

PROGRAM AND RESOURCE GUIDE



NCCORE 2004

17th ANNUAL

National Conference on Race & Ethnicity in American Higher Education

June 1 through June 5, 2004 ♦ Miami Beach, Florida

Sponsored by

The Southwest Center for Human Relations Studies
Public and Community Services Division ♦ University Outreach

THE UNIVERSITY OF OKLAHOMA

EXECUTIVE COMMITTEE

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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University Outreach and
Dean
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ON THE COVER: Parallel Promises (*Promesas Paralelas*), a 23" x 17" Serigraph (Limited Edition) by Humberto Calzada. Humberto was born in Cuba in 1944 and has lived in the United States since 1960. In 1966, he received a degree in Industrial Engineering, followed by an MBA in Finance (1968) from the University of Miami. He began painting in 1972 and since 1974 has dedicated his time exclusively to painting. His work has been said to carry on the classical Latin American artistic tradition: dreamlike realism, tension created by the contrast between calm and conflict, and the use of timeless symbols as a universal language. Throughout his career, he has applied these themes through architectural imagery. He depicts harmony through the use of natural elements, and he depicts conflict through the opposition of the ephemeral movement of light and water against the static force of stone and glass. For more information about the artist and his work, please visit the web site at www.insulaverde.com

PROGRAM SCHEDULE AT A GLANCE

MONDAY, MAY 31

<input type="checkbox"/> Registration and On-Site Check-in	1:00–8:00 p.m.	5
<input type="checkbox"/> Pre-Conference Tour: Miami Communities Experience.	3:00–7:00 p.m.	5
<input type="checkbox"/> Latino/a Meetings		
Latino/a Think Tank Institute Discussion	3:00–5:00 p.m.	5
Pre-conference Orientation for Latino/a Caucus Executive Board	6:00–10:00 p.m.	5

TUESDAY, JUNE 1

<input type="checkbox"/> Pre-Conference Institute Sessions	8:30 a.m.–6:00 p.m.	8-19
<input type="checkbox"/> Pre-Conference Institute Luncheon	11:45 a.m.–12:45 p.m.	20
<input type="checkbox"/> Registration and On-Site Check-in	1:00–8:00 p.m.	20
(Open 8:00 a.m.–5:00 p.m. daily through Saturday, June 5)		
<input type="checkbox"/> Exhibitor Showcase Opens	2:00–8:00 p.m.	20
<input type="checkbox"/> Pre-conference Orientation for Latino/a Caucus West, Midwest, and East Cost Regional Chairs	6:00–7:30 p.m.	20
<input type="checkbox"/> JDOTT Board Meeting	6:00–9:00 p.m.	20
<input type="checkbox"/> Evening General Session: Panel Discussion	7:30–9:00 p.m.	21

WEDNESDAY, JUNE 2

<input type="checkbox"/> Pre-Conference Institute Sessions	8:30–11:30 a.m.	24-32
<input type="checkbox"/> Workshop Sessions	8:30 a.m.–6:00 p.m.	33-45
<input type="checkbox"/> Informal Networking Meetings	noon–12:45 p.m.	33
<input type="checkbox"/> Opening Keynote Address: Cristina Garcia	1:00–1:45 p.m.	34
<input type="checkbox"/> Book Signing— <i>Dreaming in Cuban</i>	1:50–2:15 p.m.	34
<input type="checkbox"/> Dialogue with Cristina Garcia	2:30–3:30 p.m.	34
<input type="checkbox"/> JDOTT Summit Meeting	6:00–8:00 p.m.	45
<input type="checkbox"/> Latino/a Think Tank Discussion	6:00–8:00 p.m.	45
<input type="checkbox"/> Welcoming Reception	6:30–8:00 p.m.	45
<input type="checkbox"/> Evening Keynote Address: Harold “Bud” Hodgkinson	8:30–10:00 p.m.	45

THURSDAY, JUNE 3

<input type="checkbox"/> Continental Breakfast	8:00–9:00 a.m.	48
<input type="checkbox"/> Keynote Address: Mary Frances Berry	9:00–9:45 a.m.	48
<input type="checkbox"/> Book Signing— <i>The Pig Farmer’s Daughter and Other Tales</i> <i>of Law and Justice</i>	10:00–10:20 a.m.	48
<input type="checkbox"/> Workshop Sessions	10:30 a.m.–6:00 p.m.	49-70
<input type="checkbox"/> Video Preview and Discussion	10:30–3:30 p.m.	53 and 61
<input type="checkbox"/> Informal Networking Meetings	12:30–1:30 p.m.	57
<input type="checkbox"/> NCORE National Advisory Group Meeting	6:00–7:30 p.m.	70
<input type="checkbox"/> Evening Keynote Address: Tim Wise	8:30–9:30 p.m.	71

FRIDAY, JUNE 4

<input type="checkbox"/> Workshop Sessions	8:30 a.m.–6:00 p.m.	74-95
<input type="checkbox"/> Video Preview and Discussion	10:00 a.m.–4:00 p.m.	81 and 88
<input type="checkbox"/> Informal Networking Meetings	12:15–1:15 p.m.	84
<input type="checkbox"/> Keynote Address: “bea” Shawanda	1:30–2:15 p.m.	84
<input type="checkbox"/> Dialogue with “bea” Shawanda	2:30–3:30 p.m.	85
<input type="checkbox"/> Evening Special Event: Carlos E. Cortés	8:00–9:30 p.m.	95
<input type="checkbox"/> JDOTT-Sponsored Dance	10:00 p.m.–1:00 a.m.	95

SATURDAY, JUNE 5

<input type="checkbox"/> Workshop Sessions	8:30–11:30 a.m.	98-107
<input type="checkbox"/> Closing Luncheon	11:45 a.m.–1:00 p.m.	108
<input type="checkbox"/> Closing Keynote Address: Frank Wu	1:00–1:45 p.m.	108
<input type="checkbox"/> Book Signing— <i>Yellow: Race in America Beyond Black and White</i>	1:50–2:15 p.m.	108
<input type="checkbox"/> Dialogue with Frank Wu	2:30–3:30 p.m.	108
<input type="checkbox"/> Workshop and Dialogue Sessions	2:30–5:30 p.m.	108-112

PRE-CONFERENCE INSTITUTES

INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT

- Part I—Creating the “Unstoppable” Leader That Is You!**
Tuesday, June 1—8:30–11:30 a.m. 8
- Part II—Diversity Education As You Have Never Seen It!**
Tuesday, June 1—1:00–4:00 p.m. 8
- Part III—Moving Your Diversity Dialogue From “Talk” to “ACTION!”**
Wednesday, June 2—8:30–11:30 a.m. 24

INSTITUTE FOR STUDENTS AND STUDENT AFFAIRS LEADERS: BRINGING ABOUT A MULTICULTURAL TRANSFORMATION

- Part I—Multiculturalism in Higher Education**
Tuesday, June 1—8:30–11:30 a.m. 8
- Part II—Multicultural Leadership**
Tuesday, June 1—1:00–5:00 p.m. 9
- Part III—Shifting the Paradigm**
Wednesday, June 2—8:30–11:30 a.m. 24

INSTITUTE FOR TRANSFORMATIVE LEARNING: LIGHT IN THE SHADOWS—USING VIDEO TO STAY AT THE TABLE

- Part I—Tuesday, June 1—8:30–11:30 a.m.** 9
- Part II—Tuesday, June 1—1:00–4:00 p.m.** 9
- Part III—Wednesday, June 2—8:30–11:30 a.m.** 24-25

INSTITUTE ON AMERICAN INDIANS—THE INVISIBLE MINORITY IN HIGHER EDUCATION: CONTEMPORARY ISSUES AFFECTING NATIVE STUDENT EXPERIENCES IN COLLEGES AND UNIVERSITIES

- Part I—Tuesday, June 1—8:30–11:30 a.m.** 9
- Part II—Tuesday, June 1—1:00–5:00 p.m.** 10
- Part III—Wednesday, June 2—8:30–11:30 a.m.** 25

INSTITUTE ON RACE, IDENTITY, AND COMMUNITY: EMPOWERMENT AND OUTREACH FOR ASIAN PACIFIC ISLANDERS IN HIGHER EDUCATION

- Part I—API 101: The Histories of Asians in America**
Tuesday, June 1—8:30–11:30 a.m. 10
- Part II—Collaboration and Communication Within Our Communities**
Tuesday, June 1—1:00–5:00 p.m. 10
- Part III—Coalition Building: Creating Alliances for Social Change**
Wednesday, June 2—8:30–11:30 a.m. 25-26

INSTITUTE ON THE EXPERIENCES OF BLACK PROFESSIONALS IN PREDOMINANTLY WHITE INSTITUTIONS

- Part I—Strategies for Students of Color**
Tuesday, June 1—8:30–11:30 a.m. 11
- Part II—Strategies for Faculty of Color**
Tuesday, June 1—1:00–5:00 p.m. 11
- Part III—Strategies for Administrators of Color**
Wednesday, June 2—8:30–11:30 a.m. 26

INSTITUTE FOR PREPARING LATINO/A LEADERS FOR TOMORROW

- Part I—Preparing Latino/a Staff and Faculty for Leadership Roles in Higher Education**
Tuesday, June 1—8:30–11:30 a.m. and continuing 1:00–5:00 p.m. 12
- Part II—Preparing Latino/a Leaders for Tomorrow**
Wednesday, June 2—8:30–11:30 a.m. 26-27

INSTITUTE ON MULTIRACIAL STUDENTS AND IDENTITY

- Part I—Racial Identity in Multiracial Students: An Overview of Models and Their Application to Teaching, Counseling, and Advising Students**
Tuesday, June 1—8:30–11:30 a.m. 12
- Part II—Creating Greater Understanding Through Dialogue, Reflection, and Coalition Building**
Tuesday, June 1—1:30–5:00 p.m. 13
- Part III—Creating Institutional Change and Development of Action Plan**
Wednesday, June 2—8:30–11:30 a.m. 27

INSTITUTE ON COMPLETION OF DOCTORATE BY STUDENTS OF COLOR: A DREAM IN PROGRESS?

<input type="checkbox"/> Part I—Introduction and Overview of Students of Color in Higher Education Tuesday, June 1—8:30–11:30 a.m.	13
<input type="checkbox"/> Part II—Getting Help, Keys to Success, and the Only Good Dissertation Is a Done Dissertation Tuesday, June 1—1:00–3:00 p.m.	13
<input type="checkbox"/> Part III—Individual Mentoring and Additional Questions Tuesday, June 1—3:15–5:15 p.m.	14
<input type="checkbox"/> Part IV—Reflection on Personal Assessments Wednesday, June 2—8:30–11:30 a.m.	28

INSTITUTE ON CONFLICT RESOLUTION AND SOCIAL JUSTICE IN HIGHER EDUCATION

<input type="checkbox"/> Part I—Social Justice, Racial Privilege, and the Mediation of Conflicts on Campus Tuesday, June 1—8:30–11:30 a.m.	14
<input type="checkbox"/> Part II—Power Imbalances and Conflict on Campus Tuesday, June 1—1:00–5:00 p.m.	14
<input type="checkbox"/> Part III—A Social Justice Approach to Conflict Intervention on Campus Tuesday, June 1—5:00–6:00 p.m. and continuing Wednesday, June 2—8:30–9:30 a.m.	14
<input type="checkbox"/> Part IV—Developing a Social Justice Conflict Intervention Program in Higher Education Wednesday, June 2—9:30–11:30 a.m.	28-29

INSTITUTE FOR DIVERSITY TRAINING DESIGN

<input type="checkbox"/> Part I—Appropriate and Effective Design: Diagnosing and Planning for Cognitive, Affective and Skill-Building Learning Tuesday, June 1—8:30–11:30 a.m. and continuing 1:00–5:00 p.m.	15
<input type="checkbox"/> Part II—Critical Challenges and Strategies in Diversity Training Design Wednesday, June 2—8:30–11:30 a.m.	29

INSTITUTE FOR PROMOTING SOCIAL JUSTICE AND DIVERSITY IN THE COLLEGE CLASSROOM: INNOVATIVE RESPONSES FOR FACULTY

<input type="checkbox"/> Part I—Some Traditional “Givens” of Classroom Teaching Tuesday, June 1—8:30–11:30 a.m.	15
<input type="checkbox"/> Part II—The Four-Part Model as a Conceptual Framework Tuesday, June 1—1:00–5:00 p.m.	15
<input type="checkbox"/> Part III—Examining Our Challenges and Developing New Strategies Wednesday, June 2—8:30–11:30 a.m.	29-30

INSTITUTE ON GLOBAL MULTICULTURALISM

<input type="checkbox"/> Part I—Setting the Stage: Definitions and Perspectives on Global Multiculturalism Tuesday, June 1—8:30–11:30 a.m.	16
<input type="checkbox"/> Part II—Assessing Individual Views and Identifying Institutional Perspectives Tuesday, June 1—1:00–5:00 p.m.	16
<input type="checkbox"/> Part III—Designing Strategies to Address Our Major Challenges Wednesday, June 2—8:30–11:30 a.m.	30

INSTITUTE FOR MINORITY AFFAIRS PROFESSIONALS

<input type="checkbox"/> Part I—Maintaining an Effective Minority Affairs Office Tuesday, June 1—8:30–11:30 a.m.	16
<input type="checkbox"/> Part II—Creating Inclusive Programs With Class, Culture, and Character Tuesday, June 1—1:00–4:00 p.m.	16
<input type="checkbox"/> Part III—Developing the Multicultural Student Leader for a Global Society Wednesday, June 2—8:30–11:30 a.m.	30

INSTITUTE ON MULTICULTURAL ORGANIZATIONAL DEVELOPMENT

<input type="checkbox"/> Part I—Transforming Our Institutions Using Multicultural Organizational Development Tuesday, June 1—8:30–11:30 a.m.	17
<input type="checkbox"/> Part II—Creating the Conditions for Success Tuesday, June 1—1:00–5:00 p.m.	17
<input type="checkbox"/> Part III—Next Steps: Technical Assistance for Teams Initiating an MCOB Process Wednesday, June 2—8:30–11:30 a.m.	31

INSTITUTE FOR PROFESSIONAL WOMEN IN THE ACADEMY

<input type="checkbox"/> Cultural Identity as a Leadership Tool for Women of Color: A Transforming Model Tuesday, June 1—8:30–11:30 a.m.	18
<input type="checkbox"/> Peering and Teetering: Preparing Minority Women for Leadership Tuesday, June 1—1:00–5:00 p.m.	18
<input type="checkbox"/> Women of Color in Higher Education—At What Risk: A Model for Health, Empowerment, and Spiritual Healing Wednesday, June 2—8:30–11:30 a.m.	31

INSTITUTE ON PROGRAM ASSESSMENT/EVALUATION

<input type="checkbox"/> Part I—Make Assessment Work for You: Spotlighting Critical Concepts and Perspectives Tuesday, June 1—8:30–11:30 a.m.	19
<input type="checkbox"/> Part II—Working It: Maximizing the Value and Utility of Assessment and Evaluation Practices Tuesday, June 1—1:00–5:00 p.m.	19
<input type="checkbox"/> Part III—Assessment Works: Moving From Insight to Action Wednesday, June 2—8:30–11:30 a.m.	32

INSTITUTE ON WHITENESS AND WHITE PRIVILEGE

<input type="checkbox"/> Part I—The More We Know the More We Need to Know Tuesday, June 1—8:30–11:30 a.m.	19
<input type="checkbox"/> Part II—The System Is Deeper and More Pernicious Than We Want to Imagine: Looking at the Intersections of Racism, Sexism, Heterosexism, and Class Tuesday, June 1—1:00–5:00 p.m.	19
<input type="checkbox"/> Part III—What's In It for Us? Why White People Should Invest in Bringing About Personal and Institutional Change Wednesday, June 2—8:30–11:30 a.m.	32

DIALOGUES

<input type="checkbox"/> Asian and Pacific American Voices, American Stories Saturday, June 5—2:30–5:30 p.m.	111
<input type="checkbox"/> Students of Color Organizing: Where Are We Going? Where Have We Been? Saturday, June 5—2:30–5:30 p.m.	111
<input type="checkbox"/> Checking All That Apply: Biracial, Multiracial, and Multiethnic Communities Saturday, June 5—2:30–5:30 p.m.	111

DAY AT A GLANCE

■ Tuesday, June 1	6-7
■ Wednesday, June 2	22-23
■ Thursday, June 3	46-47
■ Friday, June 4	72-73
■ Saturday, June 5	96-97

NCORE 2004

17th ANNUAL

NATIONAL CONFERENCE ON RACE & ETHNICITY IN AMERICAN HIGHER EDUCATION

A NATIONAL CONFERENCE FOR ADMINISTRATORS, FACULTY, STAFF,
AND STUDENT LEADERS IN AMERICAN HIGHER EDUCATION

MONDAY, MAY 31, 2004

1:00–8:00 p.m.

**GRAND GALLERIE
Level II**

3:00–7:00 p.m.

