student Leaders: Leadership Experiences through Exposure
- 529. English Tongue...Latin Soul: An Ethnographic Study of Self
- 530. Looking in the Mirror: Reflecting on Your Journey of Understanding Privilege and Oppression
- 531. The Multicultural Student Coalition (MCSC): A Case Study of Student-led Institutional Change in Creating Diversity and Multicultural Education

1:30 – 3:30 p.m.

532. MAJOR WORKSHOP

Sharing Our Perspectives on Racial Identity: Reflections, Dialogue, and Synthesis

2-HOUR CONCURRENT SESSIONS

- 533. GPSing the “Stuff”: Navigating through the Messy Mishaps, Missteps, Mis-understandings and Mis-communications of Social and Organizational Behaviors that have been Mis-labeled as Harassment and/or Discrimination
- 534. Moving from the Margins to the Center: How to Develop a Comprehensive Diversity Strategy from the Ground Up

4:00 – 5:00 p.m.

535. CLOSING CONFERENCE PLENARY SESSION

Keynote Address: Education for a Just and Equitable Society—Pedro Noguera

SATURDAY, JUNE 2, 2012

9:00–10:15 a.m.

75-MINUTE CONCURRENT SESSIONS

9:00–10:15 a.m.

ALVIN–CARNEGIE

Fifth Floor

Levels of Experience: **Novice**

502 Effective Strategies: Creating and Cultivating Relationships with Key Faculty and Alumni

◆◆ Long- and Short-Range Planning ◆◆

This session will focus on specific strategies developed and implemented by the office of Multicultural Student Affairs at Northwestern University. These strategies have been imperative in creating and cultivating relationships with key faculty and alumni which have allowed an increase in partnerships with these constituents. Due to these enhanced relationships with faculty and alumni, students have taken advantage of utilizing key members of the university community to fully expand their collegiate experience inside and outside the classroom. This session should particularly benefit participants who are interested in learning best practices about how to cultivate and sustain relationships with faculty and alumni at their institutions.

Christian Yanez, Director, Hispanic/Latino Student Affairs, Northwestern University—Evanston, IL yanez@northwestern.edu

Tamara A. Johnson, PhD, Executive Director, Multicultural Student Affairs, Northwestern University—Evanston, IL tamara-johnson@northwestern.edu

9:00–10:15 a.m.

ROYALE–PLYMOUTH

Sixth Floor

Levels of Experience: **Novice and Intermediate**

503 A Different Dialogue: Student Empowerment, Engagement, and Learning through Diversity Peer Education

◆◆ Case Studies/Model Programs ◆◆

This session highlights two model programs that utilize a peer education approach to structured diversity experiences. The Dialoguing Demon Peer Facilitator and Mile Walkers program at DePaul University provide students with a transformative learning experience and empowers them to engage the campus community in dialogue around issues of diversity, inclusion, and social justice. The Mile Walkers program uses an artistic approach, allowing students to write, direct, and perform in a theatrical production thematically focused on diversity. This production is performed during orientation and is followed by student-facilitated debrief sessions. The Dialoguing Demon Peer Facilitator program prepares students to use a dialogical framework to facilitate workshops and teach practically applicable concepts and theories related to diversity, culture, and social justice to their peers. Both programs utilize an intensive and integrated training curriculum that develops essential facilitation skills and encourages students to adopt a critical consciousness related to identity development. This session should particularly benefit educators and practitioners interested in diversity education, multicultural affairs, student development, student leadership, and intergroup dialogue as well as those interested in creating diversity peer education programs.

Charee Holloway, Assistant Director, Office of Diversity Education, DePaul University—Chicago, IL chollow1@depaul.edu

Emy Cardoza, Coordinator, Office of Diversity Education, DePaul University—Chicago, IL ecardoza@depaul.edu

9:00–11:00 a.m.

BELASCO–BROADHURST

Fifth Floor

MAJOR WORKSHOP

504 Practical Ways to Reduce Stereotype Threat for Vulnerable Students and Faculty

Thanks to Psychology Professor Claude Steele and numerous researchers in several countries, we now understand how stereotype threat 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 workshop will provide a dozen action steps that can be taken by department chairs, mentors, instructors, peers, and vulnerable students (and faculty) themselves. In preparation for this session, participants may wish to review two websites: reducingstereotypethreat.org and implicit.harvard.edu.

JoAnn Moody, JD, PhD, Faculty Development and Diversity Specialist—San Diego, CA joann.moody@earthlink.net

9:00–11:00 a.m.

MARQUIS BALLROOM C

Ninth Floor

SPECIAL FEATURE PRESENTATION

505 The New Policy Imperative: Gender and Race in STEM Education

Policymakers, researchers, and educators alike are advocating more than ever for a dramatic increase in science, technology, engineering, and mathematics (STEM) degree production by students traditionally underrepresented in these fields. The need is clear: if we do not equip the whole of society with opportunities to prepare for and succeed in STEM fields, America will not retain its leadership within the innovation economy. Unlike non-STEM fields, women are still greatly underrepresented in science and engineering, particularly in the fields of physics, engineering, and computing, with the most troubling picture emerging at the intersection of gender and race/ethnicity. Black, Hispanic, and Native American women combined represent just ten and six percent of the nation's STEM bachelor's and doctoral degree holders, respectively. Yet it is not as if minority males are faring much better—while minority men outpace minority women in some fields, on the whole, minority males are seen as equally disenfranchised. These trends have enormous public policy implications for a nation that is increasingly reliant on innovation for the health of our economy and our citizenry—if we do not address the access and success of minority women and men in these fields, we will continue to see gaps in social mobility along racial lines. The academic, cultural, and socioeconomic contexts for each of these groups are similar, yet there are also unique barriers and experiences. This session will present recently released trend data on STEM degree completion by minority women and men and those strategies being adopted by colleges and universities to serve these two distinct populations. The presenter will draw from findings of a recent synthesis of literature on women of color in STEM higher education over the past 40 years and will review a number of national initiatives targeting men of color.

Lorelle L. Espinosa, PhD, Senior Analyst, Abt Associates—Bethesda, MD

9:00 a.m.–Noon

3-HOUR CONCURRENT SESSIONS

9:00 a.m.–Noon

WILDER

Fourth Floor

Levels of Experience: **Intermediate and Advanced****506 Intercultural Communication: A Tool of Cultural Competency for Healthcare Providers**

◆◆ Training of Trainers ◆◆

NJ Mitchell, MBA, Vice President Operations and Senior Facilitator, Human Communication Institute, LLC—Oceanside, CA njm@hci-global.com

Pamela S. Perkins, Founder and CEO, Human Communication Institute, MiraCosta College—Oceanside, CA psp@hci-global.com

9:00 a.m.–Noon

ODETS

Fourth Floor

Levels of Experience: **Intermediate****507 Navigating our Emotions as Facilitators for Multicultural Change**

◆◆ Interactive Training ◆◆

Emotions are ever-present in our lives and can be heightened as we engage in and provide leadership for or facilitation of educational programs related to issues of diversity, multiculturalism, equity, inclusion, or change. The range of emotions—from mad, sad, and scared to peaceful, powerful, or joyful—can be a source of important information for us and our participants. As we work to engage individuals in transformational learning opportunities across a range of differences, it may be helpful to better understand what messages or feelings/emotions are providing us and what we may need in response. Furthermore, it may also be helpful to use our emotional intelligence to become more aware of our thoughts, emotions, and needs as we do our best to individually navigate our feelings and work to provide support to those around us. This interactive session will provide an opportunity to engage in a facilitated dialogue about emotions, feelings, emotional intelligence, and the impact of differences to develop skills that may be helpful as we navigate through change. 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 interested in multicultural training curriculum development.

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

9:00 a.m.–Noon

BOOTH-EDISON

Fifth Floor

Levels of Experience: **Intermediate****508 Impacting Diversity and Climate through Inclusive Language-Based Services for Employees in Higher Education**

◆◆ Case Studies/Model Programs ◆◆

These concurrent sessions 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. Participants will learn how to impact institutional diversity and climate by creating inclusive language-based services for employees in higher education.

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 opportunity practices among 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. CLS's mission is to enhance communication, cultural understanding, and learning in order to advance in multi-lingual work environments.

Adin Palau, UW-Madison Recruitment Manager, Office of Human Resources, University of Wisconsin-Madison—Madison, WI apalau@ohr.wisc.edu

Don Schutt, PhD, Director of the Office of Human Resource Development, Office of Human Resources, University of Wisconsin-Madison—Madison, WI dschutt@ohr.wisc.edu

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

9:00 a.m.–Noon

HUDSON-EMPIRE

Seventh Floor

Levels of Experience: **All Levels****509 "Comedy as Catalyst: A 2-Year Journey": An Interactive Discussion on Implementing Diversity, Racism, and Prejudice Programs in the Workplace**

◆◆ Interactive Training/Long and Short-Range Planning ◆◆

For the last two years, "The Black Jew Dialogues" and Lewis University have been 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 served as a jumping-off 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 with Lewis' core values in its mission statement, in addition to the Sanctified Zone commitment that pronounces Lewis University as "A People and a Place Committed to Diversity." The Sanctified Zone commitment declares that the community is working to end racism, bias, and prejudice by valuing diversity in a safe and nurturing environment. The hope is that other universities will look at the model 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 that stimulate the cross-gender/generational/cultural/religious engagement on the large and small scale throughout the academic year. This session should particularly benefit individuals wishing to develop a campus-wide model for a dialogue that fosters a more open exchange of ideas about distinctiveness.