The cost of the tour is \$30 per person. Make payment at conference registration desk

Bus tour is limited to 55 persons

For departure information check with the conference registration desk

REGISTRATION AND ON-SITE CHECK-IN

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

PRE-CONFERENCE TOUR—MIAMI COMMUNITIES EXPERIENCE

The **NCORE 2004 Miami Communities Experience** is designed to explore the distinctive social, ethnic and physical landscape elements that have contributed to the development of this sub-tropical American metropolis. The tour will examine the impacts of migration and immigration and the role of Miami's geographic site and location in shaping and redefining this metropolitan paradox. These distinctive factors have created a unique landscape and maintained enduring patterns of inter-cultural relations, spatial accommodation and economic prosperity. Within this 44-square-mile mix of royal palm trees, ocean vistas and hidden neighborhoods, Miami and surrounding Dade County constitute a colorful melding of cultures amidst a dramatic contrast in wealth and poverty. In Miami, immigrants from Cuba, Haiti, and other parts of the Caribbean mix with African Americans, Mexican farm workers, and Anglos. This tour will include visits to historic and contemporary communities, districts and neighborhoods established by Miami's multi-ethnic population.

Cedric D. Page, Ph.D., who founded and co-led the Community Experiences in Denver (1998), Memphis (1999), Santa Fe (2000), Seattle (2001) and New Orleans (2002) for NCORE. Page is Dean of the Faculty at DigiPen Institute of Technology in Redmond, Washington where he serves as the Institute's chief academic officer. He has been a faculty member at the USAF Academy, the University of Colorado at Denver, and SUNY College at Oneonta. Cedrick Page also served as Associate Director for Minority Affairs and Academic Programs at the Washington Higher Education Coordinating Board from 1989 to 1998, and Executive Director of the Center for Social Responsibility and Community at SUNY College at Oneonta from October 1998 until January 2000.

LATINO/A NETWORKING MEETINGS

For other meetings for Latino/a group, see pages 20 and 45

Meetings are hosted by the Latino/a Caucus Group organized during NCORE Conference. During NCORE 2004 the Latino/a caucus will meet to discuss a series of issues affecting Latino/a faculty, administrators, and students in higher education.

3:00–5:00 p.m.
**CONFERENCE ROOM 1
Level IV**

Latino/a Think Tank Institute Discussion

6:00–10:00 p.m.
**CONFERENCE ROOM 1
Level IV**

Pre-Conference Orientation for Latino/a Caucus Executive Board

8:30–11:30 a.m.

- **INSTITUTE ON Student Leadership and Empowerment**
Part I—Creating the “Unstoppable” Leader That Is You!8
- **INSTITUTE FOR Students and Student Affairs Leaders: Bringing About a Multicultural Transformation**
Part I—Multiculturalism in Higher Education8
- **INSTITUTE FOR Transformative Learning: *Light in the Shadows*—Using Video to Stay at the Table**
Part I9
- **INSTITUTE ON American Indians—The Invisible Minority in Higher Education: Contemporary Issues Affecting Native Student Experiences in Colleges and Universities**
Part I9
- **INSTITUTE ON Race, Identity, and Community: Empowerment and Outreach for Asian Pacific Islanders in Higher Education**
Part I—API 101: The Histories of Asians in America10
- **INSTITUTE ON The Experiences of Black Professionals in Predominantly White Institutions**
Part I—Strategies for Students of Color11
- **INSTITUTE FOR Preparing Latino/a Leaders for Tomorrow**
Part I—Preparing Latino/a Staff and Faculty for Leadership Roles in Higher Education12
- **INSTITUTE ON Multiracial Students and Identity**
Part I—Racial Identity in Multiracial Students: An Overview of Models and Their Application to Teaching, Counseling, and Advising Students12
- **INSTITUTE ON Completion of Doctorate by Students of Color: A Dream in Progress?**
Part I—Introduction and Overview of Students of Color in Higher Education13
- **INSTITUTE ON Conflict Resolution and Social Justice in Higher Education**
Part I—Social Justice, Racial Privilege, and the Mediation of Conflicts on Campus14
- **INSTITUTE FOR Diversity Training Design**
Part I—Appropriate and Effective Design: Diagnosing and Planning for Cognitive, Affective, and Skill-Building Learning15
- **INSTITUTE FOR Promoting Social Justice and Diversity in the College Classroom: Innovative Responses for Faculty**
Part I—Some Traditional “Givens” of Classroom Teaching15
- **INSTITUTE ON Global Multiculturalism**
Part I—Setting the Stage: Definitions and Perspectives on Global Multiculturalism16
- **INSTITUTE FOR Minority Affairs Professionals**
Part I—Maintaining an Effective Minority Affairs Office16
- **INSTITUTE ON Multicultural Organizational Development**
Part I—Transforming Our Institutions Using Multicultural Organizational Development17
- **INSTITUTE FOR Professional Women in the Academy**
Cultural Identity as a Leadership Tool for Women of Color: A Transforming Model18
- **INSTITUTE ON Program Assessment/Evaluation**
Part I—Make Assessment Work for You: Spotlighting Critical Concepts and Perspectives19
- **INSTITUTE ON Whiteness and White Privilege**
Part I—The More We Know the More We Need to Know19

11:45 a.m.–12:45 p.m.

- PRE-CONFERENCE INSTITUTE LUNCHEON20

1:00–8:00 p.m.

- REGISTRATION AND ON-SITE CHECK-IN20

1:00–3:00 p.m.

- **INSTITUTE ON Completion of Doctorate by Students of Color: A Dream in Progress?**
Part II—Getting Help, Keys to Success, and the Only Good Dissertation Is a Done Dissertation13

1:00–4:00 p.m.

- **INSTITUTE ON Student Leadership and Empowerment**
Part II—Diversity Education As You Have Never Seen It!8
- **INSTITUTE FOR Transformative Learning: *Light in the Shadows*—Using Video to Stay at the Table**
Part II9
- **INSTITUTE FOR Minority Affairs Professionals**
Part II—Creating Inclusive Programs With Class, Culture, and Character16

1:00–5:00 p.m.

- **INSTITUTE FOR Students and Student Affairs Leaders: Bringing About a Multicultural Transformation**
Part II—Multicultural Leadership 9
- **INSTITUTE ON American Indians—The Invisible Minority in Higher Education: Contemporary Issues Affecting Native Student Experiences in Colleges and Universities**
Part II 10
- **INSTITUTE ON Race, Identity, and Community: Empowerment and Outreach for Asian Pacific Islanders in Higher Education**
Part II—Collaboration and Communication Within Our Communities 10
- **INSTITUTE ON The Experiences of Black Professionals in Predominantly White Institutions**
Part II—Strategies for Faculty of Color 11
- **INSTITUTE FOR Preparing Latino/a Leaders for Tomorrow**
Part I continues—Preparing Latino/a Staff and Faculty for Leadership Roles in Higher Education 12
- **INSTITUTE ON Conflict Resolution and Social Justice in Higher Education**
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- **INSTITUTE FOR Promoting Social Justice and Diversity in the College Classroom: Innovative Responses for Faculty**
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- **INSTITUTE FOR Professional Women in the Academy**
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- **INSTITUTE ON Whiteness and White Privilege**
Part II—The System Is Deeper and More Pernicious Than We Want to Imagine: Looking at the Intersections of Racism, Sexism, Heterosexism, and Class 19

1:30–5:00 p.m.

- **INSTITUTE ON Multiracial Students and Identity**
Part II—Creating Greater Understanding Through Dialogue, Reflection, and Coalition Building 13

2:00–8:00 p.m.

- EXHIBITOR SHOWCASE AND RESOURCE CENTER 20

3:15–5:15 p.m.

- **INSTITUTE ON Completion of Doctorate by Students of Color: A Dream in Progress?**
Part III—Individual Mentoring and Additional Questions 14

5:00–6:00 p.m.

- **INSTITUTE ON Conflict Resolution and Social Justice in Higher Education**
Part III—A Social Justice Approach to Conflict Intervention on Campus 14

6:00–7:30 p.m.

- LATINO/A MEETING: Pre-Conference Orientation for Latino/a Caucus West, Midwest, and East Coast Regional Chairs 20

6:00–9:00 p.m.

- JDOTT BOARD MEETING 20

7:30–9:00 p.m.

- EVENING GENERAL SESSION: PANEL DISCUSSION
Miami Now: Immigration, Ethnicity, and Social Change and
This Land is Our Land: Immigrants and Power in Miami 21

TUESDAY, JUNE 1, 2004

PRE-CONFERENCE INSTITUTE SESSIONS

A series of 18 Institutes is scheduled all day Tuesday, June 1 and the first half day of Wednesday, June 2. Participants may register for only ONE Pre-Conference Institute of their choice.

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 2

INSTITUTE ON Student Leadership and Empowerment

A three-part institute is designed to address critical student issues and concerns. The overall intent is to have the students complete the institute with an enhanced sense of self, campus community and world at large. Specific areas explored will include the following: diversity, leadership development, coalition building, self segregation, cross cultural communications, goal setting (personal and campus), focus, and race-cultural pride. Attendees will also leave with some tools and exercises that they can use on their respective campuses. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

LAFAYETTE

Level IV

Part I—Creating the “Unstoppable” Leader That Is You!

This part will introduce the “Who Are You Exercise?” that includes areas most important to you. For example, do you mention your race, culture, family, and place of birth? What does this say about your values? Next, the session will provide an overview of General Leadership Development/Personal areas which include: (1) components of Leadership Development; (2) people born with “greatness within”...doubts then come from outside; (3) people identifying others they consider leaders, what attributes; (4) leaders attempt to impact ATTITUDE; (5) exercise: Personal/Organizational Goals; and (6) coalition building.

1:00–4:00 p.m.

LAFAYETTE

Level IV

Part II—Diversity Education As You Have Never Seen It!

This powerful, thought-provoking, humorous, interactive session addresses the “diversity experience” on our campuses. It takes a much-needed “open & honest” approach that challenges traditional thinking. Fast paced with insightful exercises, participants leave with an “action plan” for improving themselves and their environment. A must for those who care about diversity issues. The presenter will offer a mixture of interactive exercises, worksheets and time for personal reflection. This session has been successful at giving people simple, yet effective ways to engage in diversity dialogues. Attendees will leave with greater insights that can be used to create more hospitable campus environments that nurture ALL STUDENTS, faculty and staff.

Steven T. Birdine, President/CEO, Affirmations In Action—Silver Spring, Maryland

For an overview of sessions comprising the Institute for Students and Student Affairs Leaders: Bringing About a Multicultural Transformation, see page 2

INSTITUTE FOR Students and Student Affairs Leaders: Bringing About a Multicultural Transformation

A three-part, highly interactive institute designed for multicultural student leaders and student affairs professionals looking to bring about a multicultural transformation on their campus. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

FRENCH ROOMS

Champagne

Level I

Part I—Multiculturalism in Higher Education

This session will focus on the idea of multiculturalism and its implications upon “multicultural” students, and their organizations. The session begins by focusing on the evolution of the “multicultural idea,” and its components, then will place this idea within the context of the higher education project. In this segment, students will understand how this idea plays out on college campuses; how multicultural students are impacted; and what is the resulting “politics.” Students will use the multicultural model as a vehicle for providing “centrism,” and grounding to their lives and their organizations. This grounding will provide the basis from which to run the organization’s internal, and cross-cultural affairs.

1:00–5:00 p.m.

FRENCH ROOMS

Champagne

Level I

For an overview of sessions comprising the Institute for Transformative Learning: *Light in the Shadows—Using Video to Stay at the Table*, see page 2

8:30–11:30 a.m.

CLUB ATLANTIC

Level IV

Part II continues

1:00–4:00 p.m.

For an overview of sessions comprising the Institute on American Indians—The Invisible Minority in Higher Education: Contemporary Issues Affecting Native Student Experiences in Colleges and Universities, see page 2

8:30–11:30 a.m.

IMPERIAL III

Level IV

Part II—Multicultural Leadership

This session will focus on the nuts and bolts of running organizations. Students will trouble shoot their organizations, and learn to deal with internal dynamics (i.e., apathy, workloads, meetings, wellness, intra-group diversity, consensus building, decision making, and delegation). Personal leadership styles and the styles of others will be the focus. Finally, the session will address external (campus) concerns such as coalition building, working with the administration, understanding campus power players and factors, utilizing and supporting key faculty members, creating action plans, and developing movements.

Timothy E. Sams, Assistant Dean of the College and Director, Black Cultural Center, Swarthmore College—Swarthmore, Pennsylvania

INSTITUTE FOR Transformative Learning: *Light in the Shadows—Using Video to Stay at the Table*

What does it mean to be a leader/teacher? How do we invite others to engage in a process of transformative learning that begs investigation of deeply embedded assumptions? Issues of race and power initiate opportunities for such learning and, in many ways, the skills gleaned in that learning process are transferable. This institute will focus on issues of race and power in the United States. The film *Light in the Shadows* is a powerful teaching tool that initiates a candid public conversation between women of color and white women. There are no secrets in this film, only repeated invitations to discourse through different views and personal experiences of racism and white privilege. It is a next step for those who have been working on these issues. This institute will generate opportunities for personal transformative learning, which can then be used as a springboard for working with others. The intention of this institute is to combine experience with skills that can move us toward building a truly inclusive society. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

Part I and Part II—This daylong highly interactive transformative learning track will focus on self-learning through film and dialogue. We will first work in affinity groups, then mixed groups. Experiential exercises and small- and large-group formats will provide a provocative entrée and springboard for critical self-inquiry, inter-ethnic dialogue and deep learning.

Shakti Butler, Ph.D., Executive Director, Producer/Director of *The Way Home* and *Light in the Shadows*, World Trust Educational Services, Inc.—Oakland, California

INSTITUTE ON American Indians—The Invisible Minority in Higher Education: Contemporary Issues Affecting Native Student Experiences in Colleges and Universities

A three-part institute will address critical issues and American Indian students' experience in higher education. It will further define higher educational issues socially and culturally that concern American Indian students as they pursue their educational goals. As Native peoples are the smallest ethnic population in the U.S., institutional progression towards a more diverse campus climate has many times negated the needs and challenges that many American Indian students deal with as they navigate institutional systems. Diversity and multiculturalism is not a black vs. white issue, which appears to be the predominant perception of most American higher educational institutions. This institute will further define the broadness of diversity and address the issues that elude institutions and prevent higher education from becoming truly inclusive and equitable. The goal of this institute is to increase knowledge and awareness of educators about the challenges and experiences of American Indian students who have experienced exclusion in higher education. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

Part I—This session is an examination of American Indian Student leadership styles. It will provide information on the recruitment of Native students and the importance of their experiences and leadership in the overall development of diversity in higher education. The session will present how to get students involved, the problems budding Native student leaders face, and how educators can support their efforts. This particular part will be led by native student leaders from different universities across the country.

1:00–5:00 p.m.

IMPERIAL III

Level IV

Part II—This session is designed to examine Natives as the invisible minority group. Diversity initiatives in higher education tend to focus on “Black versus White issues” with some growing concern of the fast growing Latino populations, and more recently Arab populations; however, Native student concerns have continued to be disregarded through many preconceived notions and stereotypes. Traditional tribal education is, in most cases, in contrast to traditional pedagogy and curriculum in academe.

Denise Henning, Ph.D., Vice President of Academics, First Nations University—Regina, Saskatchewan Canada

Amy Martin, Director, Cambridge Community, Resident Life, University of Maryland—College Park, Maryland

Stuart J. Sparvier, Director of Housing, Briar Cliff University—Sioux City, Iowa

Ricardo Torres, Program Coordinator, AAC/Educational Opportunity Program, California State University—Sacramento, California

For an overview of sessions comprising the Institute on Race, Identity, and Community: Empowerment and Outreach for Asian Pacific Islanders in Higher Education, see page 2

INSTITUTE ON Race, Identity, and Community: Empowerment and Outreach for Asian Pacific Islanders in Higher Education

A three-part institute designed to address critical issues and concerns faced by Asian Pacific Islanders. As a starting point, the histories of Asian Pacific Islanders in the United States will be discussed and explored to identify the barriers and obstacles facing APIs in both higher education and society. The ultimate goal of this institute is to increase the knowledge and heighten the awareness of the Asian Pacific Islander community and to create avenues for communication and collaboration within the API community, as well as with other communities of color. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

FRENCH ROOMS

Le Mans

Level I

Part I—API 101: The Histories of Asians in America

This session examines the complex and diverse histories of Asians in America, with a particular focus on the immigrant and refugee statuses, the various generational lineages in this nation, and critical events and incidents that have affected our social identity and advancement. This session will present and discuss (1) the multiple ethnicities that construct the term “Asian Pacific Islander”; (2) the complex biases and prejudices that have affected our social roles and positions; and (3) the historic under- and over-representations of various Asian ethnic groups in higher education and its impact on educational experiences.

Part II—Collaboration and Communication Within Our Communities

This session examines the current state of collaboration and communication within the pan-Asian community and within the specific Asian ethnic communities. Current and past examples of community organizations will be presented, as well as patterns, trends, and significant instances that have influenced and shaped the development of these communication structures. This session will also feature a brainstorming dialogue to discuss how to bridge the gaps within and between our multiple communities, how to construct stronger collective identities, and how to address the unique concerns facing individual ethnic groups—developing strategies for collaboration and support.

Jason Minh Alt, Diversity Advocacy Coordinator, State University of New York—Purchase College—Purchase, New York

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

Amnat Chittaphong, Director, Multicultural Affairs, Siena College—Loudonville, New York

Dawn Lee, Activities Coordinator, MOSAIC Cross Cultural Center, San Jose State University—San Jose, California

Charles Sasaki, Ph.D., Associate Dean of Students, Chaminade University—Honolulu, Hawaii

Jean Wu, Ph.D., Senior Lecturer, American Studies Program, and Program and Education Director, Diversity Office, Tufts University—Medford, Massachusetts

1:00–5:00 p.m.

FRENCH ROOMS

Le Mans

Level I

For an overview of sessions comprising the Institute on The Experiences of Black Professionals in Predominantly White Institutions, see page 2

8:30–11:30 a.m.

FONTAINEBLEAU BALLROOM
Section A
Level II

INSTITUTE ON The Experiences of Black Professionals in Predominantly White Institutions

A three-part, highly interactive institute is designed to address the unique challenges which students, administrators, and faculty of color encounter on predominantly white campuses. The institute explores those challenges in detail and provides participants with successful coping strategies for addressing them. Each session will provide an opportunity for small and/or large group discussions to probe questions, problem-solve, and create new strategic models. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

Part I—Strategies for Students of Color

This interactive session provides an overview of how to prepare students and families for change. Presenters will explain the cultural and social divisions—by applying student development, psychoanalytical, and family systems theory—that affects first and second generation students as they navigate among predominantly white institutions, family, and communities. The session will present (1) a foundation for discussion of the issues that students of color experience and the difficulty of readjusting to family and provide solutions for cultural readjustment, and assist in putting theory into practice with basic theoretical understanding of student experiences; (2) articulate strategies for existence, persistence, and resistance in predominantly white campuses, in collaboration with a group of college students; and (3) identify specific problems faced by students of color along with useful tips and methods to help students to turn these challenges into opportunities. Participants are encouraged to bring at least one question that speaks to their issues or concerns in this area.

Cynthia N. Fulford, Associate Director, Office of Multicultural Affairs, Syracuse University—Syracuse, New York

S. Nzingha Dugas, Business Director and Student Advisor, University of California—Berkeley, California

Paul James, Director, Multicultural Affairs, Xavier University—Cincinnati, Ohio

1:00–5:00 p.m.

FONTAINEBLEAU BALLROOM
Section A
Level II

Part II—Strategies for Faculty of Color

The session will (1) provide a historical overview of our presence in higher education, as well as current demographics; (2) discuss the present status of minority faculties on predominantly white campuses, including their relative numbers and representation, self-reported job satisfaction, tenure status, publication rates, the plight of a faculty member in the academic workplace by focusing on the effects of race and gender on the faculty of color, and recommendations on how the faculty member can effectively mentor a faculty of color and how institutions can better attract and retain faculty of color; and (3) address how African Americans and other faculty of color can cope with prejudice, racism, and power found in predominantly white institutions. Participants will work in groups to address a series of practical situations in which they will apply the tools they learned, and will examine the barriers caused by race, gender, age, class, identity, sexual orientation, and other aspects of human identity they perceive as hindering their success in predominantly white institutions and strategically address them in ways which will not compromise one's values, beliefs, or own best self-interest.

Kenneth (Ken) B. Durgans, Ed.D., Vice Provost, Institutional Diversity, Rensselaer Polytechnic Institute—Troy, New York

Janice B. Walker, Ph.D., Dean, College of Arts and Sciences, Xavier University—Cincinnati, Ohio

For an overview of sessions comprising the Institute for Preparing Latino/a Leaders for Tomorrow, see page 2

8:30–11:30 a.m.

PASTEUR

Level IV

Part I continues

1:00–5:00 p.m.

For an overview of sessions comprising the Institute on Multiracial Students and Identity, see page 2

8:30–11:30 a.m.

FRENCH ROOMS

Bordeaux

Level I

INSTITUTE FOR Preparing Latino/a Leaders for Tomorrow

A two-part institute will provide and exchange information on the key issues surrounding the expected extraordinary influx of first generation Hispanic (Latino/a) students to the nation's colleges and universities as a result of the explosive growth of this population group. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

Part I—Preparing Latino/a Staff and Faculty for Leadership Roles in Higher Education

This daylong session will provide student affairs/academic affairs administrators and faculty with specific information on how to move up in their respective administrative tracks. Most Latino/a administrators in higher education are found in student affairs. This is tied to the creation of Educational Opportunity Programs whose sole mission was the recruitment and retention of minorities in higher education. Since these programs were largely staffed by minority administrators it is no accident that minority administrators are largely found in student affairs. Academic affairs is another matter. To become an academic affairs administrator one must come from the faculty. The path to the presidency for a four-year college and university usually requires the following steps: departmental chair, school dean, and provost/vice president for academic affairs. Since Latino/a faculty only represent five percent of the faculty in higher education, few Latinos are represented in academic affairs positions.

David J. León, Ph.D., Director, The Serna Center, California State University—Sacramento, California

Thomas R. Martinez, Ph.D., Assistant to the President, California State University—Bakersfield, California

INSTITUTE ON Multiracial Students and Identity

A three-part, highly interactive institute is designed to give participants a greater understanding of racial identity development in multiracial people and the dynamics within different racial groups around this issue. The institute also provides opportunities for participants to assess and develop action plans to address multiracial students and multiracial issues on their own campuses. Sessions will review prominent models of racial identity development, provide in-depth reflection on perspectives and assumptions about multiracial identity, and discuss ways to promote inter-group dialogue and coalition building between different racial groups and multiracial students. The institute includes dialogue with a panel of multiracial students, who offer a range of perspectives on being multiracial on campus. Participants will also utilize an assessment instrument to identify areas for improving campus climate for multiracial students and develop a specific action plan related to one aspect of campus life. Presentation, experiential activities, case studies, and small- and large-group discussion allow participants to actively engage throughout the institute. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

Part I—Racial Identity in Multiracial Students: An Overview of Models and Their Application to Teaching, Counseling, and Advising Students

This session provides an overview of several prominent models of multiracial identity development, and allows participants to analyze the content, underlying assumptions, and biases of each theory. Participants discuss the usefulness of these models in working with students in a variety of arenas, including classroom, individual counseling, and student program settings. In addition, selected models of Black and White identity development are reviewed and critiqued for their usefulness in understanding inter-group conflict related to multiracial issues. Using these models as a foundation, participants begin to examine the effect of their own beliefs and assumptions about multiracial people on their ability to work with students.

Charmaine L. Wijeyesinghe, Ed.D., Consultant and Trainer in Organizational Development and Social Justice—Delmar, New York

1:30–5:00 p.m.

FRENCH ROOMS

Bordeaux

Level I

Part II—Creating Greater Understanding Through Dialogue, Reflection, and Coalition Building

This session continues the personal exploration begun by participants in Part I, as well as providing deeper examination of issues between multiracial people, “monoracial” people of color, and whites. Participants meet in smaller facilitated groups based on their own racial identification. These groups allow participants to explore their relationship to multiracial people, strategies for coalition building across groups, and key questions related to racial identity development. These questions may include the following: is racial identity chosen by an individual or assigned by others or society?; what role do physical appearance, historical context, political climate, and family ancestry play in racial identity development?; and, are there particular identities that multiracial people should choose over others? Following these small group discussions, participants will re-join the whole group for sharing. Areas highlighted include inter-group dynamics related to multiracial identity and people, as well as factors that facilitate or block coalition building.

Jim Bonilla, Ph.D., Assistant Professor, Conflict Studies and Graduate School of Public Administration and Management, Hamline University—St. Paul, Minnesota

Carolyn O’Grady, Ph.D., Associate Professor, Department of Education, Gustavus Adolphus College—St. Peter, Minnesota

Sharon Washington, Ph.D., Provost and Vice President of Academic Affairs, Spelman College—Atlanta, Georgia

Charmaine L. Wijeyesinghe, Ed.D., Consultant and Trainer in Organizational Development and Social Justice—Delmar, New York

For an overview of sessions comprising the Institute on Completion of Doctorate by Students of Color: A Dream in Progress?, see page 3

INSTITUTE ON Completion of Doctorate by Students of Color: A Dream in Progress?

A four-part institute will explore the critical factors in the successful completion of the doctorate for students of color. Presenters will address the overlooked challenges critical to success in this endeavor. Beyond the successful completion of coursework and mastering the politics of academe, spiritual and self-concept issues will be discussed. Prior sessions for this population explored the internal and external obstacles and gave rise to ongoing communication between the presenters and doctoral students. Doctoral candidates have expressed the need for continuing support and a review of strategies to succeed. Participants will be given an historical overview of our presence in higher education as well as current demographics. Given the importance of increasing the numbers of African-Americans and others with the terminal degree in higher education, and the limited number of HBCU’s where this study can occur, it is incumbent upon those who master the challenge at predominantly white institutions to speak honestly and openly to peers and potential scholars about the realities of pursuing the doctorate. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

VOLTAIRE

Level IV

Part I—Introduction and Overview of Students of Color in Higher Education

This session will provide an overview of students of color in higher education, in general, and doctoral programs in particular. Participants will have an opportunity to do personal assessment and will gain strategies that range from selecting an appropriate academic institution to successful navigation of doctoral coursework. In addition, participants will learn about effective methods for selecting a doctoral committee, studying for candidacy, and designing a study.

1:00–3:00 p.m.

VOLTAIRE

Level IV

Part II—Getting Help, Keys to Success, and the Only Good Dissertation Is a Done Dissertation

This session will present strategies designed to help students overcome the major obstacles to completing the doctorate. Presenters will discuss the critical steps to a successful navigation of the doctoral program: (1) Getting Help: I can do it by myself, I cannot do it by myself, I don’t want to do it anymore; (2) Keys to Success: succeeding despite the challenges, designing your study, selecting a committee, passing the exams, writing IT, and taking the ABD route to employment; and (3) The Only Good Dissertation is a Done Dissertation: how to make it to graduation.

3:15–5:15 p.m.

VOLTAIRE
Level IV

Part III—Individual Mentoring and Additional Questions

Presenters will be available for individual consultation with participants who seek individualized guidance.

Cheryl L. Evans, Ph.D., Assistant Professor, Teacher Education, Bloomfield College—Bloomfield, New Jersey

Patricia Neilson, Ph.D., Chair, Division of Human Services, North Shore Community College—Lynn, Massachusetts

Jacqueline D. Skinner, Ph.D., Associate Director, Consortium for the Advancement of Private Higher Education—Washington, D.C.

Reuben Wright, Ph.D., Special Assistant to the Director, Extramural Associates Program, The National Institutes for Health, and the Institute of Child Health and Human Development—Washington, D.C.

For an overview of sessions comprising the Institute on Conflict Resolution and Social Justice in Higher Education, see page 3

INSTITUTE ON Conflict Resolution and Social Justice in Higher Education

A four-part institute designed to explore the integral relationship between social justice and racial privilege in the intervention of disputes on college and university campuses. Conflict resolution is most often used on campus to resolve disputes, reduce tensions, improve communication, and build community. While most conflict resolution programs have demonstrated some success in these areas, recent research has shown that they can also serve to reproduce racial privilege both structurally within the institution and interpersonally between disputing parties. This institute will present an overview of the typical approaches to mediation and offer a critique of how, despite our intentions, they often do not serve a social justice agenda. Participants can utilize the theories presented on social justice and racial privilege as we analyze video clips of actual mediation sessions. A new approach to mediation which seeks to account for racial privilege will also be introduced. In addition, we will explore effective strategies for intervening in campus disputes, as well as developing and implementing a social justice conflict intervention program on campus. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

IMPERIAL IV
Level IV

Part I—Social Justice, Racial Privilege, and the Mediation of Conflicts on Campus

Mediation in the U.S. is seen as a neutral process designed to assist parties in resolving their disputes in mutually agreeable terms. However, recent research has shown that the typical approach that focuses on neutrality can undermine the experience and outcome for participants of color. This routinely results in mediated agreements with privilege white and anglophone participants. Part I of this institute will examine the dynamics of white and anglophone privilege as they surface in the mediation of interracial disputes in higher education. It will provide a critique of typical mediation practice by presenting theoretical frameworks grounded in the fields of critical race theory, cultural studies, multicultural education, and conflict resolution.

1:00–5:00 p.m.

IMPERIAL IV
Level IV

Part II—Power Imbalances and Conflict on Campus

Part II will utilize case studies to examine the impact of racial identity and power imbalances on actual campus conflicts. Participants will have the opportunity to work in small groups to analyze common dilemmas which face those intervening. For example, we will consider when one party sees race as an issue and another does not. In addition, we will consider the impact of the mediator's racial identities on the interventions.

5:00–6:00 p.m.

IMPERIAL IV
Level IV

Part III—A Social Justice Approach to Conflict Intervention on Campus

After having considered the challenges racism raises for campus conflict resolvers, an introduction to a social justice approach to mediation will be offered. This approach is premised on both a commitment to social justice and the undermining of racial privilege in particular. It is grounded in a process which is designed to help disputing parties reach mutually agreeable solutions.

Part III continues
Wednesday, June 2—
8:30–9:30 a.m.

Leah Wing, Ph.D., Lecturer, Department of Legal Studies, University of Massachusetts—Amherst, Massachusetts

For an overview of sessions comprising the Institute for Diversity Training Design, see page 3

8:30–11:30 a.m.
FONTAINEBLEAU BALLROOM
Section B
Level II

Part I continues
1:00–5:00 p.m.

For an overview of sessions comprising the Institute for Promoting Social Justice and Diversity in the College Classroom: Innovative Responses for Faculty, see page 3

8:30–11:30 a.m.
FONTAINEBLEAU BALLROOM
Section C
Level II

1:00–5:00 p.m.
FONTAINEBLEAU BALLROOM
Section C
Level II

INSTITUTE FOR Diversity Training Design

A two-part institute focusing on a comprehensive set of essential issues that must be addressed in planning, implementing, and/or supervising effective diversity training. Institute will cover design issues in depth and will allow participants more practice in design. The leaders of the institute have been chosen as experts in the various types of design and practice. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

Part I—Appropriate and Effective Design: Diagnosing and Planning for Cognitive, Affective, and Skill-Building Learning

This first full day session will be devoted to three very practical goals: (1) providing participants with tools to assess the perspectives of the members of their audiences, so they can more appropriately target diversity and equity training programs for maximum effectiveness; (2) practicing how to identify the appropriate domains of learning—cognitive, affective and/or skill-building—either in classroom teaching or workplace training; and (3) learning to design, facilitate and evaluate learning activities in each of these domains.

Deborah Buffalo Boy Bigelow, Lakota-Hunkpapa, Standing Rock, North Dakota, and President, Multicultural Consultants, Ltd.—Salem, Oregon

Cristine Clifford Cullinan, Ph.D., Training and Development Administrator, University of Oregon—Eugene, Oregon

Simma Lieberman, President, Simma Lieberman Associates—Berkeley, California

Mercedes Martin, C.E.O., President, InPartnership Consulting Inc.—Oakland, California

INSTITUTE FOR Promoting Social Justice and Diversity in the College Classroom: Innovative Responses for Faculty

A three-part, interactive institute is designed primarily for university and college faculty who are looking for new conceptual frameworks, interactive teaching pedagogies and effective personal skills to help them promote social justice and social diversity in their classrooms. The institute is designed to cross disciplinary boundaries and be useful to faculty from a range of academic departments. It uses a generic teaching/learning model that focuses upon four dimensions: (1) students: understanding the ways that students from various social and cultural backgrounds experience the college classroom, (2) instructors: knowing oneself as a person with a prior history of academic socialization interacting with a specific social and cultural background and learned beliefs, (3) course content: creating an inclusive curriculum that incorporates diverse perspectives, and (4) teaching process: developing a broad repertoire of effective processes to address learning styles of students from different social backgrounds. Participants in this institute are invited to apply elements from these domains of teaching and learning to their own classroom teaching practice. This interactive institute focuses especially on challenges we experience and bridges we build between ourselves as teachers and our students. Presenters and participants will examine a range of challenges and generate useful strategies. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

Part I—Some Traditional “Givens” of Classroom Teaching

Part I of this institute will focus on (1) what is the curriculum we are expected to “cover,” (2) who are our students, (3) building a more inclusive curriculum, and (4) social and cultural differences as educational assets among students.

Part II—The Four-Part Model as a Conceptual Framework

Part II will (1) utilize the four-part model as a conceptual framework, (2) examine how to know oneself and one’s challenges in the socially diverse classroom, and (3) learn to develop an inclusive pedagogy that treats social diversity as a strength and an untapped opportunity.

Maurianne Adams, Ph.D., Professor of Education, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

Barbara Love, Ph.D., Professor of Education, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

For an overview of sessions comprising the Institute on Global Multiculturalism, see page 3

8:30–11:30 a.m.
FRENCH ROOMS
Monaco
Level I

1:00–5:00 p.m.
FRENCH ROOMS
Monaco
Level I

For an overview of sessions comprising the Institute for Minority Affairs Professionals, see page 3

8:30–11:30 a.m.
IMPERIAL I
Level IV

1:00–4:00 p.m.
IMPERIAL I
Level IV

INSTITUTE ON Global Multiculturalism

A three-part institute with a multi-national panel will lead participants in an exploration of the definitions of and issues involved in global multiculturalism, how these issues intersect with American higher education and what strategies colleges and universities need to consider as they seek to be more effective global educators. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

Part I—Setting the Stage: Definitions and Perspectives on Global Multiculturalism

During this session, presenters and participants will explore definitions of global multiculturalism and will survey the various issues that arise as views and attitudes on difference, diversity and equity are considered from national and international perspectives.