Graciela Dufour, Associate Vice President for Human Resources, Lewis University—Romeoville, IL

Ron Jones, Actor/Producer of "The Black Jew Dialogues"—Winston-Salem, NC Ron@thebjd.com

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

9:30–11:30 a.m.

2-HOUR CONCURRENT SESSION

9:30–11:30 a.m.

DUFFY–COLUMBIA

Seventh Floor

Levels of Experience: **Intermediate and Advanced****510 A Student Affairs Approach to Developing a Multicultural Competence Strategic Plan**

◆◆ Long- and Short-Range Planning ◆◆

This session will focus on essential elements in the strategic planning process for achieving multicultural competence in the Division of Student Affairs at the Georgia Institute of Technology. A blueprint based on a model for developing a multicultural competence strategic plan based on awareness, knowledge, and skills for individuals, departments, and the division will be reviewed. This session should particularly benefit those interested in advancing diversity initiatives through practical application of theoretical knowledge and the development of specific strategies and tactics.

Stephanie Ray, Associate Dean of Students/Director of Diversity Programs, Georgia Institute of Technology—Atlanta GA sray@gatech.edu

Ruperto M. Perez, PhD, Director, Counseling Center, Georgia Institute of Technology—Atlanta GA ruperto.perez@vpss.gatech.edu

9:30 a.m.–1:30 p.m.

WESTSIDE BALLROOM SALON 3&4

Fifth Floor

EXHIBITOR SHOWCASE AND RESOURCE CENTER**511** For more information, see page 101.

10:00–11:30 a.m.

OLMSTEAD–GRAMERCY

Seventh Floor

A CONVERSATION WITH MARK ANTHONY NEAL**512 What's a "New Black Man" to Do?: Rethinking Black Masculinity in the Obama Era**

Mark Anthony Neal is Professor of Black Popular Culture in the Department of African and African-American Studies at Duke University, where he won the 2010 Robert B. Cox Award for Teaching. Neal has written and lectured extensively on Black popular culture, Black masculinity, sexism and homophobia in Black communities, and the history of popular music.

He is the author of four books, *What the Music Said: Black Popular Music and Black Public Culture* (1998), *Soul Babies: Black Popular Culture and the Post-Soul Aesthetic* (2002), *Songs in the Keys of Black Life: A Rhythm and Blues Nation* (2003), and *New Black Man: Rethinking Black Masculinity* (2005). Neal is also the co-editor (with Murray Forman) of *That's the Joint!: The Hip-Hop Studies Reader*, 2nd edition (2011). Neal's next book, *Looking for Leroy: (II) Legible Black Masculinities*, will be published in 2012 by New York University Press.

Neal hosts the weekly webcast, *Left of Black* in collaboration with the John Hope Franklin Center at Duke University (<http://leftofblack.tumblr.com>). A frequent commentator for National Public Radio, Neal contributes to several online media outlets, including Huff Post Black Voices, SeeingBlack.com The Atlanta Post, and Britain's New Black Magazine. He has also appeared in several documentaries including Byron Hurt's acclaimed *Hip-Hop: Beyond Beats and Rhymes* (2006), John Akomfrah's *Urban Soul* (2004) and Jonathan Gayles' *White Scripts and Black Supermen* (2012).

Neal is the founder and managing editor of the blog *NewBlackMan* (<http://newblackman.blogspot.com>). You can follow him on Twitter @NewBlackMan.

10:00–11:30 a.m.

HERALD–SOHO

Seventh Floor

A CONVERSATION WITH SANDRA BEGAY-CAMPBELL**513 Women in Leadership**

Sandra Begay-Campbell is a former regent (2001–2006) and secretary of the University of New Mexico Board of Regents. She is a Gallup-area native and currently employed at Sandia National Laboratories as a Principal Member of the Technical Staff working with tribal renewable energy throughout the nation.

She attended the UNM Gallup branch campus for two years before transferring to main campus to complete an associate degree in pre-engineering in 1986 and a bachelor's degree in civil engineering in 1987. She also holds a master's degree in structural engineering from Stanford University. She has served on the UNM School of Engineering Advisory Board and was named one of its Distinguished Alumnae in 2005. Begay-Campbell is also a recipient of the Alumni Association's Zia Award. In 2000, she was a recipient of the Governor's Award for Outstanding Women from the New Mexico Commission on the Status of Women. That year, she also received the Stanford University Multicultural Alumni of the Year Award.

10:00–11:30 a.m.

90-MINUTE CONCURRENT SESSIONS

10:00–11:30 a.m.

O'NEILL

Fourth Floor

Levels of Experience: **All Levels****514 Retention and Success of African-American and Minority Students ASTEP/Math Academy Program**

◆◆ Research/Assessment/Evaluation ◆◆

The session focuses on the success development and improvement of African American and minority students in the ASTEP/Math Academy at Skyline College San Bruno, California. Information and background on retaining African American and minority students within the ASTEP/Math Academy program will provide insights and lessons learned from the program's implementation. Finally, this session will address current research efforts to measure the effectiveness of ASTEP/Math Academy for African American and minority students. ASTEP/Math Academy is a collaborative infrastructure, with the complete blend of instruction and student services, including the design and implementation of a casework model of counseling and advising components to enable students to experience success in mathematics. The overall goal is to transfer to four-year colleges and/or to pursue viable careers. This project directly contributes to improved teaching techniques using Computer Aided Instruction, a website, and student services support to positively impact student success. ASTEP/Math Academy is designed to improve the success rates of African American and minority students enrolled in the ASTEP/Math Academy program courses by creating layers of academic and student support in entry and midlevel math courses that represent traditional obstacles to college success for many students. This session should particularly benefit participants who are interested in the success of African American and minority students enrolled in math classes; practitioners who provide direct services to African American and minority students; and students interested in taking an active role in their retention, success, and requirements needed to transfer to four-year colleges/universities and complete an AA/AS degree to be successful in today's market of careers. Also, those who are concerned with retention issues related to African American and other minority populations' educational success.

Patricia Deamer, Professor of Mathematics, Skyline College—Oakland, CA
deamer@smccd.edu

Pauline Wethington, ASTEP/Math Academy Case Manager/Counselor, Skyline Community College—Oakland, CA
Wethingtonp@smccd.edu

10:00–11:30 a.m.

BOOTH–EDISON

Fifth Floor

Levels of Experience: **Intermediate**

515 Utilizing College History to Enhance Diversity and Inclusion Initiatives for the Campus Community: Innovative Programs and Projects that Positively Impact Campus Climate

◆◆ Case Studies/Model Programs ◆◆

In 2008, Union College, a small liberal arts college in Schenectady, NY, developed a strategic plan that included two goals that differentiated Union from other liberal arts colleges: to view the college as “small, global and diverse” and to “foster innovation using our past as a source of inspiration.” There was a desire to enhance this mission by providing innovative programs on diversity and inclusion that also included the history of the college. This was a unique idea considering the college history began with a white male student body. As with any college, as history is uncovered, there is the realization that colleges may have had programs that embraced diversity but also missions that might have been an adherence to diversity. At Union, there were two historical figures who could be used to explore dynamics of inclusion and diversity: Eliphalet Nott, President of Union and Moses Viney, an escaped slave who worked for Nott. Administrators used this story to design social and academic programs for the diverse student body and the “U are Union” campaign was developed. This interactive session explores ways that a college can use its past history to influence diversity and inclusive programming for a campus community. Included in this presentation is the use of on-campus library collections, city and state records, and historical societies. This session should particularly benefit colleagues who design diversity programs that foster dialogue and communication between all members of the campus community.

Gretchel Hathaway, PhD, Senior Director of Campus Diversity, Union College—Schenectady, NY
hathaway@union.edu

Deidre Hill Butler, PhD, Associate Professor of Sociology, Union College—Schenectady, NY
butlerd@union.edu

10:00–11:30 a.m.

IMPERIAL–JULLIARD

Fifth Floor

Levels of Experience: **All Levels**

516 The Diversity Peer Program: A Transformative Leadership Training Model that Effectively Moves Students from Theory to Practice

◆◆ Case Studies/Model Programs ◆◆

This session will explore the process used to develop and sustain the Diversity Peer Program (DPP) at Dartmouth College over the past 12 years. DPP is an innovative leadership training program that engages students from a wide range of backgrounds to come together to examine such intersecting social identities as race, culture, ethnicity, class, gender, sexual orientation, religion, and ability. A long term assessment of this model has demonstrated that student participants are successfully able to apply the knowledge and skills necessary to become transformative leaders and agents of social change. During this session, participants will explore the data and theories utilized to create the comprehensive two-day leadership retreat, examine the program’s learning outcomes and workshop objectives, highlight the logistics necessary to implement and sustain the program, and review the results of a long term study used to assess how participants have successfully applied what they learned to their academic, personal, and professional lives. This session will benefit higher education professionals, particularly

from predominately white institutions, who are interested in enhancing or implementing meaningful cross-group dialogues that enable students to gain skills and insights to become inclusive leaders and professionals.