Part II—Assessing Individual Views and Identifying Institutional Perspectives

This session will assist participants in assessing their own levels of understanding of global views and international/intercultural differences. In addition, presenters will discuss ways in which colleges and universities, in designing and carrying out their policies, programming, and recruitment and retention efforts demonstrate their institutional readiness.

Alberto M. Albuquerque, International Advisor, Yamanashi Gakuin University—Yamanashi, Japan

Lindsay Dunn, Assistant to the President for Diversity and Community Relations, Gallaudet University—Washington, D.C.

Ken Kempner, Ph.D., Dean of Social Sciences, and Professor, International Studies and Education, Southern Oregon University—Ashland, Oregon

Janice D. Mitchell, Ph.D., Professor, German Linguistics and Intercultural/International Education, Gallaudet University—Washington, D.C.

Kamakshi P. Murti, Ph.D., Professor and Chair, German Department, Middlebury College—Middlebury, Vermont

Magid Shirzadegan, Ph.D., Associate Director, International Programs, University of Oregon—Eugene, Oregon

INSTITUTE FOR Minority Affairs Professionals

A three-part institute designed for directors, coordinators and professional staff of Offices of Minority Affairs/Multicultural Services. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

Part I—Maintaining an Effective Minority Affairs Office

Minority Affairs offices have played a very important role in the education and socialization of minority students at predominantly white institutions. Currently, these offices may find themselves at a crossroad because of institutional expectations of their multiple functions, such as recruitment, retention, diversity education, and program development. Unfortunately, these offices do not have the resources to provide all of the services expected. This session is designed to provide practical solutions to help them survive unrealistic expectations. Discussion will center around effective ways to weave these offices into the fabric of the institution, and assist them with becoming sound administrative and student friendly offices.

Part II—Creating Inclusive Programs With Class, Culture, and Character

Too often, campus programs that have a minority student focus (i.e., Black History Month, Hispanic Heritage Month, etc.) are not well attended by the campus community. These programs sometimes encounter problems with funding, advertising, planning and quality, and they are surrounded by questions. This session provides helpful information on how to produce quality programs that are inclusive of the campus community with the assistance of student leaders. The presenter will share information on the program planning, creative ways to increase attendance, and how to select a successful program for your campus.

Kevin R. Carreathers, President, Carreathers Consulting—Houston, Texas

For an overview of sessions comprising the Institute on Multicultural Organizational Development, see page 3

INSTITUTE ON Multicultural Organizational Development

A three-part institute is designed for Deans, Department Chairs and Academic Program Directors, as well as for those who have responsibility for effecting change in their institutions around issues of diversity and social justice. The institute will introduce participants to the concept of Multicultural Organizational Development as a framework for envisioning, directing and sustaining long-term systemic change. Participants will become familiar with the organizational stages of multiculturalism, and learn how to implement the process. A case study using the Community, Diversity and Social Justice Initiative from the University of Massachusetts at Amherst will be used to illustrate the implementation of an MCOD approach in higher education. Throughout the institute, experiential activities, as well as small- and large-group discussions will provide participants with opportunities to apply theory to practice and to develop a plan of action for implementation in their institutions. **MAXIMUM BENEFIT WILL BE DERIVED FOR PARTICIPANTS WHO CAN ATTEND THIS INSTITUTE AS PART OF AN INSTITUTIONAL TEAM, IF AT ALL POSSIBLE.** A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

IMPERIAL II

Level IV

Part I—Transforming Our Institutions Using Multicultural Organizational Development

This session will explore some of the reasons why efforts to effect systemic multicultural change in higher education institutions often meet with limited success. The concept of Multicultural Organizational Development will be introduced as a framework for understanding organizations as systems and identifying the stages that organizations move through as they become more multicultural. Academic leaders will have an opportunity to use this framework to consider institutional policies, practices and resource management issues and their relationship to the challenges and opportunities of building a multicultural organization. Participants will be introduced to an organizational change process that institutional teams can use to assess their organization's current status, plan and implement change strategies and evaluate and monitor results. A case study will be used to illustrate the implementation of an MCOD approach in higher education.

1:00–5:00 p.m.

IMPERIAL II

Level IV

Part II—Creating the Conditions for Success

In this session participants will focus on identifying key leadership and support efforts that create the conditions for MCOD success. Sources and forms of resistance to multiculturalism will be discussed, as well as strategies for dealing with resistance. Participants will identify the organizational and personal resources they currently bring to the MCOD change effort and discuss ways to obtain the additional resources they need. Participants will leave with an understanding of the most appropriate next steps to take in their efforts to create a more multicultural campus.

Bailey Jackson, Ph.D., former Dean and current Faculty, Social Justice Education Program, School of Education, University of Massachusetts—Amherst, Massachusetts

Linda Marchesani, Ed.D., Manager, Workplace Learning and Development and Adjunct Faculty, Social Justice Education Program, School of Education, University of Massachusetts—Amherst, Massachusetts

For an overview of sessions comprising the Institute for Professional Women in the Academy, see page 4

INSTITUTE FOR Professional Women in the Academy

This institute is designed for professional women in the academy who seek to develop personal goals and strategies for leadership development. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

FRENCH ROOMS

Burgundy

Level I

Cultural Identity as a Leadership Tool for Women of Color: A Transforming Model

This institute segment begins to explore deeper the behavioral characteristics that can be “honed” for your “tool kit” to navigate the challenges of our every-day work/study environments. Building your cultural tool kit as an intentional strategy for leadership development assumes that as a result of racial, ethnic, cultural and/or gender identity experiences, assets, rather than impediments, are accrued. Institutional traditions and values and personal cultures are frequently misaligned. Often this misalignment results in leaving our best selves “at the door” or adopting behavior that is not characteristic of our identities. In either instance, our competence and self-esteem are impacted. Women of color continue to be underrepresented in key leadership positions in the academy. All too often the characteristics of leadership are promoted without regard for how cultural attributes as tools contribute to the effectiveness of leaders of color. While European-American women have achieved some measure of numerical success as leaders, women of color still contend with issues of invisibility and isolation and continue to be underrepresented in key leadership positions in the academy. Few would survive without a strong sense of self that is embedded in their cultural or racial identities. The session will assist in developing a personal cultural tool kit that will corroborate and empower the cultural skills brought to the academy. Dramatization will be a technique used to encourage participation. Discussion will include how to work across differences so that diverse cultural attributes are valued and encouraged as important tools for success.

Nancy “Rusty” Barceló, Ph.D., Vice President, Minority Affairs, University of Washington—Seattle, Washington

Patricia M. Lowrie, Director, Women’s Resource Center, Michigan State University—East Lansing, Michigan

1:00–5:00 p.m.

FRENCH ROOMS

Burgundy

Level I

Peering and Teetering: Preparing Minority Women for Leadership

Leadership development of minority women in higher education is an issue that has garnered a tremendous amount of attention over the past few decades. Although minority women have been participants in higher education for more than a century, there are significant obstacles that hinder their successful participation in and contribution to higher education. As the number of minority women in the academy steadily increases and as opportunities for advancement present themselves, the task at hand is to ensure that minority women are enabled to do more than just peer through the glass ceiling or teeter on the edge of success. This interactive hands-on session will provide a framework for participants to develop strategies and tools that they can use to examine and tackle organizational, professional, and personal obstacles that prevent minority women from breaking through the “glass ceiling” and escaping “sticky floors.” The session will also help women to develop short- and long-term goals toward their career success. Additionally, one of the presenters will share her research findings on the topic.

Valarie Greene King, Ph.D., Director, Office of Diversity Initiatives, University of Central Florida—Orlando, Florida

Rebekah McCloud, Ed.D., Assistant Director, Office of Diversity Initiatives, University of Central Florida—Orlando, Florida

DeLaine Priest, Director, Student Academic Resource Center and University Testing Center, University of Central Florida—Orlando, Florida

For an overview of sessions comprising the Institute on Program Assessment/Evaluation, see page 4

8:30–11:30 a.m.
FRENCH ROOMS
Brittany
Level I

1:00–5:00 p.m.
FRENCH ROOMS
Brittany
Level I

For an overview of sessions comprising the Institute on Whiteness and White Privilege, see page 4

8:30–11:30 a.m.
FONTAINEBLEAU BALLROOM
Section D
Level II

1:00–5:00 p.m.
FONTAINEBLEAU BALLROOM
Section D
Level II

INSTITUTE ON Program Assessment/Evaluation

A three-part institute designed to provide participants with savvy program assessment/evaluation insights, strategies and skills required for knowledge development, continuous improvement, and accountability compliance. Given ever-increasing demands for accountability, this institute is grounded in the reality that program assessment is both a technical and a political process. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

Part I—Make Assessment Work for You: Spotlighting Critical Concepts and Perspectives

This session lays the informational groundwork for demystifying the program assessment process and for clarifying its intimate connections to effective program development and continuous improvement. It aims to sharpen and deepen program administrators' and staff understandings of the value of seizing the initiative and systematically using assessment/evaluation tools as a participant-centered, self-diagnostic resource for (1) proactive critical reflection on outcome promises, program effectiveness, and performance gaps; (2) a continuous cycle of empowered program improvement; and (3) strategic image management, i.e., effectively framing the meaning and appropriate interpretation of program data.

Part II—Working It: Maximizing the Value and Utility of Assessment and Evaluation Practices

This session provides participants with a set of probing questions and guidelines for conducting effective program assessment. This information is designed to assist them in focusing on key elements needed to move beyond simplistic program description to critically reflective program assessment. This session will help to create a bridge to assessment practice and will give participants a head start in thinking about their work in the assessment practicum that constitutes the final session of this institute.

Hazel Symonette, Ph.D., Senior Policy and Planning Analyst, Office of Human Resources Development/The Equity and Diversity Resource Center, University of Wisconsin—Madison, Wisconsin

INSTITUTE ON Whiteness and White Privilege

In *Sister Outsider*, Audre Lorde talks about the necessity of investing in “the hard work of excavating honesty” about racism. The goal of this three-part institute is to further expose the underpinnings of whiteness and white privilege. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

Part I—The More We Know the More We Need to Know

This interactive session is designed to provide a framework for the Institute on Whiteness and White Privilege for all participants, regardless of familiarity with the complexities of whiteness. We will work together to identify what we know, what else we need to know, and where we get blocked in our understanding and, therefore, our responses.

Part II—The System Is Deeper and More Pernicious Than We Want to Imagine: Looking at the Intersections of Racism, Sexism, Heterosexism, and Class

The purpose of this session is to explore the ways in which sexism, heterosexism, and socioeconomic class (as well as religion and physical ability) keep the supremacy of whiteness in place. We will examine each of the systems and their intersections with racism so that we are better able to build alliances to make systemic change.

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

11:45 a.m.–12:45 p.m.
GRAND BALLROOM
East
Level II

PRE-CONFERENCE INSTITUTE LUNCHEON

1:00–8:00 p.m.
GRAND GALLERIE
Level II

REGISTRATION AND ON-SITE CHECK-IN

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

2:00–8:00 p.m.
JADE PROMENADE
Level II

EXHIBITOR SHOWCASE AND RESOURCE CENTER

(Open daily 10:00 a.m.–8:00 p.m. through Saturday, June 5)

6:00–7:30 p.m.
FRENCH ROOMS
Champagne
Level I

LATINO/A MEETING

Pre-Conference Orientation for Latino/a Caucus West, Midwest, and East Coast Regional Chairs

The meeting is hosted by Latino/a Networking Group.

Latino/a Think Tank Discussion,
Wednesday, June 2—
6:00–8:00 p.m.

6:00–9:00 p.m.
FRENCH ROOMS
Brittany
Level I

JDOTT BOARD MEETING



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

For JDOTT Summit Meeting,
see page 45

***Miami Now: Immigration, Ethnicity, and Social Change and
This Land is Our Land: Immigrants and Power in Miami***



Marvin Dunn, Ph.D., Co-author of *This Land is Our Land: Immigrants and Power in Miami*. Dunn is the Chairperson and an Associate Professor in the Department of Psychology at Florida International University in Miami. He began such innovative programs as the Cultural and Human Interaction Center, which addressed racially motivated violence in the Dade County schools of the early 1970's. During that same period he shaped and guided The Institute on Sexism and Racism at Florida International University. In 1981, he founded the Academy for Community Education, an innovative program which addressed the needs of youth at risk of becoming school dropouts. A book he co-authored, *The Miami Riots of 1980, Crossing the Bounds*, a study of the McDuffie riots in Dade County, is the definitive work on this historic event. Throughout his career Dunn has worked tirelessly for positive social change and social justice. In 1989, he was named Educator of the Year by the Florida Civil Rights Commission. In 1994, Dr. Dunn served in the United States Information Service, and was the keynote speaker in South Africa at a conference on "The Family in a Changing South Africa." Dunn's writing and research interests also encompass history. His book, *Black Miami in the Twentieth Century*, was published in 1997. His latest book, "*The Storm is Passing Over*" *The History of Blacks in Florida (1513-2000)* published in 2003. He has appeared on numerous national television programs including CBS, NBC, ABC Evening News, CNN, The Today Show, Good Morning America, Black Entertainment Television (BET), The MacNeil/Lehrer News Hour, and Nightline. Marvin Dunn has also written articles for many newspapers, including *The Miami Herald*, *The Orlando Sentinel*, *The Los Angeles Times*, *The Washington Post*, and *The New York Times*.



Guillermo J. Grenier, Ph.D., Co-author of *Miami Now: Immigration, Ethnicity, and Social Change*; and *This Land is Our Land: Immigrants and Power in Miami*. Grenier is a professor of sociology at Florida International University and was, until recently, the director of the Florida Center for Labor Research and Studies. Born in Havana, Cuba, Guillermo Grenier received his undergraduate education at Emory University and Georgia State University in Atlanta. He received his Ph.D. from the University of New Mexico. He has written numerous articles on labor and ethnic issues in the United States and conducts yearly surveys on the attitudes of the Cuban-American community towards Cuba. He is the author of *Inhuman Relations: Quality Circles and Anti-Unionism in American Industry* (Temple University Press, 1988); *This Land Is Our Land: Newcomers and Established Residents in Miami* (University of California Press, forthcoming); and, with Lisandro Pérez, *Legacy of Exile: Cubans in the United States* (Allyn and Bacon Press, 2002).



Alex Stepick, Ph.D., Co-author of *Miami Now: Immigration, Ethnicity, and Social Change*; and *This Land is Our Land: Immigrants and Power in Miami*. Stepick is currently Director of the Immigration and Ethnicity Institute, and Professor of Anthropology and Sociology at Florida International University in Miami. He has been conducting research on the impact of immigration on Miami for the past 20 years. His co-authored book, *City on the Edge*, on how immigration has changed Miami, has won two national awards, the Robert Park Award for the best book in Urban Sociology and the Anthony Leeds Award for the best book in Urban Anthropology. Alex Stepick's most recent book is *Pride Against Prejudice: Haitians in the United States*. The American Anthropological Association and the Society for Applied Anthropology awarded him the Margaret Mead Award for his research on Haitian refugees. His law review article on U.S. refugee and asylum law is used as a definitive reference in classrooms at major law schools throughout the U.S. He has received grants from all the major scientific research institutions, including the largest grant ever in Cultural Anthropology from the National Science Foundation. Stepick has also testified before the U.S. Congress and the United Nations High Commissioner for Refugee Affairs and his work has been used by the British House of Commons. The Pew Charitable Trusts recently funded him to be principal investigator on a major grant to examine immigration, religion, and civic engagement in Miami.

8:30–9:30 a.m.

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2:30–5:30 p.m.

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WEDNESDAY, JUNE 2, 2004

PRE-CONFERENCE INSTITUTE SESSIONS

A series of 18 Institutes is scheduled all day Tuesday, June 1 and the first half day of Wednesday, June 2. Participants may register for only ONE Pre-Conference Institute of their choice.

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 2

INSTITUTE ON Student Leadership and Empowerment

A three-part institute is designed to address critical student issues and concerns. The overall intent is to have the students complete the institute with an enhanced sense of self, campus community and world at large. Specific areas explored will include the following: diversity, leadership development, coalition building, self segregation, cross cultural communications, goal setting (personal and campus), focus, and race-cultural pride. Attendees will also leave with some tools and exercises that they can use on their respective campuses. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

LAFAYETTE
Level IV

Part III—Moving Your Diversity Dialogue From “Talk” to “ACTION!”

This session builds upon the issues and strategies generated during Part I and II. The session will incorporate both previous parts and reflect on multicultural profiles, Tracing Family Roots Exercise, Diversity Quiz, request personal questions from attendees, include closing exercises/overheads, Rhythm Circle, and Diversity Pledge. Participants leave with an “action plan” for improving themselves and their environment.

Steven T. Birdine, President/CEO, Affirmations In Action—Silver Spring, Maryland

For an overview of sessions comprising the Institute for Students and Student Affairs Leaders: Bringing About a Multicultural Transformation, see page 2

INSTITUTE FOR Students and Student Affairs Leaders: Bringing About a Multicultural Transformation

A three-part, highly interactive institute designed for multicultural student leaders and student affairs professionals looking to bring about a multicultural transformation on their campus. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

FRENCH ROOMS
Champagne
Level I

Part III—Shifting the Paradigm

The session will focus on waging a movement through nonviolent activism. In this segment, students will use a case study to learn how to conduct Social Action Surveys, which are designed to bring all relevant constituents into the process of change making. Participants will leave the session with a concrete approach to moving their campus.