Nora Yasumura, Assistant Dean of Pluralism and Leadership, Dartmouth College—Hanover, NH
Nora.Yasumura@Dartmouth.edu

10:30–11:45 a.m.

75-MINUTE CONCURRENT SESSIONS

10:30–11:45 a.m.

ROYALE–PLYMOUTH

Sixth Floor

Levels of Experience: **All Levels**

517 Student-Organized Access and Retention in the University of California: Methodologies for Engaging Educational Equity

◆◆ Case Studies/Model Programs ◆◆

This session should particularly benefit students, staff, administrators, and organizers interested in or currently working with programs that deal with access and retention. This session examines a student-initiated and student-run center executing programs geared toward K-12 students, community college students, and students at the university level. Information on the background of this office, as well as the programs housed, will be provided. In addition, presenters will describe Affirmative Action’s effects in the University of California system. The presenters will also talk about the intricate methodologies and paradigms that inform such a center that tries to resist the destabilization of educational equity that has occurred through policies such as the removal of Affirmative Action. In addition, the challenges that have come up in running such a center and the successes that have accumulated will be discussed.

Maureen Abugan, SPACES Director of Internal Affairs, University of California—San Diego, CA
spaces@ucsd.edu

Joanna Huang, Student-Initiated Access Programs and Services (SIAPS) Co-Coordinator, University of California—San Diego, CA
spaces@ucsd.edu

Helen Leung, SPACES Director of Financial Affairs, University of California—San Diego, CA
spaces@ucsd.edu

Albert Orona, SPACES Director of Local Affairs, University of California—San Diego, CA
spaces@ucsd.edu

Frida Pineda Alvear, SPACES Advisor, University of California—San Diego, CA
spaces@ucsd.edu

Patty Mendoza, SPACES Program Assistant, University of California—San Diego, CA
spaces@ucsd.edu

10:30–11:45 a.m.

MUSIC BOX–MAJESTIC

Sixth Floor

Levels of Experience: **Novice**

518 Effectively Serving Undocumented Students

◆◆ Policy Issues ◆◆

This session explores the needs and challenges of undocumented undergraduate students at California State University, Fullerton. College students in general experience a breadth of obstacles that impede their matriculation. However, undocumented students may experience these barriers as well as others unknown to most administrators. These barriers often make it difficult for a student to attend college and/or finish his or her degree. Understanding and embracing the diversity among this specific student population will enable student affairs practitioners to more effectively serve undocumented undergraduates’ needs. From their research, the presenters identified barriers to undocumented student success supports for academic and personal development. This session should particularly benefit those individuals who work at undergraduate colleges with undocumented students.

Amir Law, Research Assistant, California State University, Fullerton—Fullerton, CA
Crealassistant16@fullerton.edu

Katherine Marie Saunders, Research Assistant, California State University, Fullerton—Fullerton, CA Crealassistant12@fullerton.edu

Yvonne Garcia, Research Assistant, California State University, Fullerton—Fullerton, CA Crealassistant3@fullerton.edu

10:30–11:45 a.m.

ALVIN–CARNEGIE

Fifth Floor

Levels of Experience: **Novice and Intermediate**

519 Dream Bigger Reach Higher: Critical Thinking, Social Justice and Activism Through Spoken Word Poetry

◆◆ Interactive Training ◆◆

This session will be executed with a combination of interactive discussion, reflection, and spoken word performance. Participants will be motivated to create solutions and actively discuss issues of activism, community organizing, and social justice. The presenter will present stories of resistance and activism using spoken word and hip-hop. During the session, participants will openly discuss issues of colonialism, racism, multicultural identity, and sexism. Participants will be asked to outline solutions and discuss ideas to inspire and motivate others on their campuses and communities. Further, the session helps participants develop goals, build self-esteem, and discuss the characteristics of a critical thinker and identifying the qualities of a leader. Using their words to develop and create a mission statement that fits who they are, participants will guide them in addressing issues of social justice on their campuses and communities. This session should particularly benefit participants interested in issues of social justice and students and faculty interested in arts, activism, and community organizing.

Michael Reyes, Educator, Spoken Word Artist and Activist, reyespoetry.com—Chicago, IL Reyespoetry@gmail.com

10:30–11:45 a.m.

PALACE–WINTER GARDEN

Sixth Floor

Levels of Experience: **Novice**

520 Hoping & Coping in Science: Finding Community Among Underrepresented Racial/Ethnic Minorities

◆◆ Case Studies/Model Programs ◆◆

This session explores the critical ingredients necessary to develop community among underrepresented minority PhD students and postdoctoral fellows at The Johns Hopkins University. The session examines a student developed organization that may be used as a model for other universities that are committed to the social, academic, and professional support of minorities in academic sciences. This session should particularly benefit participants who are interested in the recruitment and retention of underrepresented minority graduate students in academic science.

Jennifer R. Cohen, PhD, Postdoctoral Fellow, The Johns Hopkins University, School of Medicine—Baltimore, MD jcohen53@jhmi.edu

Daniel H. Teraguchi, EdD, Assistant Dean for Student Affairs, Director of the Office of Student Diversity, The Johns Hopkins University, School of Medicine—Baltimore, MD dteraguchi@jhu.edu

11:45 a.m.–1:15 p.m.

BROADWAY BALLROOM

Sixth Floor

521 Closing Luncheon

11:45 a.m.–1:15 p.m.

BROADWAY BALLROOM

Sixth Floor

SPECIAL LUNCHEON PRESENTATION



522 A Celebration of Diversity, Inclusion, and Multiculturalism

Dennis Rahiim Watson, Chairman, National Youth and Gang Violence Task Force; and Former CEO, National Black Youth Leadership Council—New York City, NY saving.ouryouth@yahoo.com

In an era when hip-hop and rap music dominates the i-Pods of students on campuses nationwide, motivational speaker Dennis Rahiim Watson will perform his critically acclaimed one-man show, *Black Love in the Afternoon: A Celebration of the Culture and Music that brought All Ethnic Groups Together to Dance, Have Fun and Party to Slow Jams Back-in-the-Day*. Dennis Rahiim Watson will pay special tribute to Pari Shahabi-Nabavi, NCORE Program Developer, for her tireless efforts to bring various groups together with her profound leadership at NCORE for over two decades.

During this upbeat Steve Harvey-type presentation, Dennis Rahiim Watson will pay tribute to such R&B soul music icons as Don Cornelius (*Soul Train*), Whitney Houston, Dick Clark (*American Bandstand*), Barry Gordy (Motown), Aretha Franklin, Luther Vandross, Lionel Richie, Issac Hayes, Barry White, Marvin Gaye, Etta James, and Mary J. Blige.

Dennis Rahiim Watson, in his capacity as Chairman of the National Youth and Gang Violence Taskforce and as father of two college undergraduate sons, will take a moment of silence to honor the memory of Trayvon Martin as he prepares to start his 26-city tour of KEEP THE PEACE/STOP THE VIOLENCE CAMPAIGN designed to get young Black males to love, respect, and value each other in order to reduce gun violence, senseless deaths, and incarceration.

1:30–3:00 p.m.

90-MINUTE CONCURRENT SESSIONS

1:30–3:00 p.m.

BELASCO–BROADHURST

Fifth Floor

Levels of Experience: **Novice**

523 No Longer Invisible: Victims of Color and the Death Penalty

◆◆ Policy Issues ◆◆

This session will examine the recent engagement of victims of color in the context of death penalty policy advocacy. The racial implications of the death penalty, though widely acknowledged, are often limited to discussions of the race of the accused. Victims of color have long been ignored in most policy dialogues, resulting in lawmaking that is incomplete and ineffective. With many states across the country taking a new look at the death penalty, victims of color have emerged as powerful voices to the futility of the policy and the failure of the state to meet their needs. In highlighting the real needs of the majority of people affected by violence, legislators are exposed to the failures of the current system. This session should particularly benefit participants who wish to better understand the death penalty and criminal justice system as well as gain insight into the changing dialogue around the issue as a whole. This includes those writing research projects or participating on or teaching from death penalty studies. It should also benefit those seeking to mobilize or continue mobilization on and off campus around the death penalty and other criminal justice policies.

Lex Stepling, National Organizer, Equal Justice USA—Brooklyn, NY lexs@ejusa.org
Vicky Coward, Advocate, Equal Justice USA—New Haven, CT vcoward68@gmail.com

1:30–3:00 p.m.

MARQUIS BALLROOM C

Ninth Floor

Levels of Experience: **Novice****525 Cultural Values and Conflict Workshop: Exploring Socially-based Values and their Impact on Cross-cultural Interactions**

◆◆ Interactive Training ◆◆

This workshop invites participants to engage in self-reflection pertaining to personal values related to social identities, the impact of these socially-based values on assumptions and expectations, and how to effectively engage in cross-cultural conflict or discomfort. Session participants will engage in silent reflection, experiential activities, group conversation, and case-study analysis with an intentional focus on personal growth and reflection. This session should particularly benefit individuals who desire reflection on their personal race and social class identities and wish to explore the impact of their social identities on their own lives, particularly those who are involved in community service initiatives. Additionally, this session may benefit professionals interested in diversity curriculum used with service-learning initiatives or for individuals wishing to see the curriculum that was discussed at the session entitled “What’s Good for the Community is Good for the Student: Cultural Competence Curricular Training for Students Participating Community-based Service-learning.”

Scott Tharp, MSW, Associate Director of Diversity Education, DePaul University—Chicago, IL Dtharp1@depaul.edu

1:30–3:00 p.m.

PALACE–WINTER GARDEN

Sixth Floor

Levels of Experience: **Intermediate****526 Scholarship in Action: Research, Policy, and Practice for Students of Color**

◆◆ Research/Assessment/Evaluation ◆◆

Syracuse University’s vision of Scholarship in Action is a bold one focused on collaborative efforts between universities and local and global communities, sustaining partnerships, and generating innovative ideas. With this vision in mind, three faculty members in the School of Education embarked on three research projects focused on the experiences of students of color to understand the impacts of campus racial climate perceptions and participation in intergroup dialogue courses. This presentation will share findings from each of the research projects that help illuminate the experiences of students of color from different perspectives and discuss how these projects inform research, policy development, and educational practice. This session should particularly benefit participants interested in conducting campus climate assessments or examining the educational benefits of intergroup dialogue courses, faculty interested in using their research to influence policy and program development on their campus, practitioners who work in support of the retention of students of color at predominantly White institutions, and those interested in collaborative research processes.

Dawn R. Johnson, PhD, Assistant Professor of Higher Education, Syracuse University—Syracuse, NY drjohn02@syr.edu

Gretchen E. Lopez, PhD, Assistant Professor, Cultural Foundations of Education, Syracuse University—Syracuse, NY gelopez@syr.edu

Dalia Rodriguez, PhD, Associate Professor, Cultural Foundations of Education, Syracuse University—Syracuse, NY darodrig@syr.edu

1:30–3:00 p.m.

O’NEILL

Fourth Floor

Levels of Experience: **Novice****527 I Am Not My Hair: Does Your “Do” Let You “Be”**

◆◆ Interactive Training ◆◆

Does your hair define who you are to yourself and others and potentially impact how you show up in the world? No matter if your hair is short, long, curly, straight, braided, locked, weaved, colored, or bald, there’s likely a conscious and/or unconscious story underneath it. This interactive workshop will explore our innermost feelings about our hair and how we allow it to define us. Our hair textures, styles, colors, and lengths make a statement about how we identify with ourselves and the world. Is our hair a statement of privilege, freedom, beauty, fear, oppression, confidence, fear, or a combination of it all? We will discuss issues about hair and use techniques to cleanse and empower ourselves individually and as a group through awareness and healing on this intimate topic. This session will benefit anyone at any level in learning more about your own sentiments on this topic and the role it continues to play in society that can create obstacles to growth and freedom. Together we can initiate healing and wholeness for ourselves, each other, and the world and lessen the divine amongst us through awareness and understanding.

S. Michelle Coleman, Director, Human Resources, California Institute of Integral Studies—San Francisco, CA mcoleman@ciis.edu

1:30–3:00 p.m.

IMPERIAL–JULLIARD

Fifth Floor

Levels of Experience: **Intermediate****528 Creating a Diverse Body of Student Leaders: Leadership Experiences Through Exposure**

◆◆ Case Studies/Model Programs ◆◆

The session will examine the development, planning, and implementation of a leadership training program designed for students categorized as underrepresented on the campus of East Tennessee State University. The presenters will address strategies for training a diverse group of students, logistical considerations for student training, components of the training modules, and general lessons learned. This session should particularly benefit those interested in laying the groundwork for increased retention through interactive leadership training. Time will be allotted for participants to ask questions.

Derriell Springfield, Director of Student Programs and Strategic Initiatives, East Tennessee State University—Johnson City, TN Springfield@mail.etsu.edu

Carshonda Harris, Admissions Counselor, East Tennessee State University—Johnson City, TN TNharriscm@etsu.edu

1:30–3:00 p.m.

DUFFY–COLUMBIA

Seventh Floor

Levels of Experience: **Novice****529 English Tongue...Latin Soul: An Ethnographic Study of Self**

◆◆ Interactive Training ◆◆

As the student population at colleges and universities become more diverse, student affairs practitioners must continue to develop multicultural competencies. The first step in developing multicultural awareness, knowledge, and skills is self-reflection. This session should particularly benefit those interested in understanding how “a look within” can be expressed and understood through a variety of art forms, including storytelling, music, poetry, and photography. The presentation should also be of interest to those wishing to grapple with the complexities of Latino identity. Participants will be encouraged to consider personal family history and prejudices and the impact that these

values and experiences have on identity development and the establishment of a worldview.

Luis Inoa, Assistant Dean of Students, Vassar College; Adjunct Professor in Black Studies at SUNY; Doctoral Student, University at Albany—Poughkeepsie, NY
inoa@vassar.edu

1:30–3:00 p.m.

ALVIN–CARNEGIE

Fifth Floor

Levels of Experience: **Intermediate**

530 Looking In the Mirror: Reflecting on Your Journey of Understanding Privilege and Oppression

◆◆ Theoretical Models ◆◆

This session should benefit individuals interested in taking the next step in examining structural racism, white privilege, and overall oppression and how these affect identity development. The presenters will provide groundwork for definitions and theories currently used in diversity education. Each presenter will explain his/her racial awareness journey as a white straight female and as an African-American queer male. The presenters will be interacting with the intersections of race, sexuality, class, and gender issues as well other aspects of identity. Participants should recognize that systems of inequality exist and have a basic understanding of how privilege and oppression affect their identity. The session will provide time for participants to develop their own identity and how it relates to a broader understanding of self and community.

Michael A. Riley, Undergraduate Student, Hamline University—Saint Paul, MN
mriley05@hamlineuniversity.edu

Josephine R. Nummi, Undergraduate Student, Hamline University—Saint Paul, MN
jnummi01@hamlineuniversity.edu

1:30–3:00 p.m.

URIS–SHUBERT

Sixth Floor

Levels of Experience: **Intermediate**

531 The Multicultural Student Coalition (MCSC): A Case Study of Student-led Institutional Change in Creating Diversity and Multicultural Education

◆◆ Case Studies/Model Programs ◆◆

Over a ten-year period (1998–2008), the Board of Regents for the University of Wisconsin System implemented a diversity initiative known as Plan 2008. During this time, the University of Wisconsin–Madison (UWM), served as a testing ground for new programs and policies intended to increase diversity and support opportunities for multicultural education. This session examines how a series of student-led initiatives at UMW sought to address institutional change and caused a paradigm shift in campus climate and diversity resources by infiltrating administrative committees and campus organizations, creating a highly funded student organization focused on multicultural education and diversity. Using critical race theory as a framework to explore the intersection of race, politics, and policy, this session will consist of a panel discussion by graduate students and alumni who played key leadership roles as students of color and now serve in various professional capacities for organizations covering similar issues. This session should particularly benefit participants interested in diversity and inclusion strategies, engaging students in institutional change, and navigating the fiduciary interests of educational leaders.

Marla Delgado, Doctoral Student and Academic Advisor, University of Wisconsin–Madison—Madison, WI marladelgado@wisc.edu

Michael Franklin, Managing Director, Vilas Group—Chicago, IL
mfrankbsp@gmail.com

Roberto Paredes, Engineer, U.S. Army Corps of Engineers—Chicago, IL
robertoparedes@yahoo.com

Diallo Shabazz, Managing Director, Radical Ideas LLC—Brooklyn, NY
diallo@theradicalideas.com

Rebecca Wasserman, Deputy Director of Governmental Affairs, JStreet.org, —Wash-

ington, DC Rebecca@jstreet.org

Pech Yim, Graduate Student, University of Maryland College Park—Hyattsville, MD
pech_email@yahoo.com

1:30–3:30 p.m.

OLMSTEAD–GRAMERCY

Seventh Floor

MAJOR WORKSHOP

532 Sharing Our Perspectives on Racial Identity: Reflections, Dialogue, and Synthesis

This session promises a lively and engaging dialogue on how we understand, describe, and work with the concept of racial identity in a modern context. Presenters of the individual series sessions offer brief remarks based on their workshops, and then join the participants in a facilitated discussion. While directed by the issues and questions raised by participants, topics covered may include: what are new ways to think about and represent racial identity? What current issues affect how we see identity in any of the various socially constructed racial groups? And what are examples of successful interventions and strategies that have been informed by racial identity models?

In addition to offering opportunities to reflect and dialogue on pressing issues, this session seeks to grapple with questions such as: what does the future hold for racial identity models? How will emerging frameworks, such as intersectionality, affect how we represent and study student experiences of race and racism? And how can we foster collaboration across disciplines and social networks to develop new models of social identity development.