Timothy E. Sams, Assistant Dean of the College and Director, Black Cultural Center, Swarthmore College—Swarthmore, Pennsylvania

For an overview of sessions comprising the Institute for Transformative Learning: *Light in the Shadows*—Using Video to Stay at the Table, see page 2

INSTITUTE FOR Transformative Learning: *Light in the Shadows*—Using Video to Stay at the Table

What does it mean to be a leader/teacher? How do we invite others to engage in a process of transformative learning that begs investigation of deeply embedded assumptions? Issues of race and power initiate opportunities for such learning and, in many ways, the skills gleaned in that learning process are transferable. This institute will focus on issues of race and power in the United States. The film *Light in the Shadows* is a powerful teaching tool that initiates a candid public conversation between women of color and white women. There are no secrets in this film, only repeated invitations to discourse through different views and personal experiences of racism and white privilege. It is a next step for those who have been working on these issues. This institute will generate opportunities for personal transformative learning, which can then be used as a springboard for working with others. The intention of this institute is to combine experience with skills that can move us toward building a truly inclusive society. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

CLUB ATLANTIC

Level IV

For an overview of sessions comprising the Institute on American Indians—The Invisible Minority in Higher Education: Contemporary Issues Affecting Native Student Experiences in Colleges and Universities, see page 2

Part III—This session will provide an opportunity to apply what has been learned in tandem with creating structures that can be used to build innovative modules for teaching others.

Shakti Butler, Ph.D., Executive Director, Producer/Director of *The Way Home* and *Light in the Shadows*, World Trust Educational Services, Inc.—Oakland, California

INSTITUTE ON American Indians—The Invisible Minority in Higher Education: Contemporary Issues Affecting Native Student Experiences in Colleges and Universities

A three-part institute will address critical issues and American Indian students' experience in higher education. It will further define higher educational issues socially and culturally that concern American Indian students as they pursue their educational goals. As Native peoples are the smallest ethnic population in the U.S., institutional progression towards a more diverse campus climate has many times negated the needs and challenges that many American Indian students deal with as they navigate institutional systems. Diversity and multiculturalism is not a black vs. white issue, which appears to be the predominant perception of most American higher educational institutions. This institute will further define the broadness of diversity and address the issues that elude institutions and prevent higher education from becoming truly inclusive and equitable. The goal of this institute is to increase knowledge and awareness of educators about the challenges and experiences of American Indian students who have experienced exclusion in higher education. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

IMPERIAL III

Level IV

For an overview of sessions comprising the Institute on Race, Identity, and Community: Empowerment and Outreach for Asian Pacific Islanders in Higher Education, see page 2

Part III—In this session the case study processes will be used in small group to discuss individual American Indian student stories. This process will use focal points in the discussion and assist participants with identifying methods to improve their institution's academic and student services programs.

Denise Henning, Ph.D., Vice President of Academics, First Nations University—Regina, Saskatchewan Canada

Amy Martin, Director, Cambridge Community, Resident Life, University of Maryland—College Park, Maryland

Stuart J. Sparvier, Director of Housing, Briar Cliff University—Sioux City, Iowa

Ricardo Torres, Program Coordinator, AAC/Educational Opportunity Program, California State University—Sacramento, California

INSTITUTE ON Race, Identity, and Community: Empowerment and Outreach for Asian Pacific Islanders in Higher Education

A three-part institute designed to address critical issues and concerns faced by Asian Pacific Islanders. As a starting point, the histories of Asian Pacific Islanders in the United States will be discussed and explored to identify the barriers and obstacles facing APIs in both higher education and society. The ultimate goal of this institute is to increase the knowledge and heighten the awareness of the Asian Pacific Islander community and to create avenues for communication and collaboration within the API community, as well as with other communities of color. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

FRENCH ROOMS

Le Mans

Level I

For an overview of sessions comprising the Institute on The Experiences of Black Professionals in Predominantly White Institutions, see page 2

8:30–11:30 a.m.

FONTAINEBLEAU BALLROOM

Section A

Level II

For an overview of sessions comprising the Institute for Preparing Latino/a Leaders for Tomorrow, see page 2

Part III—Coalition Building: Creating Alliances for Social Change

This session examines the API community and its state of relations with other minority communities. A group of selected guests will participate in a panel discussion to assist in identifying the events and situations that have both negatively and positively affected our communities and our interactions with each other. This session will focus heavily on dialogue involving all participants, invited guests, and facilitators with the larger goal of establishing alliances for social change via coalition building and realizing common struggles.

Jason Minh Alt, Diversity Advocacy Coordinator, State University of New York–Purchase College—Purchase, New York

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

Amnat Chittaphong, Director, Multicultural Affairs, Siena College—Loudonville, New York

Dawn Lee, Activities Coordinator, MOSAIC Cross Cultural Center, San Jose State University—San Jose, California

Charles Sasaki, Ph.D., Associate Dean of Students, Chaminade University—Honolulu, Hawaii

Jean Wu, Ph.D., Senior Lecturer, American Studies Program, and Program and Education Director, Diversity Office, Tufts University—Medford, Massachusetts

INSTITUTE ON The Experiences of Black Professionals in Predominantly White Institutions

A three-part, highly interactive institute is designed to address the unique challenges which students, administrators, and faculty of color encounter on predominantly white campuses. The institute explores those challenges in detail and provides participants with successful coping strategies for addressing them. Each session will provide an opportunity for small and/or large group discussions to probe questions, problem-solve, and create new strategic models. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

Part III—Strategies for Administrators of Color

In this session, through case studies and sharing of stories, participants will be given new insights into what the typical work environment is like for administrators of color on several predominantly white campuses. The bulk of the session will be spent on working with participants on assessing their own situations, and developing individual coping strategies. Participants will also learn about the different types of administrative jobs on campuses, and learn about new emerging opportunities in the field. It has been predicted that there will be substantial administrative job openings on the nation's campuses, and by considering the changing demographics, this could mean greater opportunities for educators of color interested in administration as a career. Administrative work involves a wide range of duties such as direction, leadership, daily management of educational activities on campuses, and must constantly balance the concerns of faculty, students, and various constituencies. Administrators need to possess the ability to make sound decisions, and to organize/coordinate work efficiently. This session offers a wealth of information that will benefit new administrators, and experienced professionals.

Ramona Ann Curtis, Director, Human Relations, Baylor University—Waco, Texas

Mordean Taylor-Archer, Ph.D., Vice Provost, Diversity and Equal Opportunity, University of Louisville—Louisville, Kentucky

Elizabeth (Beth) Wilson, J.D., Executive Assistant to the President and Director, Institutional Access and Equity, Southern Methodist University-Dallas, Texas; and Executive Committee Member, Southwest Center for Human Relations Studies, The University of Oklahoma—Norman, Oklahoma

INSTITUTE FOR Preparing Latino/a Leaders for Tomorrow

A two-part institute will provide and exchange information on the key issues surrounding the expected extraordinary influx of first generation Hispanic (Latino/a) students to the nation's colleges and universities as a result of the explosive growth of this population group. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

PASTEUR

Level IV

Part II—Preparing Latino/a Leaders for Tomorrow

This session is designed to develop, enhance and create interactions among faculty, administrators, and staffs who work with Latino/a students on their campuses. The session will highlight the data that indicates why it is critical for institutions to create resources and services that meet the needs of Latino/a students. Presenters will discuss strategies, tools and programs that can be used to assist Latino/a students' success in college. In Part I of this institute session, "Creating tomorrow's leaders," will allow participants to listen to key faculty and administrators in the area of Latino/a student leadership. The panelists will address areas such as academic and student support services and how these areas can be instrumental in providing resources for the success of Latino/a student leaders. Part II of this session will outline the best practice for Latino/a students to utilize campus resources and take advantage of leadership opportunities. During this session students will be encouraged to share personal experiences on being campus leaders. By students sharing personal experiences participants will be able to gain information and ideas that can assist them in understanding what steps need to be taken to assist Latino/a leaders. In addition, this section will also help Latino/a leaders learn about what resources, services and programs that will be beneficial to them in preparation to become tomorrow's leaders.

Aida Ceara, Assistant Professor and Director, PACE/Act 101 Program, Millersville University—Millersville, Pennsylvania

Anamaria Cobo de Paci, Director, Center for Hispanic Excellence, University of Pennsylvania—Philadelphia, Pennsylvania

For an overview of sessions comprising the Institute on Multiracial Students and Identity, see page 2

INSTITUTE ON Multiracial Students and Identity

A three-part, highly interactive institute is designed to give participants a greater understanding of racial identity development in multiracial people and the dynamics within different racial groups around this issue. The institute also provides opportunities for participants to assess and develop action plans to address multiracial students and multiracial issues on their own campuses. Sessions will review prominent models of racial identity development, provide in-depth reflection on perspectives and assumptions about multiracial identity, and discuss ways to promote inter-group dialogue and coalition building between different racial groups and multiracial students. The institute includes dialogue with a panel of multiracial students, who offer a range of perspectives on being multiracial on campus. Participants will also utilize an assessment instrument to identify areas for improving campus climate for multiracial students and develop a specific action plan related to one aspect of campus life. Presentation, experiential activities, case studies, and small- and large-group discussion allow participants to actively engage throughout the institute. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

FRENCH ROOMS

Bordeaux

Level I

Part III—Creating Institutional Change and Development of Action Plan

This session provides participants with first hand perspectives on being a multiracial student today through a presentation and dialogue with a panel of students from different institutions. Participants then begin to identify areas and strategies for applying insights and information gained through the institute back to their own campuses. A comprehensive assessment instrument for creating more inclusive environments for multiracial students is reviewed and discussed. Utilizing this assessment tool, participants develop an initial action plan to implement, as well as share resources and programs related to multiracial students.

Candice Coots, Undergraduate Student, Electronic Media Major, University of Oregon—Eugene, Oregon

Eric Hamako, Doctoral Student, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

Laura Mann, Undergraduate Student, Education, Theater, and English Major, Hamline University—St. Paul, Minnesota

Danielle Miner, Graduate Student, Community Counseling, The University of Oklahoma—Norman, Oklahoma

Charmaine L. Wijeyesinghe, Ed.D., Consultant and Trainer in Organizational Development and Social Justice—Delmar, New York

For an overview of sessions comprising the Institute on Completion of Doctorate by Students of Color: A Dream in Progress?, see page 3

INSTITUTE ON Completion of Doctorate by Students of Color: A Dream in Progress?

A four-part institute will explore the critical factors in the successful completion of the doctorate for students of color. Presenters will address the overlooked challenges critical to success in this endeavor. Beyond the successful completion of coursework and mastering the politics of academe, spiritual and self-concept issues will be discussed. Prior sessions for this population explored the internal and external obstacles and gave rise to ongoing communication between the presenters and doctoral students. Doctoral candidates have expressed the need for continuing support and a review of strategies to succeed. Participants will be given an historical overview of our presence in higher education as well as current demographics. Given the importance of increasing the numbers of African-Americans and others with the terminal degree in higher education, and the limited number of HBCU's where this study can occur, it is incumbent upon those who master the challenge at predominantly white institutions to speak honestly and openly to peers and potential scholars about the realities of pursuing the doctorate. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

VOLTAIRE

Level IV

Part IV—Reflection on Personal Assessments

This session is devoted to assisting participants with reflecting on their personal assessments and how their personal observations/reflections correspond with the new information and strategies learned during Part I and II. Participants will have an opportunity to explore perceptions and realities of doctoral education within a group setting, as well as to meet one-on-one with one of the institute presenters to review doctoral education plans and address personal questions.

Cheryl L. Evans, Ph.D., Assistant Professor, Teacher Education, Bloomfield College—Bloomfield, New Jersey

Patricia Neilson, Ph.D., Chair, Division of Human Services, North Shore Community College—Lynn, Massachusetts

Jacqueline D. Skinner, Ph.D., Associate Director, Consortium for the Advancement of Private Higher Education—Washington, D.C.

Reuben Wright, Ph.D., Special Assistant to the Director, Extramural Associates Program, The National Institutes for Health, and the Institute of Child Health and Human Development—Washington, D.C.

For an overview of sessions comprising the Institute on Conflict Resolution and Social Justice in Higher Education, see page 3

INSTITUTE ON Conflict Resolution and Social Justice in Higher Education

A four-part institute designed to explore the integral relationship between social justice and racial privilege in the intervention of disputes on college and university campuses. Conflict resolution is most often used on campus to resolve disputes, reduce tensions, improve communication, and build community. While most conflict resolution programs have demonstrated some success in these areas, recent research has shown that they can also serve to reproduce racial privilege both structurally within the institution and interpersonally between disputing parties. This institute will present an overview of the typical approaches to mediation and offer a critique of how, despite our intentions, they often do not serve a social justice agenda. Participants can utilize the theories presented on social justice and racial privilege as we analyze videoclips of actual mediation sessions. A new approach to mediation which seeks to account for racial privilege will also be introduced. In addition, we will explore effective strategies for intervening in campus disputes, as well as developing and implementing a social justice conflict intervention program on campus. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–9:30 a.m.

IMPERIAL IV

Level IV

Part III—A Social Justice Approach to Conflict Intervention on Campus

(For session description see page 14)

9:30–11:30 a.m.

IMPERIAL IV

Level IV

For an overview of sessions comprising the Institute for Diversity Training Design, see page 3

8:30–11:30 a.m.

FONTAINEBLEAU BALLROOM

Section B

Level II

For an overview of sessions comprising the Institute for Promoting Social Justice and Diversity in the College Classroom: Innovative Responses for Faculty, see page 3

Part IV—Developing a Social Justice Conflict Intervention Program in Higher Education

In Part IV we will finish our introduction to a Social Justice Conflict Intervention Program that began in Part III. Participants will have an opportunity to engage in activities which explore this mediation model. Both the theoretical basis and practical details for developing and implementing such a program on campus will be examined. Participants will be given materials to use in the needs assessment and planning phases, and we will discuss typical barriers and useful resources which can lead to programmatic success. In addition, for those who may not choose to develop an entire program, we will explore options for utilizing the theories and techniques of this social justice approach to conflict intervention in more informal ways.

Leah Wing, Ph.D., Lecturer, Department of Legal Studies, University of Massachusetts—Amherst, Massachusetts

INSTITUTE FOR Diversity Training Design

A two-part institute focusing on a comprehensive set of essential issues that must be addressed in planning, implementing, and/or supervising effective diversity training. Institute will cover design issues in depth and will allow participants more practice in design. The leaders of the institute have been chosen as experts in the various types of design and practice. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

Part II—Critical Challenges and Strategies in Diversity Training Design

This session will build on all of the work of the first day of the institute, and will go further to discuss the special problems that arise when trying to carry out effective diversity training. These issues will be identified during the first day of the institute both from what participants perceived and respond during the sessions, and from one page Training Problem survey completed that first day. Issues discussed will include, but not be limited to: (a) how to negotiate effectively about appropriate curricula designs; (b) how to discuss and design for multiple diversity issues without getting caught in an oppression competition; (c) how to recognize where your institution is in its readiness to create effective learning environments for faculty, administrators and other staff in issues regarding inclusion, respect and social justice; and (d) how to recognize and build the kind of ally structure needed to survive in this work.

Deborah Buffalo Boy Bigelow, Lakota-Hunkpapa, Standing Rock, North Dakota, and President, Multicultural Consultants, Ltd.—Salem, Oregon

Cristine Clifford Cullinan, Ph.D., Training and Development Administrator, University of Oregon—Eugene, Oregon

Simma Lieberman, President, Simma Lieberman Associates—Berkeley, California

Mercedes Martin, C.E.O., President, InPartnership Consulting Inc.—Oakland, California

INSTITUTE FOR Promoting Social Justice and Diversity in the College Classroom: Innovative Responses for Faculty

A three-part, interactive institute is designed primarily for university and college faculty who are looking for new conceptual frameworks, interactive teaching pedagogies and effective personal skills to help them promote social justice and social diversity in their classrooms. The institute is designed to cross disciplinary boundaries and be useful to faculty from a range of academic departments. It uses a generic teaching/learning model that focuses upon four dimensions: (1) students: understanding the ways that students from various social and cultural backgrounds experience the college classroom, (2) instructors: knowing oneself as a person with a prior history of academic socialization interacting with a specific social and cultural background and learned beliefs, (3) course content: creating an inclusive curriculum that incorporates diverse perspectives, and (4) teaching process: developing a broad repertoire of effective processes to address learning styles of students from different social backgrounds. Participants in this institute are invited to apply elements from these domains of teaching and learning to their own classroom teaching practice. This interactive institute focuses especially on challenges we experience and bridges we build between ourselves as teachers and our students. Presenters and participants will examine a range of challenges and generate useful strategies. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

FONTAINEBLEAU BALLROOM

Section C

Level II

Part III—Examining Our Challenges and Developing New Strategies

Part III will utilize the four-part model to identify challenges and to generate new levels of awareness, understanding and teaching/learning strategies by (1) developing a specific change-plan for one of our courses, and (2) assessing areas of challenge and developing a plan for support within academic departments and institutional contexts.

Maurianne Adams, Ph.D., Professor of Education, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

Barbara Love, Ph.D., Professor of Education, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

For an overview of sessions comprising the Institute on Global Multiculturalism, see page 3

INSTITUTE ON Global Multiculturalism

A three-part institute with a multi-national panel will lead participants in an exploration of the definitions of and issues involved in global multiculturalism, how these issues intersect with American higher education and what strategies colleges and universities need to consider as they seek to be more effective global educators. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

FRENCH ROOMS

Monaco

Level I

Part III—Designing Strategies to Address Our Major Challenges

In this session, presenters will work with participants to identify and critique a wide range of strategies that can be used to ensure that colleges and universities are more effectively integrating global and international multicultural perspectives into their academic and learning environments.

Alberto M. Albuquerque, International Advisor, Yamanashi Gakuin University—Yamanashi, Japan

Lindsay Dunn, Assistant to the President for Diversity and Community Relations, Gallaudet University—Washington, D.C.

Ken Kempner, Ph.D., Dean of Social Sciences, and Professor, International Studies and Education, Southern Oregon University—Ashland, Oregon

Janice D. Mitchell, Ph.D., Professor, German Linguistics and Intercultural/International Education, Gallaudet University—Washington, D.C.

Kamakshi P. Murti, Ph.D., Professor and Chair, German Department, Middlebury College—Middlebury, Vermont

Magid Shirzadegan, Ph.D., Associate Director, International Programs, University of Oregon—Eugene, Oregon

For an overview of sessions comprising the Institute for Minority Affairs Professionals, see page 3

INSTITUTE FOR Minority Affairs Professionals

A three-part institute designed for directors, coordinators and professional staff of Offices of Minority Affairs/Multicultural Services. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

IMPERIAL I

Level IV

Part III—Developing the Multicultural Student Leader for a Global Society

As the demographics of this nation continue to show an increase in the minority population, it is imperative that we continue to develop minority students for various leadership roles that will be available to them. More than ever before, these students must be ready to assume major leadership roles on our campuses and in society. This session focuses on ways to develop future leaders with courage, commitment and a conscience. The presenter will share information on various leadership styles and ways to empower students. Staff members from leadership programs, student activities, and minority affairs offices will benefit from this session.

Kevin R. Carreathers, President, Carreathers Consulting—Houston, Texas

For an overview of sessions comprising the Institute on Multicultural Organizational Development, see page 3

INSTITUTE ON Multicultural Organizational Development

A three-part institute is designed for Deans, Department Chairs and Academic Program Directors, as well as for those who have responsibility for effecting change in their institutions around issues of diversity and social justice. The institute will introduce participants to the concept of Multicultural Organizational Development as a framework for envisioning, directing and sustaining long-term systemic change. Participants will become familiar with the organizational stages of multiculturalism, and learn how to implement the process. A case study using the Community, Diversity and Social Justice Initiative from the University of Massachusetts at Amherst will be used to illustrate the implementation of an MCOD approach in higher education. Throughout the institute, experiential activities, as well as small- and large-group discussions will provide participants with opportunities to apply theory to practice and to develop a plan of action for implementation in their institutions. **MAXIMUM BENEFIT WILL BE DERIVED FOR PARTICIPANTS WHO CAN ATTEND THIS INSTITUTE AS PART OF AN INSTITUTIONAL TEAM, IF AT ALL POSSIBLE.** A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

IMPERIAL II

Level IV

Part III—Next Steps: Technical Assistance for Teams Initiating an MCOD Process

Following the first two parts, the facilitators will be available to provide technical assistance to institutional teams interested in initiating an MCOD process on their campus. Teams should ideally consist of someone from academic administration, a faculty member and staff from another part of the campus. During the session, participants will develop plans to create change teams, identify ways to enhance leadership support and strategize to eliminate potential roadblocks.

Bailey Jackson, Ph.D., former Dean and current Faculty, Social Justice Education Program, School of Education, University of Massachusetts—Amherst, Massachusetts

Linda Marchesani, Ed.D., Manager, Workplace Learning and Development and Adjunct Faculty, Social Justice Education Program, School of Education, University of Massachusetts—Amherst, Massachusetts

For an overview of sessions comprising the Institute for Professional Women in the Academy, see page 4

INSTITUTE FOR Professional Women in the Academy

This institute is designed for professional women in the academy who seek to develop personal goals and strategies for leadership development. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

FRENCH ROOMS

Burgundy

Level I

Women of Color in Higher Education—At What Risk: A Model for Health, Empowerment, and Spiritual Healing

This session will address the factors, which influence and often shape the work of African American women and other women of color in higher education. Utilizing a case study model, presenters will share their experiences in overcoming personal and institutional barriers that have historically impeded the progress of professional women of color in higher education. This session will offer methods that can be utilized by women of color to heal the wounds of institutional racism and internalized oppression. It will highlight anecdotes for “At risk behaviors” related to health and well being. Participants are encouraged to examine what is the “value added” to their institutions and the experiences of the students whom they serve by hiring, promoting and retaining women of color. The session will provide participants with an opportunity through small group activity to “Tell Their Stories,” and discuss sample cases which will allow them to develop strategies specifically tailored for their institutions. The session will provide information and strategies for administrators and faculty to assist with retention, promotion and empowerment of professional women of color in their institutions.

Rose Deslonde, Biology/Health Science Instructor, De Anza College—Cupertino, California

Toni Forsyth, Ph.D., Professor, Language Arts and Founder, Center for Teaching and Learning Diversity in Higher Education, De Anza College—Cupertino, California

Melinda Hughes, Counselor and Instructor, De Anza College—Cupertino, California

Trudy Walton, Dean, Student Development and Extended Opportunity Program and Services, De Anza College—Cupertino, California

Marion Y. Winters, Ph.D., Professor, Women’s Studies and Director, Office of Diversity, De Anza College—Cupertino, California

For an overview of sessions comprising the Institute on Program Assessment/Evaluation, see page 4

8:30–11:30 a.m.

FRENCH ROOMS

Brittany

Level I

INSTITUTE ON Program Assessment/Evaluation

A three-part institute designed to provide participants with savvy program assessment/evaluation insights, strategies and skills required for knowledge development, continuous improvement, and accountability compliance. Given ever-increasing demands for accountability, this institute is grounded in the reality that program assessment is both a technical and a political process. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

Part III—Assessment Works: Moving From Insight to Action

This session is designed as an intensive interactive, skills-building working session for persons who have completed the first two institute sessions or for those who have a solid working knowledge of program assessment/evaluation. No time will be spent on basic concepts. Stimulated by probing assessment-savvy questions and worksheets, participants will work in groups to apply participant-centered concepts and models. Levels of specificity for working groups will depend on the mix of programs represented. Participants will be encouraged to map out the shape and pacing of their programs' developmental trajectories, and the practicum will end with a "what will I do—or do differently—on Monday" group brainstorming exercise and a focus on how to incorporate assessment smoothly and effectively into the service delivery process.

Hazel Symonette, Ph.D., Senior Policy and Planning Analyst, Office of Human Resources Development/The Equity and Diversity Resource Center, University of Wisconsin—Madison, Wisconsin

For an overview of sessions comprising the Institute on Whiteness and White Privilege, see page 4

8:30–11:30 a.m.

FONTAINEBLEAU BALLROOM

Section D

Level II

INSTITUTE ON Whiteness and White Privilege

In *Sister Outsider*, Audre Lorde talks about the necessity of investing in "the hard work of excavating honesty" about racism. The goal of this three-part institute is to further expose the underpinnings of whiteness and white privilege. A Certificate of Participation will be available for persons with documented attendance at all sessions. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.

Part III—What's In It for Us? Why White People Should Invest in Bringing About Personal and Institutional Change

So now that we know all of this, what can we do? There are four parts to this session. The session will open with two public conversations: one between two white people about why it is in our best interest to address our unearned privilege and the systems that illegitimately keep "people like us" in power; and one between two women of color about why it is in their interest for white people to address white privilege. Next, participants will talk with one another about how they each personally benefit from whites doing "our work" against the supremacy of whiteness. Finally, we will talk together about how we will take action based on what we have learned.

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

Patricia M. Lowrie, Director, Women's Resource Center, Michigan State University—East Lansing, Michigan

Jacquelyn V. Reza, Ed.D., Professor/Counselor, De Anza Community College—Cupertino, California

Tim Wise, Anti-Racism Educator, ZNet Columnist, and the Director of the newly-formed Association for White Anti-Racist Education (AWARE)—Nashville, Tennessee

10:00 a.m.–noon
**FONTAINE ROOM &
FLEUR DE LIS**
Lobby Level

MAJOR WORKSHOP 1

The University of Miami: Our Diversity, Challenges, and Strategies for Success

The University of Miami is one of the most culturally diverse campuses in the United States. It is also located in Miami-Dade County, an area challenged by a myriad of diversity and immigration issues. This session will focus on the inherent diversity challenges the University of Miami faces regarding race, ethnicity, recruitment of faculty, staff and students, and student life. Panel members will share some successful strategies and address questions from the floor.

Elizabeth Aranda, Ph.D., Assistant Professor of Sociology, University of Miami—Coral Gables, Florida

Robin Bachin, Ph.D., Associate Professor of History, University of Miami—Coral Gables, Florida

Steve Clark, Director, Multicultural Student Support Services, University of Miami—Coral Gables, Florida

Ed Gillis, Director, Admissions, University of Miami—Coral Gables, Florida

Khaleem N. Mohammed-Ali, Undergraduate Student, French and Philosophy Major, University of Miami—Coral Gables, Florida

Patricia A. Whitely, Ph.D., Vice President, Student Affairs, University of Miami—Coral Gables, Florida (**Moderator**)

10:00 a.m.–8:00 p.m.
JADE PROMENADE
Level II

EXHIBITOR SHOWCASE AND RESOURCE CENTER

(Open daily 10:00 a.m.–8:00 p.m. through Saturday, June 5)

noon–12:45 p.m.

INFORMAL NETWORKING MEETINGS

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

noon–12:45 p.m.
FRENCH ROOMS
Bordeaux
Level I

Initial Multiracial People Informal Networking Meeting

Meeting with the Multiracial Caucus to organize a more formal organizational evening meeting at NCORE.

Charmaine L. Wijeyesinghe, Ed.D., Consultant and Trainer in Organizational Development and Social Justice—Delmar, New York

12:55–1:00 p.m.
GRAND BALLROOM
Level II

OPENING AND WELCOMING REMARKS

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

CONFERENCE OPENING PLENARY SESSION



Keynote Address:

Living Beyond the Hyphen: Identity in the Age of Multiculturalism

Cristina Garcia, the award-winning author of *Dreaming in Cuban*. In 1960, Cristina's family fled Cuba in the wake of Fidel Castro's Communist revolution. Drawing on her personal experiences in an expatriate family with strong connections in Cuba, Garcia illuminates the complexities of dual cultural identities and elucidates the truth of the immigrant experience. Garcia has become one of the world's best-loved novelists. Her first novel, *Dreaming in Cuban*, was released to universal acclaim in 1992. With the release of *The Agüero Sisters*, she solidified her position as the lyric voice of Cuban expatriates. Cristina Garcia's new book, *Monkey Hunting*, has generated heaps of praise. Book Magazine calls it a "sweeping and evocative story, a tale that affirms the beauty and intricacy of Chinese and Cuban culture." Cristina attended Barnard College and John Hopkins University. She has served as the Miami Bureau Chief for *Time Magazine*.

BOOK SIGNING—*Dreaming in Cuban* and *Monkey Hunting*

Cristina Garcia

DIALOGUE WITH CRISTINA GARCIA

75-MINUTE CONCURRENT SESSIONS

Minority Faculty: A Strategic Plan

◆◆ Long- and Short-Range Planning ◆◆

This session will focus on developing a team mentoring approach that assists minority professionals in negotiating the complex systems and procedures necessary to succeed in the academy. The team mentoring approach is a way of improving performance and retention of a minority faculty. The perspective of both a fourth year faculty member who has been mentored, and a senior mentoring faculty regarding the concept of team mentoring will be presented. Presenters will share that as the systems and procedures become more complex within the academy, team mentoring becomes more important. Participants will have an opportunity to discuss issues and experiences of young professionals and how team mentoring may help in resolving their issues. This session should particularly benefit those who are seeking employment or are newly employed in higher education institutions.

Ben Monroe, Ph.D., Associate Professor, Human Services Department, The Metropolitan State College—Denver, Colorado

Shawn C. Worthy, Ph.D., Assistant Professor, Human Services Department, The Metropolitan State College—Denver, Colorado

A Successful African American Male Model: Student African American Brotherhood (S.A.A.B.)

◆◆ Case Studies/Model Programs ◆◆

This session provides several retention initiatives intended to enhance the experience of African American males in colleges and universities across the country. After 12 years of research, one particular model, Student African American Brotherhood (S.A.A.B.) has proven to be an effective intervention with African American males at more than 75 predominantly White and Black colleges and universities. Participants will have an opportunity to review the organizational structure of the model and will receive materials to replicate the model on their respective campus. Additionally, there will be an opportunity to hear the students' testimonial from at least three of the participating universities who have benefitted from the organization. This session should particularly benefit those professionals who are searching for creative ways to impact the African American male's experience in college.

Tyrone Bledsoe, Ph.D., Vice President, Student Life, University of Toledo—Toledo, Ohio

Kevin D. Rome, Ph.D., Assistant Vice Chancellor, Student Life and Diversity, Indiana University Purdue University—Indianapolis, Indiana

1:00–1:45 p.m.

GRAND BALLROOM

Level II

For book signing of *Dreaming in Cuban* (1992) and *Monkey Hunting* (2003), see below

For a dialogue with Cristina Garcia, see below

1:50–2:15 p.m.

JADE PROMENADE

Level II

2:30–3:30 p.m.

GRAND BALLROOM

West

Level II

2:30–3:45 p.m.

2:30–3:45 p.m.

CLUB ATLANTIC

Level IV

Level of Experience: Intermediate

2:30–3:45 p.m.

FRENCH ROOMS

Le Mans

Level I

Level of Experience: All

2:30–3:45 p.m.
FRENCH ROOMS
Monaco
Level I

Level of Experience: All

Crossing Cultural Boundaries: Multicultural Course Transformation in the First Year Experience

◆◆ Curricular/Pedagogical Models ◆◆

This session reports on the collaboration at a large public metropolitan university between the faculty, Student Affairs staff, and students in the development of a Thematic Learning Community (TLC) on issues of diversity. The TLC was designed for incoming first year students and includes the following courses: introduction to cultural anthropology, English composition, and a freshmen seminar course. Presenters will provide information on specific pedagogical techniques used; common assignments across the curriculum that helped first year students explore issues of cultural identity; co-curricular events supporting the theme; and information on “Unity Day,” a culminating event where students showcased their research on diversity. This session should particularly benefit those who are interested in multicultural course transformation, collaborations between academic and student affairs, and ways to introduce issues of diversity into the first year experience.

Gina Sánchez Gibau, Ph.D., Assistant Professor, Anthropology, Indiana University Purdue University—Indianapolis, Indiana

Frank E. Ross, Doctoral Candidate, Higher Education Administration; Associate Director, Campus & Community Life; Lecturer, University College, Indiana University Purdue University—Indianapolis, Indiana

David Sabol, Doctoral Student, English Education; Lecturer, English; Adjunct Faculty, University College, Indiana University Purdue University—Indianapolis, Indiana

2:30–3:45 p.m.
IMPERIAL I
Level IV

Level of Experience:
Novice and Intermediate

The Asian Deaf Identity: Challenges in the Development of Cultural Awareness

◆◆ Case Studies/Model Programs ◆◆

This session will discuss the demographic changes that will impact the nation in many different ways. The session will provide information on the status of deaf Asians as a significant minority within the Asian community and within American society in general. The presenter will share her own experiences as a refugee from Vietnam who went on to graduate from Gallaudet and New York University. Themes involving Asian Deaf Identity, and the challenges of cultural assimilation (both Asian and American) will be discussed. The session will emphasize on the significance of adult deaf Asian role models in various disciplines and sectors of American economic, political and social life. Young deaf Asians as well must be given tools to adjust to a very complex and diverse American culture. This session should particularly benefit those who want to educate young deaf Asian students.

Thuan Thi Nguyen, Coordinator, Mentoring and Minority Academic Support Programs, Center for Academic Programs and Student Services, Gallaudet University—Washington, D.C.

2:30–3:45 p.m.
FRENCH ROOMS
Burgundy
Level I

Level of Experience:
Novice and Intermediate

Creating Valuable Linkages Between the University and the Community: Partnerships That Support Serve Racial/Ethnic Communities

◆◆ Case Studies/Model Programs ◆◆

The goal of this session is to provide a systematic examination of the power and potential use of community resources to improve teaching/learning in the urban schools. Presenters will describe how a multi-agent task force is working together through the use of a model national program funded by a nearly million dollars federal grant to improve teacher practice and student success, build a network for sustained professional and resource development, and produce a revised American history curriculum for grades 5, 8 and 9. Participants will learn how workshops/seminars and summer institutes for in-service, substitute and new history teachers are supplemented by peer observation and mentoring, and how a regional symposium on American history standards and education in museums, archives and libraries and a project web site all contributes to the project. The session presents how the model supports the project theme, “Citizenship, Creativity and Invention in American History” through its curricular content. This session should particularly benefit those universities and organizations which may choose to apply for federal grant dollars, and those in the process of using model national programs to address urban education.