Charmaine L. Wijeyesinghe, EdD, Consultant in Organizational Development and Social Justice Education—Delmar, NY

William E. Cross, Jr., PhD, Professor and Coordinator of Counselor Education, Coordinator of CEP Graduate Studies, School of Education, Department Educational and Clinical Studies, University of Nevada at Las Vegas—Las Vegas, NV

Placida V. Gallegos, PhD, Professor, School of Human and Organization Development, Fielding Graduate University; Organization Development Consultant, ICW Consulting Group—Philadelphia, PA

Rita Hardiman, EdD, Chief Diversity Officer, Greenfield Community College—Greenfield, MA

Perry G. Horse, PhD, Consultant, Specializing in Community College Issues, Professional Development Coaching—Albuquerque, NM

Bailey W. Jackson III, EdD, Professor Emeritus, School of Education, University of Massachusetts, Amherst—Amherst, MA

Molly Keehn, Doctoral Student, Social Justice Education, University of Massachusetts Amherst—Amherst, MA

Jean Kim, EdD, Vice Chancellor for Student Affairs and Campus Life, University of Massachusetts, Amherst—Amherst, MA

1:30–3:30 p.m.

2-HOUR CONCURRENT SESSIONS

1:30–3:30 p.m.

OSETS

Fourth Floor

Levels of Experience: **Intermediate**

533 GPSing the “Stuff”: Navigating through the Messy Mishaps, Missteps, Mis-understandings, and Mis-communications of Social and Organizational Behaviors that have been Mis-labeled as Harassment and/or Discrimination

◆◆ Theoretical Models ◆◆

People complain about almost anything and have filed lawsuits for just about everything from spilled coffee to a person's eligibility to become president of the United States. “Stuff” can simply occur because of an unintentional cultural misstep on someone's part or a failure to communicate, which may also be grounded in culture. Even with missteps or miscommunications, we

should not be quick to reach for race as the basis of every affront. Sometimes “stuff” happens to people simply because of their position likened to President Obama, their own irresponsible behaviors likened to Michael Vick, or self-induced actions likened to Tiger Woods. This session will particularly benefit those in higher education who manage conflict at any level to identify when “stuff” is disguised as illegal harassment or discrimination. The presenters will provide insights and strategies to address the “stuff.” Rather than illegal harassment or illegal discrimination, the “stuff” in this presentation is “Something That U Find Frustrating”—it is the stuff that gets on people’s nerves, makes people angry, stuff people don’t like.

Kim Kirkland, EdD, Director, Equal Opportunity, Indiana University-Purdue University—Indianapolis, IN Kirkland@iupui.edu

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

1:30–3:30 p.m.

WILDER

Fourth Floor

Levels of Experience: **Intermediate and Advanced**

534 Moving From the Margins to the Center: How to Develop a Comprehensive Diversity Strategy from the Ground Up

◆◆ Long- and Short-Range Planning ◆◆

This session presents the roadmap developed by Berklee College of Music as it has moved from decentralized, sporadic diversity programming to a more systemic approach integrating diversity and inclusion into each of the college’s strategic priorities. The workshop will explore key junctures in the diversity/inclusion process, some of the challenges encountered, and lessons learned. This session will focus on effective ways to work with administrators, faculty, staff, and students and how to build accountability and engagement, both on the department and institutional level. This session should particularly benefit participants leading diversity/inclusion efforts, developing training programs, and/or interested in enhancing the positive outcomes of diversity work on campus.

Christine Connors, Vice President for Human Resources, Diversity and Inclusion, Berklee College of Music—Boston, MA cconnors@berklee.edu

Kevin Johnson, Director, Office for Diversity and Inclusion, Berklee College of Music—Boston, MA kjohnson2@berklee.edu

Brenda Bailey, Diversity Programs Advisor/Office Manager, Berklee College of Music—Boston, MA bbailey1@berklee.edu

Joshua Crary, Diversity Programs Advisor, Office for Diversity and Inclusion, Berklee College of Music—Boston, MA jcrary@berklee.edu

4:00–5:00 p.m.

BROADWAY BALLROOM

Sixth Floor

CLOSING CONFERENCE PLENARY SESSION



535 Keynote Address: Education for a Just and Equitable Society

Pedro Noguera, PhD, Professor, Education, New York University—New York City, NY

Pedro Noguera is one of the country’s most important voices on education reform, diversity, and the achievement gap. An award-winning educator, author and activist, he is a professor at the Steinhardt School of Education at New York University, Executive Director of the Metropolitan Center for Urban Education and co-Director of the Institute for The Study of Globalization and Education in Metropolitan Settings.

An urban sociologist, Noguera’s scholarship and research focus on the ways in which schools are influenced by social and economic conditions in the urban environment. A powerful speaker with a unique ability to connect with diverse audiences, he is an expert on topics such as urban school reform, youth violence, the potential impact of school choice and vouchers on urban public schools, conditions that promote student achievement, and race and ethnic relations in U.S. society.

A prolific writer and editor, Noguera’s books include *Unfinished Business: Closing the Racial Achievement Gap in Our Schools*; *The Color of Success: Race And High-Achieving Urban Youth*; and *Beyond Resistance: Youth Activism and Community Change: New Democratic Possibilities for Practice and Policy for America’s Youth*.

Noguera is also the author of the groundbreaking book *City Schools and the American Dream: Reclaiming The Promise of Public Education* (Winner, Forward Magazine Award for best book in education 2003; American Association of Educational Studies, Book of the Year Award, 2005). He’s published more than one hundred research articles, monographs, and research reports, and his work has appeared in several major research journals.

He has served as an advisor and engaged in collaborative research with large urban school districts throughout the United States. He has also done research on issues related to education and economic and social development in the Caribbean, Latin America, and several other countries throughout the world.

Between 2000 and 2003, Noguera served as the Judith K. Dimon Professor of Communities and Schools at the Harvard Graduate School of Education. From 1990 to 2000, he was a Professor in Social and Cultural Studies at the Graduate School of Education and the Director of the Institute for the Study of Social Change at the University of California, Berkeley.

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Wednesday, May 30—12:00–7:00 p.m.

Thursday, May 31—8:00 a.m.–7:00 p.m.

Friday, June 1—8:00 a.m.–7:00 p.m.

Saturday, June 2—9:00 a.m.–1:30 p.m.

BE Colleges

Black History 101 Mobile Museum

Department of Defense

Diversity Research

Greater Talent Bureau

Halualani & Associates

John D. O'Bryant National Think Tank (JDOTT)

Lavin Agency

Live History

Media Education Foundation

National HERC

National Research Council of the National Academies, Fellowship Programs

PM Press

Quiet Elegance

Rice University

Routledge

San Jose State University

Speak Out — Institute for Democratic Education and Culture

Stylus Publishing

Teaching for Change

Temple University

Trance4mation Games

WEST LOVE — Color and Culture

White Privilege Conference

World Trust Educational Services

Yale University

CONCURRENT SESSIONS BY CATEGORY

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.

229. Beyond Symbolism and Rhetoric: The Role of the UALR Institute on Race and Ethnicity in Obtaining Racial and Ethnic Justice in Arkansas
233. The Yard: Working with Multicultural Greek Letter Organizations
235. Racial Privilege and Mediation in Higher Education
237. Difficult Dialogues, Shared Responsibility: Bridging Diversity Learning and Global Citizenship
313. Free Speech vs. Hate Speech—Strategies for Maintaining a Safe Campus
314. MIT Summer Research Program—A Model for Recruitment, Retention, and Professional Development of Underrepresented Students
323. Incorporating Concepts of Identity, Power, and Privilege through a Service Learning Case Study
333. Ohio Consortium of Multicultural Centers in Higher Education (OCMCHE): A Model for Collaborative Partnership
334. Posse: A Model for College Access, Student Success, and Institutional Growth
336. International Student Mentor Program—How to Better Equip Students to Help Peers Facing Cross-culture Differences and Challenges
358. Developing a Peer Dialogue Program on Campus: Pedagogical and Political Strategies
362. EdWorks Fast Track College: Preparing Underrepresented Youth to Succeed in College
364. From the Heart of Campus to the Heart of the Matter: Developing Integrated Approaches to Reduce the Achievement Gap
365. Attracting and Retaining Historically Underrepresented Students in Science, Technology, Engineering, Mathematics, and Medicine (STEM)
408. The Opening Doors Apprentice Program: A Training of Trainers
409. Training Students to Become Peer Facilitators for Intergroup Dialogue: Design, Implementation, and Institutional Support (Part I)
411. Engaged Diversity: Institutional Transformation through Student Leadership
418. Rising to the Occasion—Ongoing Initiatives at The University of Akron for the Retention and Graduation of African American Males
422. P.E.O.P.L.E.: A Model for a Seamless Successful Pipeline for Culturally Diverse, Traditional Underrepresented Populations, 2nd Grade through College Graduation at a Predominantly White Research One Institution
426. From Community College to a Four-Year University: MICUP Summer Research Internship—A Transition Program Designed to Address the Challenges and Opportunities that First-generation, Low-income, and/or Underrepresented Students May Face in the Transition
427. Multicultural Education Program: Evolving Community at Cal
434. Rethinking Race: A Model Program to Address Issues Related to Race through Large Scale Integrative Learning
439. Mentoring the Scholar: Training Peer Mentors as Global Leaders
450. Training Students to Become Peer Facilitators for Intergroup Dialogue: Design, Implementation, and Institutional Support (Part II)
457. Establishing Dynamic Cultural Centers to Meet the Needs of Changing Student Populations
461. Engaging Faculty, Departments, and Institutions in Curricular Transformation: The Creation and Expansion of Critical Studies of Race and Ethnicity, A Case Study
462. The “My Wish” Story Project: Student-led Diversity Trainings for Faculty and Staff
472. CUNY LEADS: A Model Program for Retention, Inclusion, and Success for University Students with Disabilities
473. The Expanding Circle: Bridging the Gaps Between the Centenary Campus and the Surrounding Community
503. A Different Dialogue: Student Empowerment, Engagement, and Learning through Diversity Peer Education
508. Impacting Diversity and Climate through Inclusive Language-based Services for Employees in Higher Education
515. Utilizing College History to Enhance Diversity and Inclusion Initiatives for the Campus Community: Innovative Programs and Projects that Positively Impact Campus Climate
516. The Diversity Peer Program: A Transformative Leadership Training Model that Effectively Moves Students from Theory to Practice
517. Student-organized Access and Retention in the University of California: Methodologies for Engaging Educational Equity
520. Hoping and Coping in Science: Finding Community Among Underrepresented Racial/Ethnic Minorities
528. Creating a Diverse Body of Student Leaders: Leadership Experiences through Exposure
531. The Multicultural Student Coalition (MCSC): A Case Study of Student-led Institutional Change in Creating Diversity and Multicultural Education