Patricia A. Day, Director, Special Projects, Teacher Education Department, Dayton Public Schools—Dayton, Ohio

Ronald G. Helms, Ph.D., Associate Professor, College of Education and Human Services, Wright State University—Dayton, Ohio

2:30–3:45 p.m.

IMPERIAL II

Level IV

Level of Experience: All

Strategies for Recruitment and Retention of Minority Students at a Research–1 University: The University of Washington School of Nursing

◆◆ Case Studies/Model Programs ◆◆

This session is designed to provide participants with a successful model for recruitment and retention of diverse students. The UW School of Nursing currently has the third highest enrollment and the highest retention/graduation rates of students of color on campus. Presenters will share an overview of recruitment efforts and an effective model that emphasizes successful and ongoing retention techniques by this highly competitive, nationally ranked program. Essential keys to success will be identified. Through facilitated discussion, participants will then examine their home environment and adapt such strategies to their own programs. This session should particularly benefit professionals, faculty, staff, and students who are involved with strategic planning and implementation of activities to enhance student recruitment and retention.

Carolyn Chow, Coordinator, Recruitment and Admissions, University of Washington School of Nursing—Seattle, Washington

Dagmar Christine, Assistant Director, Student Services, University of Washington School of Nursing—Seattle, Washington

2:30–3:45 p.m.

IMPERIAL III

Level IV

Level of Experience:

Novice and Intermediate

How Demographics Affect Teacher Candidates' Dispositions Towards Issues of Diversity From Multiple Universities

◆◆ Research/Assessment/Evaluation ◆◆

The session reports on a study conducted to identify students' dispositions toward issues of diversity. The data consisted of a sample of approximately 700 final intern teacher candidates from multiple universities. The findings of the survey were used to determine whether the teacher candidates' educational and life experiences affect their disposition toward issues of diversity in the teaching and learning environment. Group comparisons were also examined to facilitate an understanding of the issues surrounding diversity and how they may affect the disposition of teacher education candidates'. This session should particularly benefit those who are teacher educators.

Linda Kay Moss, Coordinator of Instructional Technology, Northeastern State University—Tahlequah, Oklahoma

2:30–3:45 p.m.

LAFAYETTE

Level IV

Level of Experience: Novice

Retention Through Collaboration: A Dual Approach to the Retention of Diverse Students

◆◆ Case Studies/Model Programs ◆◆

This session examines the ways in which an institution must pay heed to issues of retention with as much priority as to issues of recruitment. Building analysis on the fundamental principle through a collaboration of student affairs and academic affairs, the session will explore the challenges a college faces in maintaining an environment that supports students throughout their academic career. Presenters will raise issues about examining the many facets of an institution from the curriculum to the student support services needed to provide a variety of students—students of color, differently abled students, members of the gay, lesbian, bisexual, and transgender community, international students, and others—with a strong sense of identity, community, and spirit. This session should particularly benefit faculty, staff, and administrators concerned about the very real issue of retention of minority students.

Angelique M. Davi, Ph.D., Assistant Professor, English Department, Bentley College—Waltham, Massachusetts

Claudia Salguero, Assistant Director, Multicultural Center, Bentley College—Waltham, Massachusetts

2:30–3:45 p.m.

VOLTAIRE

Level IV

Level of Experience:

Novice and Intermediate

**Using Humanities in the Social Sciences, Using Social Sciences in the Humanities Teaching
Cristina Garcia's *Dreaming in Cuban***

◆◆ Curricular/Pedagogical Models ◆◆

This session focuses on breaking the disciplinary boundaries between the Social Sciences and the Humanities as a way of providing students with multiple approaches to the issues of race, class, and ethnicity. Using classroom experience of teaching Cristina Garcia's *Dreaming in Cuban* in both a Social Science and Humanities classroom, presenters will model strategies for bringing the Humanities into the Social Science classroom, and the Social Sciences into the Humanities Classroom. This kind of disciplinary crossing can greatly enrich the classroom experience, providing students with a broader range of tools for investigating and critiquing the issues of race, class, and ethnicity. This session should particularly benefit those teachers and professors who are interested in crossing disciplinary boundaries in their classroom, and should provide some concrete, practical ways of broadening our approaches to teaching race and ethnicity in both a Social Science and Humanities context.

Brandon Kempner, Doctoral Candidate, American Literature; Instructor, English Literature, Pennsylvania State University—State College, Pennsylvania

Ken Kempner, Ph.D., Dean of Social Sciences, and Professor, International Studies and Education, Southern Oregon University—Ashland, Oregon

2:30–3:45 p.m.

PASTEUR

Level IV

Level of Experience: Novice

R.E.A.L. Conversations: A Common Sense Approach to Addressing Diversity Issues on a Predominantly White Campus

◆◆ Long- and Short-Range Planning ◆◆

This session explores a simplistic way to address the countless issues regarding diversity and multiculturalism that exist on a predominantly white campus. R.E.A.L. (Relationships, Ethnicity, Activism, and Life) Conversations is a pilot program at George Washington University and is a collaborative effort between the Student Activities Center, The Multicultural Student Services Center, The Student Development Center, and the Community Living and Learning Center. The program is designed to provide students with a trusting environment where they can openly discuss issues that are prevalent on campus and issues that are of concern to them. Presenters will share information on how the program was designed and implemented, as well as plans to expand and enhance the program in the next two years. This session should particularly benefit those who are students or new professionals who want to learn about how to start similar programs on their campuses and who want to discuss the value in working collaboratively to make these programs successful and meaningful.

Pamela German, Undergraduate Student, International Affairs Major, The George Washington University—Washington, D.C.

Martine L. Philogene, Coordinator, Student Involvement, The George Washington University—Washington, D.C.

2:30–5:00 p.m.

FRENCH ROOMS

Brittany

Level I

MAJOR WORKSHOP 2

The New Mexico Tribal Higher Education Commission, A Consortium of Sixteen New Mexico Native American Tribes, Develop a Higher Education Partnership With State Universities and Other Institutions of Higher Learning

This session will provide an overview of several Native American communities in New Mexico and their higher education goals. Participants will receive information about the New Mexico Tribal Higher Education Commission which includes how it was formed, membership criteria, by-laws, and the Mission Statement of the Commission. Participants will also gain information regarding a process developed by the Tribal Commission to form partnerships with institutions of higher education in New Mexico and will learn how several Native American communities in New Mexico are developing strategic plans for ensuring higher education opportunities for future generations.

Francis G. Tafoya, Director, Higher Education Program, Eight Northern Indian Pueblos Council Inc., and Chairman, New Mexico Tribal Higher Education Commission—San Juan Pueblo, New Mexico

2:30–5:00 p.m.
FONTAINEBLEAU BALLROOM
Section A
Level II

MAJOR WORKSHOP 3

Michigan and Beyond: Affirmative Action One Year Later and the Future of Student and Faculty Diversity

This presentation will examine the Supreme Court's Affirmative Action decisions in the University of Michigan cases, their legal framework, and the current legal landscape for Affirmative Action. It will then address the practical implications of the decisions and their current and future effects on diversity in student admissions and faculty recruitment.

Ann D. Springer, J.D., Associate Counsel, American Association of University Professors—Washington, D.C.

2:30–5:30 p.m.
FONTAINEBLEAU BALLROOM
Section B
Level II

MAJOR WORKSHOP 4

National Survey of Student Engagement (NSSE) and the Building Engagement and Attainment of Minority Students (BEAMS) Project: Illuminating the Path to Institutional Change at Minority Serving Institutions

The Building Engagement and Attainment of Minority Students Project (BEAMS) is a joint effort between the National Survey of Student Engagement (NSSE) and the American Association of Higher Education (AAHE) designed to promote institutional effectiveness and document valuable practices already in place at minority serving institutions through the use of NSSE data. Senior administrators from participating colleges and universities will discuss how NSSE data and BEAMS participation have begun to promote a culture of evidence and meaningful institutional change on their campus. Panelists will include two BEAMS project staff members from NSSE and three senior staff members from participating colleges and universities. Audience participation and dialogue will be encouraged.

Karl J. Beeler, Ph.D., Assistant Vice President, Student Affairs/Enrollment Management, California State University—Los Angeles, California

Brian K. Bridges, Ph.D., Project Manager, BEAMS, National Survey of Student Engagement (NSSE), Center for Postsecondary Research and Planning, Indiana University—Bloomington, Indiana

Debra A. Buchanan, Ph.D., Vice Provost, Student Life, Jackson State University—Jackson, Mississippi

Carla Morelon, Project Associate, National Survey of Student Engagement (NSSE), Center for Postsecondary Research and Planning, Indiana University—Bloomington, Indiana

Jon M. Young, Ph.D., Associate Vice Chancellor, Enrollment Management, Fayetteville State University—Fayetteville, North Carolina

2:30–5:30 p.m.
FONTAINEBLEAU BALLROOM
Section C
Level II

MAJOR WORKSHOP 5

Latinos and Executive Roles in Higher Education: Challenges and Opportunities

Recent and retrospective research on the selection of presidents and provosts at American colleges and universities will be presented, along with information on the status of Latinos/as in leadership roles in higher education. The session will present the challenges facing Latinos/as applying for presidencies at two- and four-year institutions, as well as examples of obstacles minorities encounter at selective four-year private liberal arts colleges, and major research/doctoral granting universities.

Roberto Haro, Ph.D., Professor Emeritus, Ethnic Studies Department, San Francisco State University—San Francisco, California

2:30–5:30 p.m.

**FONTAINEBLEAU BALL-
ROOM**
Section D
Level II

MAJOR WORKSHOP 6

Waking Up to Privilege Systems: Using Critical Autobiography to Address Race/Ethnicity, Gender, Age, and Sexual Orientation Privilege

This session is about systems of privilege and institutional change. If we want to create an inclusive higher education environment and recruit and retain culturally diverse students, then we must address privileged systems. Currently, institutions operate within privilege, that is, they award unearned advantage to some to the exclusion of others. Of the many privileged systems in society, this session will examine the privileged systems of race/ethnicity, gender, and sexual orientation. Utilizing techniques of autobiographical insight and story-telling, participants will learn to identify privilege, understand how these systems perpetuate and identify specific ways to re-design privilege systems so that all students benefit. Presenters will share personal stories of waking up to privilege and facilitate dialogue, introspection and interaction. This session should particularly benefit those who are involved in policy making at the institutional level, staff involved in student recruitment and/or retention programs, those who design curricula, and those who are interested in designing systems that benefit people from all cultural backgrounds.

Victor Lee Lewis, Co-Director and Founder, Center for Diversity Leadership—Berkeley, California

Peggy McIntosh, Ph.D., Associate Director, Center for Research on Women, Wellesley College—Wellesley, Massachusetts

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

Catherine Wong, Director, Department of School Counseling, University of Massachusetts—Boston, Massachusetts

2:30–5:30 p.m.

2:30–5:30 p.m.
**FONTAINE ROOM &
FLEUR DE LIS**
Lobby Level

Level of Experience:
Novice and Intermediate

3-HOUR CONCURRENT SESSIONS

Walking the Talk: Curriculum, White Backlash, and Social Location

◆◆ Curricular/Pedagogical Models ◆◆

The session addresses critical issues raised with regard to curriculum, student reactions, and instructors' positioning when teaching about race and ethnicity, including whiteness in the classroom. This session presents two different teaching situations, a predominantly white community college on a semester system, and a public university on a quarter system with a majority of students of color enrolled. As developers of the Understanding Whiteness/Unraveling Racism Model, the presenters supplement theoretical perspectives with experiential education and alternative classroom activities. Specific questions will be addressed through group interaction and formal presentation to reach at good practice and encourage continued growth and development of educators. This session should particularly benefit those who are already teaching classes in which whiteness, racism, and other diversity issues are the subject matter or those who wish to enhance their current curriculum.

Judy Helfand, Instructor, American Cultures, Santa Rosa Junior College; and Director, IMPACT Training, Lippin & Associates—Kenwood, California

Laurie B. Lippin, Ph.D., Adjunct faculty, Human and Community Development, University of California-Davis; Founder/Director, Lippin & Associates—Rohnert Park, California

2:30–5:30 p.m.
FRENCH ROOMS
Bordeaux
Level I

Level of Experience: All

The Growing Multiracial Movement: What You Need to Know to Assist Interracial Students and Thrive on Mono-Racially-Oriented Campuses

◆◆ Interactive Training ◆◆

This session will assist faculty, student services administrators and others who work with interracial students in three ways. One, to learn about the historical context of race-mixing in the U.S. Two, to define issues that multiracial students face on campus. Three, to locate both print and digital resources to help those students overcome isolation and alienation on our often racially polarized campus communities. In addition, two of the presenters are multiracial and/or have multiracial children. This session should particularly benefit those students who are multiracial, and anyone who counsels, teaches, or has contact with multiracial students.

Trakia M. Bennett, Senior Financial Analyst, University of Michigan—Ann Arbor, Michigan

Karen E. Downing, Foundation and Grants Librarian, University Library, University of Michigan—Ann Arbor, Michigan

Elzora Holland, Student Services Associate II, Comprehensive Studies Program, University of Michigan—Ann Arbor, Michigan

Charles G. Ransom, Coordinator, Multicultural Initiatives, University Library, University of Michigan—Ann Arbor, Michigan

Steven A. Ransom, Director, Student Activities and Organization Leadership, Miami University—Oxford, Ohio

Robbie M. Townsel-Dye, Coordinator, Project Awareness, Housing–Residence Education, University of Michigan—Ann Arbor, Michigan

2:30–5:30 p.m.
IMPERIAL IV
Level IV

Level of Experience: Novice

Learning in Reality: Using a Living Curriculum to Enhance Graduate Training in Multicultural Counseling

◆◆ Interactive Training ◆◆

The interactive session will provide didactic components related to increasing our understanding of how to apply racial identity theory to enhance graduate students' experience in a multicultural counseling course. The three components to be discussed are: (1) participation in a racial identity experience to engage in meaningful, authentic dialogue about racial identity in real time; (2) utilization of immediate dialogue about race and self-development to define core values for an integrated graduate course that includes scholarship, rigor and experience-based learning; and (3) review of current research models derived from racial identity development. This session is the result of a conscious collaboration between graduate students and faculty, which arrived at an ongoing, evolving "living curriculum" model for training each other. Participants will learn how to take into account the identity development vis a vis race, class, culture, gender, sexual orientation, disability and emotional readiness; and incorporate the ongoing growth and development of students who precede them in the program. This session should particularly benefit those who are involved in educating, supervising and training to be multicultural competent professionals.

Jessica Costosa, Doctoral Candidate, Counseling Psychology, Temple University—Philadelphia, Pennsylvania

Portia L. Hunt, Ph.D., Professor, Counseling Psychology, Temple University—Philadelphia, Pennsylvania

Marjory J. Levitt, Ph.D., Dean's Appointment, and Assistant Professor, Counseling Psychology, Temple University—Philadelphia, Pennsylvania

Michael Likier, Doctoral Candidate, Counseling Psychology, Temple University—Philadelphia, Pennsylvania

Nyaka NiiLampti, Doctoral Candidate, Counseling Psychology, Temple University—Philadelphia, Pennsylvania

2:30–5:30 p.m.

IMPERIAL V

Level IV

Level of Experience: Intermediate

Leadership in Dealing With Difficult Multicultural Discussions

◆◆ Interactive Training ◆◆

Have you ever found yourself in a difficult multicultural discussion with staff, co-workers, community members or others? Have you been in situations when you wished that you had responded in a different way to inappropriate behavior, remark or joke? The purpose of this session is to provide a framework and practical experiences on how to take leadership in dealing with difficult multicultural discussions. Participants will explore reasons why an individual may or may not choose to address an issue, the role that anger plays or can play as a tool for confrontation, principles of positive confrontation and the connections between personal healing, social justice/change and authentic relationships across differences. This session should particularly benefit those who are providing leadership to diversity/multicultural initiatives and training programs within departments, units or offices, human resource professionals and those who are interested in multicultural training curriculum development.

Karen Pace, Program Leader, Diversity and Multicultural Education, Michigan State University Extension—East Lansing, Michigan

Dionardo E. Pizaña, Diversity and Personnel Specialist, Michigan State University Extension—East Lansing, Michigan

2:30–6:00 p.m.

FRENCH ROOMS

Champagne

Level I

MAJOR WORKSHOP 7

Be Careful What You Ask For, Part 2: Strategies for Changing the Landscape

While many predominantly white institutions are interested in becoming more racially diverse by recruiting and retaining more students of color, few are clear about the institutional changes that are required to make that happen. Too often there is a sense of bringing “them” in to “our” school and expecting “them” to act like “us” rather than creating an environment that reflects on all of the students. This session is designed to pick up where last year’s workshop—Be Careful What You Ask For—left off. Having identified what elements of the institution’s landscape will have to change to genuinely serve all students, this year we will focus on how to make those changes to occur. The conversation will begin with a very brief overview of last year’s session as a jumping off spot.

Frances E. Kendall, Ph.D., Consultant in Organizational Change and Communication, Specializing in Issues of Diversity—Albany, California

4:00–5:30 p.m.