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.

239. Practicing and Teaching Social Justice: The Effectiveness of Interdisciplinary Learning Communities
317. Social Justice Pedagogy across the Curriculum
329. Diversity, Privilege, and Oppression: Engaging Students in Experiential Learning and Growth
330. Connecting Multicultural Students through Service: A Meaningful Experience
332. 2012: What’s Happening with Access and Success for Students of Color with Learning Disabilities in Postsecondary Institutions in the United States?
338. What Does It Mean to Be Your Race or Ethnicity? Student Reflections on Racial/Ethnic Identity and Related Experiences at a Predominantly White Institution
433. Engaging White College Students in Productive Conversations about Race and Racism: A Panel of Students Talking about Classroom Strategies that Help or Hinder Their Willingness to Participate in Conversations about Race and Racism in Class
440. Keep the Faith: Student Reflections on the 12th Congressional Civil Rights Pilgrimage
458. Creating Culturally Responsive Classroom Environments
460. Motivating and Preparing Today’s Diverse Students for College Success
463. A Meta-dialogue on Race Dialogues: Developing the Discussion and What Is Not Being Said
465. Preparing Resident Assistants to Create Inclusive Communities

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.

- 208. Engaging All Learners: Using Visual Images, Interactive Exercises, and Story to Teach Diversity and Culture
- 234. Sports Media Power and White Male Privilege
- 240. Charting Your Career Path: Defining Leadership and Negotiating Advancement
- 321. Cosmic Race, Rainbow People, and Other Myths: Race and Racial Identity in the Latin@ Community
- 322. If These Halls Could Talk: Film Showing and Diversity Dialogue
- 335. Building Monuments: African American Women Composers as Heralds
- 347. Free Land: Excavating the History of Race, Land, and White Privilege in the U.S. through Hip Hop and Theater
- 354. Diversity and Social Justice: The Heart and Soul of Future Professionals in Human Services
- 355. Allyship: The Politics of Inclusion and Wellness Matters
- 356. "Comedy as a Catalyst: A 2-Year Journey": An Interactive Discussion on Implementing Diversity, Racism, and Prejudice Programs in the Workplace
- 357. Dialoguing Across the Ages—An Intergenerational Dialogue on Race and Ethnicity on NCORE'S 25th Anniversary
- 407. The Bro Code: How Contemporary Culture Creates Sexist Men
- 413. Community in Conversation
- 419. Authenticity through Our Linguistic Experiences
- 420. The Future of Diversity Trainings
- 421. Understanding Perceptions of Self and Our Biases: A Key Component to Eliminating Health Care Disparities
- 423. Creating the UNSTOPPABLE Leader
- 424. Cracking the Codes of Racial Inequity: Re-framing and Renewal through Film and Dialogue and Critical Thinking
- 428. Ain't I a Woman: Supporting African American Women in Higher Education
- 435. The Burden of Race and Ethnicity in Hiring: Tackling Another Obstacle on the Path to Success
- 449. Moving Your Diversity Dialogue from Talk to Action
- 456. A CAMPUS OF DIFFERENCE™: An Anti-bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute
- 464. A Prescription for Success: Cultural Competence in Healthcare
- 466. Mama Jiggs: The Award-winning Show About Breast Health and True Women's Issues
- 467. Cultural Competency for Educational Leaders
- 470. Breaking Boundaries: Collaborations to Enhance Diversity in Graduate Education
- 507. Navigating Our Emotions as Facilitators for Multicultural Change
- 509. Comedy as Catalyst, 2nd performance
- 519. Dream Bigger Reach Higher: Critical Thinking, Social Justice, and Activism through Spoken Word Poetry
- 525. Cultural Values and Conflict Workshop: Exploring Socially-based Values and Their Impact on Cross-cultural Interactions
- 527. I Am Not My Hair: Does Your "Do" Let You "Be"?
- 529. English Tongue...Latin Soul: An Ethnographic Study of Self

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.

- 230. If You Build It They Will Come: Minority Recruitment and Retention for Predominantly White Institutions in Homogeneous Communities and Regions
- 231. The Nuts and Bolts of Campus Climate Assessment
- 232. Implementing Diversity Strategic Planning at Your Institution
- 236. Underrepresented Student Success: Competing Worlds, Multiple Challenges, Collaborative Solutions
- 238. The Self-assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education: An Emerging Structure for Facilitating Institutional Change
- 241. Alaska Native Student Success at the University of Alaska Southeast
- 315. Improving Diverse Student Learning and Experiences through Assessment
- 339. Ferris Gets Sol: Biography of a University/Community Partnership
- 361. Engineering and Sustaining Healthy Diversity Plans: A Step-by-step Approach for Success
- 459. How to Assess and Evaluate Inclusive Excellence/Campus Diversity Master Plans
- 502. Effective Strategies: Creating and Cultivating Relationships with Key Faculty and Alumni
- 510. A Student Affairs Approach to Developing a Multicultural Competence Strategic Plan
- 534. Moving From the Margins to the Center: How to Develop a Comprehensive Diversity Strategy from the Ground Up

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.

- 325. Diversity Initiatives That "WORK": A Comprehensive Plan for University Diversity and a Statewide Diversity Policy (Development, Implementation, and Evaluation of the Eastern Kentucky University Comprehensive Diversity Plan)
- 412. College Completion: A New Lens for Student Diversity Initiatives
- 518. Effectively Serving Undocumented Students
- 523. No Longer Invisible: Victims of Color and the Death Penalty

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.

- 207. Males of Color, Masculinities, and Safe-Spaces
- 326. Back to the Future on the Road to Success: Lessons from the Harvard Health Careers Summer Program
- 328. Faculty of Color in Religious Universities: Challenges and Opportunities
- 340. Civil Rights Pilgrimage—The Impacts of Immersion Experience on the Development of Intercultural Knowledge and Competence
- 337. Rare but There: An Intersectional Exploration of the Experiences and Outcomes of African American Female Community College Study Abroad Alumni

- 410. Evaluation of Cultural Competence Training for Residential Life Advisors in a University Setting
- 425. Expanding University Classrooms: A Research-based Project
- 432. Homeless and Hidden: The Untold Story of Homeless Youth in College
- 474. Shifting Landscape: Hispanic Experiences on a Predominantly White Liberal Arts Campus
- 475. Asian American Racial Realities in Black and White
- 514. Retention and Success of African American and Minority Students ASTEP/Math Academy Program
- 526. Scholarship in Action: Research, Policy, and Practice for Students of Color

THEORETICAL MODELS: Sessions that focus on concepts, principles, ideas, theories, or ways of formulating apparent relationships or underlying principles of certain observed phenomena. Examples might include discussions of the intersection of race and class or the application of personal and political empowerment theories to ethnic consciousness building.

- 324. You Mean There's Race in My Movie?—A Critical Analysis of Race in Mainstream Movies
- 327. Black Privilege: Unpacking the Invisibility of Prejudice on an HBCU Campus
- 363. Organizational Forgiveness
- 437. Who Will Survive Academia? Mining the Curriculum and Counter-curriculum Necessary for the Emergence of the Black Intellectual in Higher Education
- 438. Eugenics and Higher Education: Exposing the Historical Roots and Contemporary Manifestations of a Persistent Ideology
- 441. The Impact and Critical Role of Black Men in the Classroom
- 530. Looking in the Mirror: Reflecting on Your Journey of Understanding Privilege and Oppression
- 533. GPSing the “Stuff”: Navigating through the Messy Mishaps, Missteps, Misunderstandings, and Miscommunications of Social and Organizational Behaviors that Have Been Mislabeled as Harassment and/or Discrimination.

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.

- 228. Community Building and Empowerment: Inclusion through Dialogue and Storytelling
- 316. Navigating Resistance: Ethnicity and Intersectionality in the Classroom
- 436. “I’m not _____ but...”: Exploring Fraudulence in the Ally Mind
- 506. Intercultural Communication: A Tool of Cultural Competency for Healthcare Providers



Belinda P. Biscoe Boni, Ph.D.
Associate Vice President, University OUTREACH

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*Home to the Southwest Center for Human
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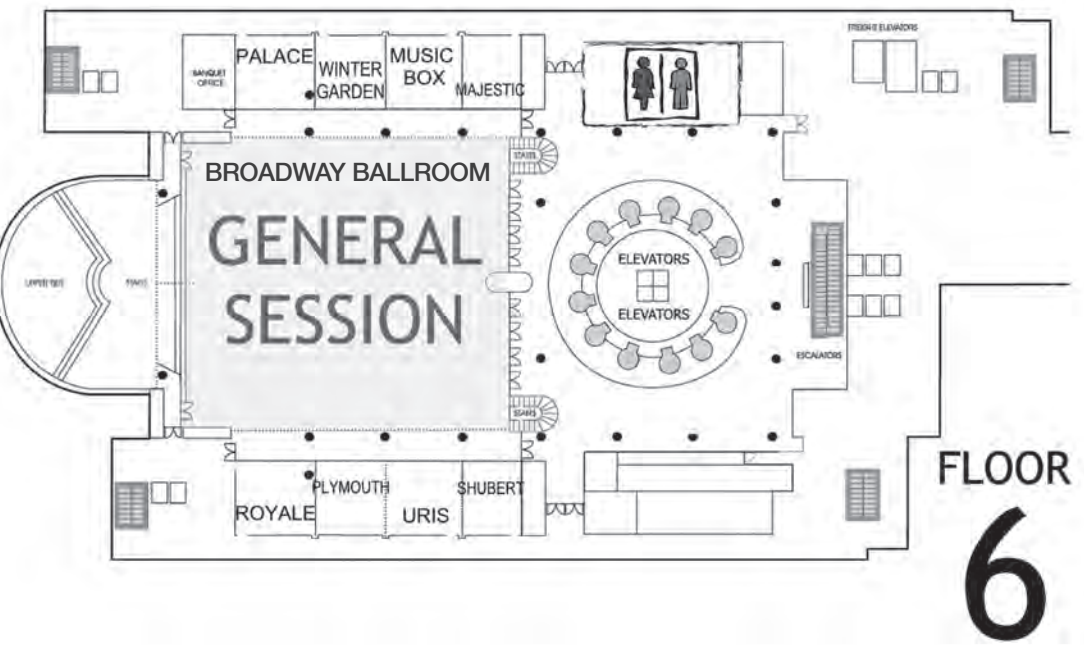
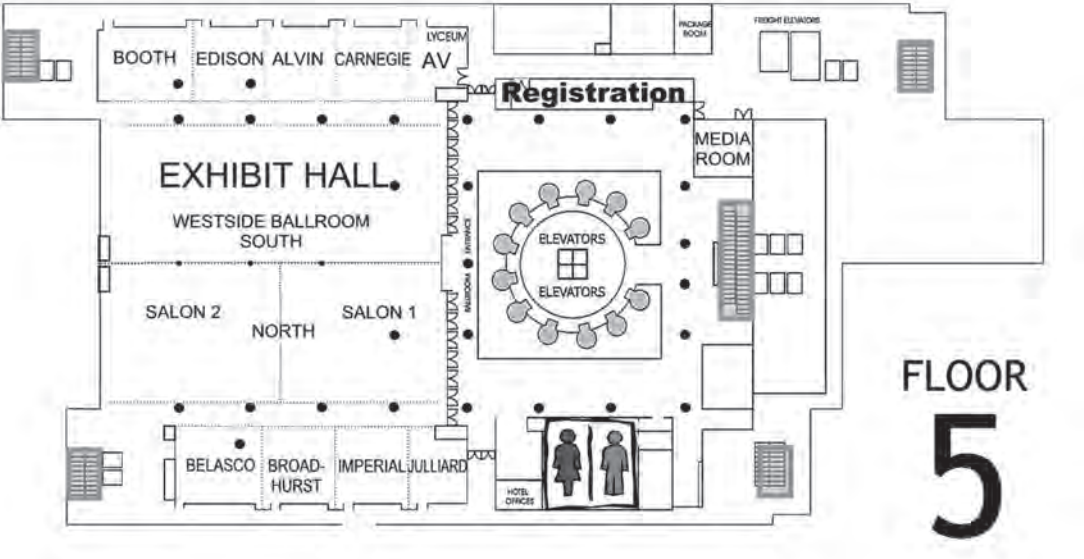
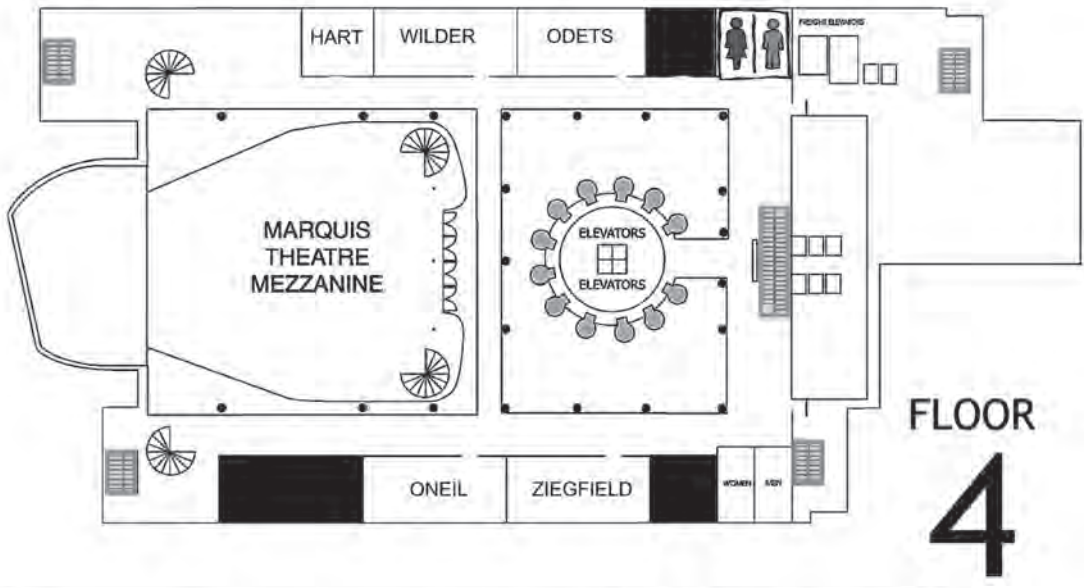
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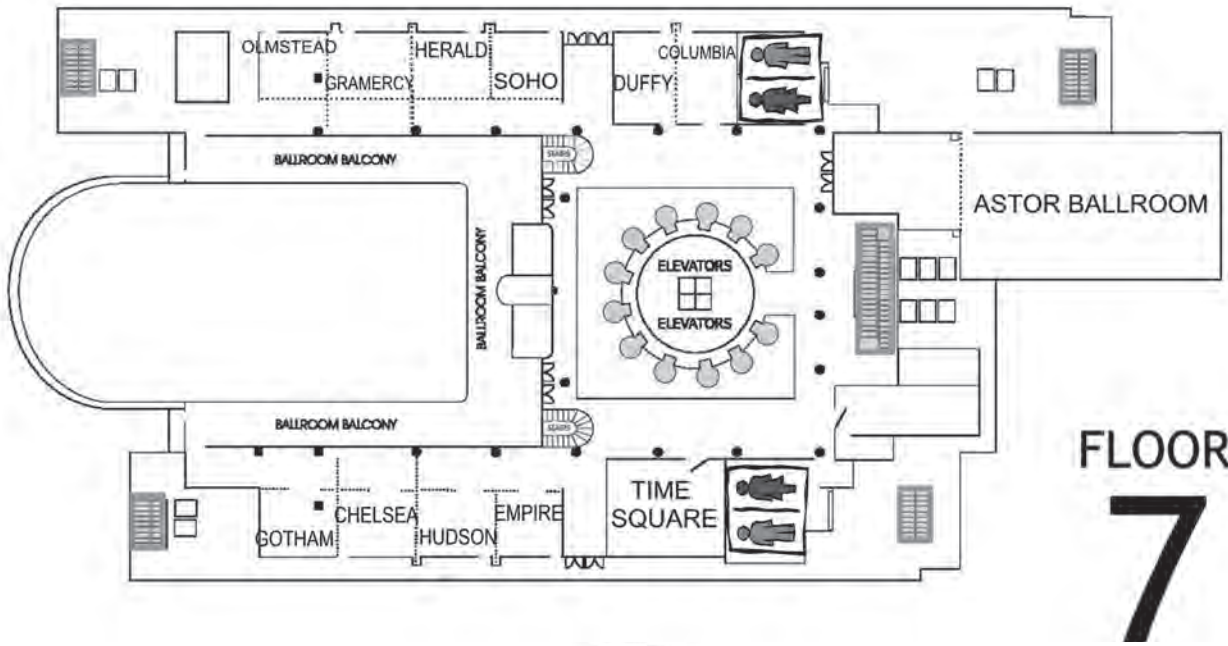


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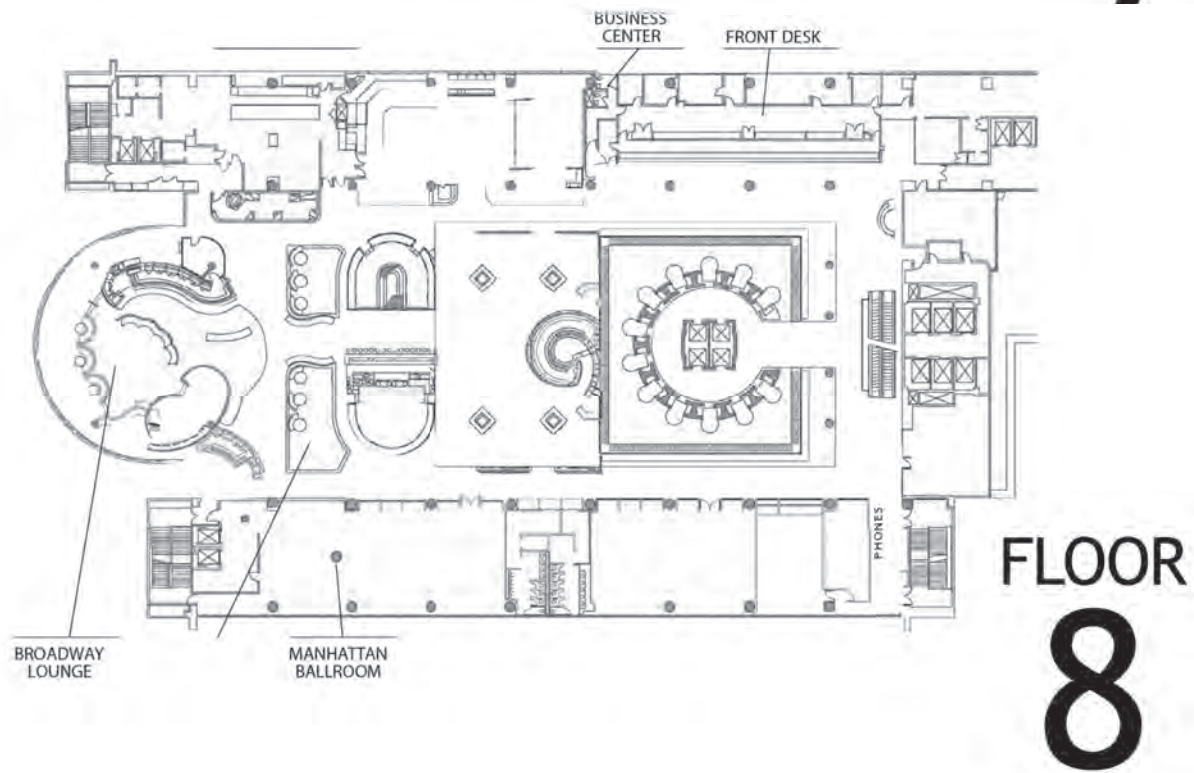
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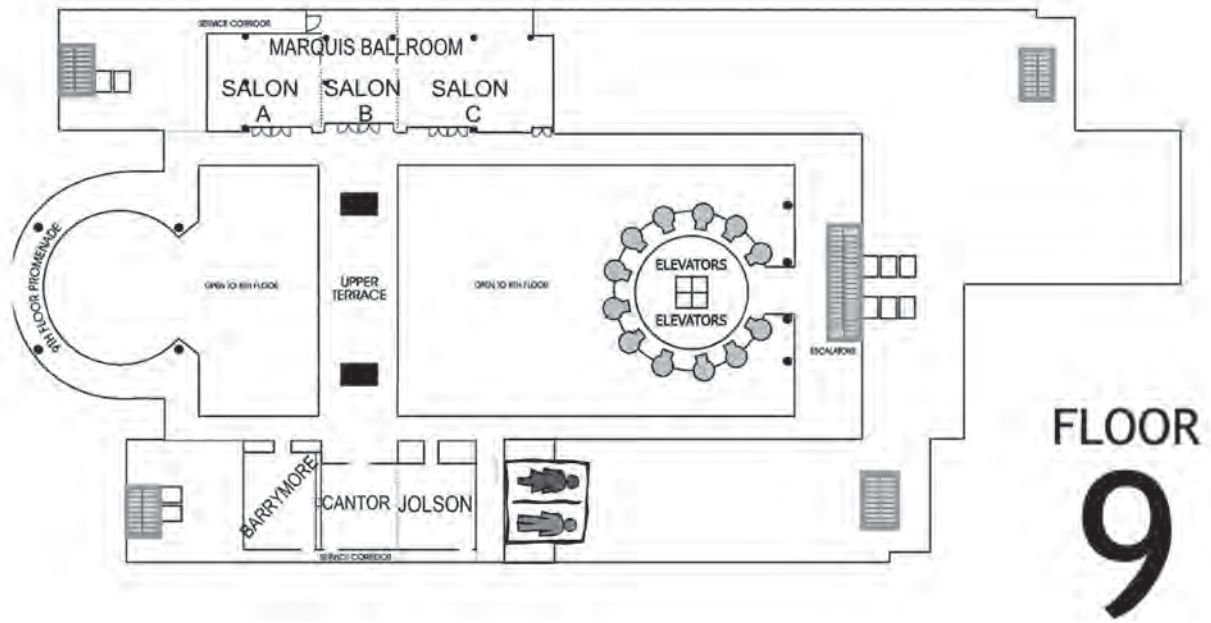




FLOOR 7



FLOOR 8



FLOOR 9



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the University of Wisconsin–Madison
is near the top of all the lists:

#2

Total research expenditures
among U.S. public universities

#4

For producing CEOs

#5

Number of doctorates granted
among U.S. public universities

#8

For producing volunteers
for the Peace Corps

#9

Kiplinger’s 100 best values in
public colleges

#10

U.S. News & World Report’s best
public institutions

In all we do, we are guided by the Wisconsin Idea,
the principle that what is learned and discovered on
campus should benefit the state and beyond, from work
in agriculture and the arts to engineering and
life-saving medical advances.



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NCORE 2010-NCORE 2012

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Western Oklahoma State College—Altus, OK

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Michigan State University—East Lansing, MI

Clayton Cobb, Counselor/Professor
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Seneca College—Toronto, Ontario, Canada

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University Diversity Office/Provost Office
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Student Life
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Ietan Consulting, LLC
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Retired Professor, College of Education
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NCORE 2011-NCORE 2013

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Diversity and Inclusion
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Office of the Senior VP, Provost and COO
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Diversity and Climate
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Office of the Vice President and Associate Provost for Diversity
Texas A&M University—College Station, TX

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Multicultural Studies Librarian, University Library
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Mercy College—Dobbs Ferry, NY

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Kentucky College of Osteopathic Medicine
University of Pikeville—Pikeville, KY

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Multicultural Education and Diversity and Student Involvement
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Office of the President
Point Loma Nazarene University—San Diego, CA

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S. Nzingha Dugas, Director and Academic Coordinator
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Samuel Merritt University—Oakland, CA

Monica Green, Assistant Director
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Assistant Adjunct Professor, Behavioral Science Division
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Kathy Obear, EdD, Founding Faculty
Alliance for Change—Newton, MA

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Usha Sahadeva-Brooks, Office Services Manager/Analyst
Office of Residential Life
University of California, Los Angeles—Los Angeles, CA

Gregory Tanaka, PhD, JD, Visiting Professor
Mills College of Education—Oakland, CA

Vernon Wall, Senior Director
Professional Development, Research and Scholarship
ACPA-College Student Educators—Washington, D.C.

Jeffery Wilson, PhD, Assistant Professor Leadership
University of Memphis—Memphis, TN

Appointment NCORE 2013-NCORE 2015

Cheryl Avant, PhD, Director of Career, Counseling and Disability
Services
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Undergraduate Dean's Office
Dartmouth College—Hanover, NH

Luis Cano, Student Body President
Student Development
Valencia College-East—Orlando, FL

Tonya Dixon, Professor of Nursing
Harper College—Winthrop Harbor, IL

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Marisa Herrera, EdD, Director, Ethnic Cultural Center
Office of Multicultural Affairs and Diversity
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Terri Johnson, Assistant Dean
Student Multicultural Affairs, Student Life
Southwestern University—Georgetown, TX

Andy Karafa, PhD, Interim Dean, Arts and Sciences
Academic Department Head, Social Sciences
Ferris State University—Big Rapids, MI

Cleopatria Martinez, PhD, Professor of Mathematics
Maricopa Community Colleges—Phoenix, AZ

Girija Shinde, PhD, Associate Professor of Biology
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Quanta Taylor, Student Coordinator
Office of Multicultural Affairs
Transylvania University—Lexington, KY

Daniel Teraguchi, EdD, Assistant Dean
Student Affairs, Assistant Professor Pediatrics
Johns Hopkins University—Baltimore, MD

Student Appointment

To be selected from student scholars attending
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The University of Oklahoma—Norman, OK

Amy C. Bradshaw, PhD, Associate Professor
Educational Psychology
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