90-MINUTE CONCURRENT SESSIONS

4:00–5:30 p.m.

FRENCH ROOMS

Burgundy

Level I

Level of Experience: All

Eastern Block Roma (Gypsy): From Segregated Tyranny Through Communism to Civil Rights and Social Justice

◆◆ Theoretical Models ◆◆

This session will provide an overview of an anti-bias model project that social justice educators from North America, Hungary, Czech Republic, Slovakia, and Bulgaria have been engaged in for a number of years, to overcome the racism of educators toward Roma (Gypsy) students. Roma (Gypsy) children and their parents experience incredible levels of discrimination, racism, and oppression ranging from criticisms of health habits, work ethics, and stealing to an indifference toward the educational system in Central/Eastern Europe. The purpose of the anti-bias project was to facilitate a change in attitudes through adapting social justice theory and practice and also more effectively teach Roma children. The session will provide an overview on some of the trails, pitfalls and successes of developing a socially just critical pedagogical program in Central/Eastern European countries and will illustrate the need for program developers to learn to listen, all over again, within a new cultural context. This session should particularly benefit those who have been engaged in social justice work in North America with students, staff, faculty development, or in the development of socially just inclusive programs that can be adapted to global context.

Jacquelyn V. Reza, Ed.D., Professor and Counselor, Human Sexuality, Intercultural Studies, and Women’s Studies, De Anza College—Cupertino, California

Dawn Tankersley, Ph.D., Lead Trainer, Open Society Institute—Budapest, Hungary

4:00–5:30 p.m.
FRENCH ROOMS
Le Mans
Level I

Level of Experience: All

The Paradox of Historically Black Colleges and Universities Faculty: Challenges, Rewards, Changing Roles and Responsibilities

◆◆ Research/Assessment/Evaluation ◆◆

This session focuses on the presenter's current research on the status of faculty in Historically Black Colleges and Universities (HBCU). The session will (1) provide insights into the historical and contemporary status of HBCU faculty, (2) revisit the traditional and more current roles and responsibilities of HBCU faculty, and (3) introduce new strategies for HBCU faculty on how to negotiate the workplace and manage to cope, professionally and personally, with growing challenges and fewer resources. This session should particularly benefit HBCU administrators and faculty by providing them with information and strategies to help attract, retain, promote and empower HBCU faculty and provide them with a more supportive and nurturing environment.

Sheila T. Gregory, Ph.D., Associate Professor, Higher Education and Educational Leadership, Clark Atlanta University—Alpharetta, Georgia

4:00–5:30 p.m.
PASTEUR
Level IV

Level of Experience: All

Overcoming Negative Perceptions of Career Planning and Placement Services: A Proactive Approach

◆◆ Case Studies/Model Programs ◆◆

The session reports on research conducted to increase minority student use of career planning and placement services on college campuses. Presenters provided details of the research findings at NCORE 2002. This session will focus on solutions to the problems/challenges evidenced in that research. Conclusions and their implications at the institutional level will be discussed, as well as recommendations for strategies and approaches to enhance the usage experience of Career Services offices for students of color will be identified. In an interactive setting, session participants will discuss procedures, policies, and programs, and share thoughts on implementation at their individual campuses. Participants will also learn how to formulate models to determine best practices. This session should particularly benefit those who are involved in policy making at the institutional level, practitioners who provide career services to students of various ethnic groups, and those who have an interest in the success of minority students.

Charles W. Richardson Jr., Doctoral Student, Marketing and International Business, Lubin School of Business, Pace University—Montclair, New Jersey

Sylvia R. Carey, Ph.D., Dean of Honors, Dillard University—New Orleans, Louisiana

4:00–5:30 p.m.
IMPERIAL I
Level IV

Level of Experience: All

The CSUS Ethnic Studies Model for University-Community Partnerships: Implementing and Sustaining a Long-Term Program

◆◆ Long- and Short-Range Planning ◆◆

This session will present how an "engaged" Ethnic Studies Department at California State University-Sacramento envisioned, formulated, and has implemented a university-community collaboration project. This project involves a high school ethnic studies curriculum, as well as tutoring and mentoring of Sacramento high school and middle school students. Presenters will describe the successful formation of a community partnership with Hiram Johnson High School, an ethnically diverse, underperforming, inner-city school described by one television station as a "gladiator school" where "things are just plain scary" and Will C. Wood Middle School, a feeder school, which has similar issues and demographics. Participants will learn how the "project" has led to successful educational "program" that teaches ethnic understanding and awareness to students, as well as teachers. Currently, the CSUS "Ethnic Studies Service Learning Program" serves more than 600 students and was recently awarded a major federal grant to help establish a "Community Studies Academy," which is, in effect, the first "Ethnic Studies Academy" in California. This session should particularly benefit those who are involved in creating long-term university-community collaborations, successful community partnerships, developing an Ethnic Studies curriculum, and also conducting community-based research.

James O. Fabionar, Lead Teacher, Community Studies Academy, Hiram Johnson High School—Sacramento, California

Timothy Fong, Ph.D., Director and Associate Professor, Asian American Studies Program, Department of Ethnic Studies, California State University—Sacramento, California

Wayne Maeda, Senior Lecturer, Department of Ethnic Studies, California State University—Sacramento, California

Gregory Yee Mark, D.Crim., Chair and Professor, Department of Ethnic Studies, California State University—Sacramento, California

Linda Revilla, Ph.D., Lecturer, Department of Ethnic Studies, California State University—Sacramento, California

James Sobredo, Ph.D., Vice Chair and Assistant Professor, Department of Ethnic Studies, California State University—Sacramento, California

4:00–5:30 p.m.

IMPERIAL II

Level IV

Level of Experience:

Novice and Intermediate

Connections: A University Model for Faculty and Staff of Color Networking

◆◆ Case Studies/Model Programs ◆◆

In this session, an effective networking model for faculty and staff of color will be presented and discussed. Participants will have an opportunity to discuss the issues, strategies, and challenges of meeting the needs of faculty and staff of color. Areas such as committee formation, affirmative action, community outreach, faculty scholarship and an overview of the “Connections Planning Committee” will be presented as well. Participants should come away with an action plan for beginning or enhancing a faculty and staff of color network. This session should particularly benefit those who are interested in developing or supporting a networking group for faculty and staff from ethnic groups that are traditionally under-served in higher education.

April Marie Turner, Executive Assistant to the Vice Provost for Student Affairs, Portland State University—Portland, Oregon

Reiko Mia Williams, Associate Director of Diversity, Portland State University—Portland, Oregon

4:00–5:30 p.m.

LAFAYETTE

Level IV

Level of Experience:

Novice and Intermediate

Desegregating Higher Education in Tennessee From Compliance and Commitment to Action—Part II

◆◆ Long- and Short-Range Planning ◆◆

This session is a follow-up to a workshop presented at 2003 NCORE that focused on a statewide desegregation initiative involving public universities in Tennessee. This session will feature the development, implementation, and evaluation of a new series of summer diversity initiatives designed to recruit and retain African-American high school students to state universities. Presenters will outline the historical, legal, and educational bases for the initiatives and will provide participants with specific examples of successful programs implemented by institutions of various sizes and scopes. A critical analysis as to what worked and areas that were problematic with the initiatives will be shared. The session will also provide a comprehensive overview of diversity policy issues, which were endorsed by the federal courts; will demonstrate successful collaboration from institutional perspectives; and will outline inter-university systems partnership. This session should particularly benefit those who are responsible for development and evaluation of diversity initiatives’ institution-wide and system-wide.

Sidney A. McPhee, Ph.D., President, Middle Tennessee State University—Murfreesboro, Tennessee

Christine Modisher, General Counsel, Tennessee Board of Regents—Nashville, Tennessee

Wendy Thompson, J.D., Special Assistant to the Chancellor, Tennessee Board of Regents—Nashville, Tennessee

4:00–6:00 p.m.

4:00–6:00 p.m.

VOLTAIRE

Level IV

Level of Experience:

Intermediate and Advanced

2-HOUR CONCURRENT SESSIONS

Cultural Diversity Pedagogy and Technology: A Marriage of Convenience and Best Practices

◆◆ Curricular/Pedagogical Models ◆◆

The purpose of this interactive session is to share successful technology strategies used in a stand-alone cultural diversity course to enhance the teaching and learning process. Presenters will demonstrate the technology enhanced strategies used to broadening the world view of future educators. The infusion of technology also created for the instructor: a virtually paperless data storage/retrieval system; a productive tool to monitor student pre-class preparation and comprehension; a vehicle for individual and small group debriefings; and an efficient method to evaluate, modify, and manage instruction. This session should particularly benefit those who teach multicultural courses, are involved in cultural diversity training, or participate in implementing cross-cultural professional development.

Elinor L. Brown, Ph.D., Assistant Professor, College of Education, University of Kentucky—Lexington, Kentucky

Patricia B. Callaway, Doctoral Student, Curriculum and Instruction, University of Kentucky—Lexington, Kentucky

Lindon–Patrick Pauoa Kakanui, Graduate Student, Music Education, University of Kentucky—Lexington, Kentucky

Michelle Sharpe, Graduate Student, Master’s for Initial Certification, University of Kentucky—Lexington, Kentucky

4:00–6:00 p.m.

FRENCH ROOMS

Monoco

Level I

Level of Experience: Novice

Making Our Voices Heard: Marginalized Identities in the Asian Pacific Islander Community

◆◆ Training of Trainers ◆◆

This session will present the Asian Pacific Islander American racial/ethnic category which consists of more than thirty distinct ethnic groups. Some of these groups may include Filipino Americans, native Pacific Islanders, Southeast Asians, South Asians, and Hapas (multiracial Asian Americans). As a result, many members of these ethnic groups may develop a different racial/ethnic identity than their East Asian counterparts. Many within this minority group have spoken against the use of pan-ethnic racial categories, because of their specific experiences of invisibility and marginalization. This interactive session will focus on the experiences of some of these specific ethnic groups, exploring issues of power and privilege in the Asian American community. This session should particularly benefit administrators and educators who are interested in understanding the unique experiences of specific ethnic groups, providing effective and culturally-appropriate services, and those concerned with providing voice and visibility to the invisible.

Marc Phillip Johnston, Complex Coordinator, Office of Racial Ethnic Student Affairs, Michigan State University—East Lansing, Michigan

Kevin Nadal, Doctoral Candidate, Counseling Psychology, Teachers College, Columbia University—New York, New York

4:00–6:00 p.m.

CLUB ATLANTIC

Level IV

Level of Experience: Intermediate

A Year Older and Wiser: Implementing a University-Wide Diversity Education Program and More Lessons Learned

◆◆ Case Studies/Model Programs ◆◆

This session reports on East Tennessee State University, a predominantly white, southern, regional institution, which is now well into the first year of implementing a mandated university-wide diversity education program for its faculty and staff. Presenters will provide an overview of this program; describe its components and rationales for each; discuss and demonstrate how school has utilized multimedia to provide diverse instructional modalities; share initial evaluation data from the project; and outline challenges in the first year and how those have been addressed. Participants will view a brief film created for this project, entitled “VOICES from the Closet,” which features the personal stories of lesbian, gay, and bisexual individuals who study and work on our campus. This session should particularly benefit those who are planning broad-based diversity training initiatives in a higher education environment and/or those interested in the application of multimedia instruction in diversity education.

Barbara Beauchamp, Psy.D., Assistant Professor, Department of Human Development and Learning, East Tennessee State University—Johnson City, Tennessee

Mary V. Jordan, Special Assistant to the President for Cultural Diversity and Director, Equal Employment Opportunity/Affirmative Action, East Tennessee State University—Johnson City, Tennessee

Kim T. Odom, Graduate Student, Counseling Program, East Tennessee State University—Johnson City, Tennessee

Gary Petiprin, Ph.D., Director, Counseling Center, East Tennessee State University—Johnson City, Tennessee

Patricia E. Robertson, Ed.D., Chair, Department of Human Development and Learning, East Tennessee State University—Johnson City, Tennessee

4:00–6:00 p.m.

IMPERIAL III

Level IV

Level of Experience: All

Successful Elements of Service and Enhancement: Assessing the Quality of Institutional Support for Culturally Diverse Students on Predominantly White and Predominantly Black Campuses

◆◆ Case Studies/Model Programs ◆◆

This session engages participants in a discussion of the key elements necessary to provide a quality program of support for culturally diverse students, whether they attend school on a predominantly white or predominantly black campus. Participants will be introduced to the “B” Scale for Assessing Minority Student Services as a means to assess the key elements. The “B” Scale utilizes the indices of autonomy, institutionalization and ideology which are used to determine the level of support minority or multicultural programs receive from an institution. Copies of the instrument will be distributed. A special emphasis of this session will be on a discussion of student services available to the culturally diverse on predominantly black campuses. This session should particularly benefit key decision makers, mid-level administrators and staff at all levels who are interested in providing or assessing the quality of services.

Leslie Keith Bates, Ed.D., Dean of Students, Florida Atlantic University—Boca Raton, Florida

Jacklan Alexander, Director, Residential Life, Florida Memorial College—Miami, Florida

6:00–8:00 p.m.

FRENCH ROOMS

Brittany

Level I

JDOTT SUMMIT MEETING



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

6:00–8:00 p.m.

FONTAINEBLEAU BALLROOM

Section D

Level II

LATINO/A THINK TANK DISCUSSION

The meeting is hosted by Latino/a Networking Group.

6:30–8:00 p.m.

GREAT LAWN

Poolside area

WELCOMING RECEPTION

Join friends and colleagues and meet first-time NCORE attendees. Enjoy food and good company before Conference Evening Plenary Session.

8:30–10:00 p.m.

GRAND BALLROOM

West

Level II

CONFERENCE EVENING PLENARY SESSION



Keynote Address:

Diversity in the New Millennium

Harold “Bud” Hodgkinson, Ph.D., Director, Center for Demographic Policy, Institute for Educational Leadership in Washington, D.C. Bud conducts research on demographics and education and publishes numerous reports on his findings, including the seminal publication *The Same Client: The Demographics of Service and Delivery Systems*. Harold Hodgkinson has directed eight major research projects for the Carnegie Commission, the U.S. Department of Education, The Exxon Foundation, The Ford Foundation, and the Atlantic Ritchfield Foundation. He is the author of numerous books, three of which he have won national awards. He has over 200 articles, for which he was honored by the American Press Association. Bud is widely known as a lecturer and analyst of educational issues at all levels. Hodgkinson's consulting assignments include 600 colleges and universities, numerous public school systems, state agencies, state legislatures, city governments, and corporations. Currently, he serves as Senior Advisor for American Council on Education and Trustee for Hartwick College. Harold “Bud” Hodgkinson received his doctorate from Harvard University's Graduate School of Education.

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THURSDAY, JUNE 3, 2004

CONTINENTAL BREAKFAST

8:00–9:00 a.m.

Level II

9:00–9:45 p.m.

GRAND BALLROOM

Level II

For book signing of *The Pig Farmer's Daughter and Other Tales of Law and Justice*, see below

CONFERENCE MORNING PLENARY SESSION



Keynote Address:

Brown vs. Board of Education: 50 Years Later

Mary Frances Berry, Ph.D., author, educator, and historian. Berry is the Geraldine R. Segal Professor of American Social Thought at the University of Pennsylvania where she teaches history and law. In 1980, she was appointed by President Carter and confirmed by the Senate as a Commissioner on the U.S. Commission on Civil Rights. After President Reagan fired her for criticizing his civil rights policies, she sued him and won reinstatement in federal district court. In 1993, President Clinton designated her Chairperson of the Civil Rights Commission. She was re-appointed in January 1999. Mary Frances Berry is also one of the founders of the Free South Africa Movement, which instigated protests at the South African Embassy in the struggle for democracy in South Africa. She was arrested and jailed several times in the cause. She was Assistant Secretary for Education in the U.S. Department of Health, Education and Welfare during the Carter Administration. As Assistant Secretary, Mary Frances Berry coordinated and gave general supervision to nearly thirteen billion dollars of federal education programs. Mary Frances Berry has appeared as a guest on numerous television news shows including *Nightline*, *Crossfire*, *Lead Story*, *The News Hour*, *Face the Nation*, *The Today Show*, *Oprah*, and *Good Morning America*. Prior to her service at HEW, Berry was a Provost at the University of Maryland at College Park and Chancellor at the University of Colorado at Boulder. She was educated at Howard University, the University of Michigan (Ph.D. in history) and the University of Michigan Law School. She is a member of the District of Columbia Bar, and she has received thirty honorary doctoral degrees and numerous awards for her public service and scholarly activities, including the NAACP's Image Award, the Rosa Parks Award of the Southern Christian Leadership Conference and the Hubert Humphrey Award of the Leadership Conference on Civil Rights. She is a past President of the Organization of American Historians. Mary Frances Berry's seven books include *The Pig Farmer's Daughter and Other Tales of Law and Justice*; *Race and Sex in the Courts 1865 to the Present*; *Long Memory: The Black Experience in America* (with co-author John W. Blassingame); *The Politics of Parenthood: Child Care, Women's Rights and the Myth of the Good Mother* and *Black Resistance/White Law: A History of Constitutional Racism in America*.

10:00–10:20 a.m.

JADE PROMENADE

Level II

BOOK SIGNING—*The Pig Farmer's Daughter and Other Tales of Law and Justice*

Mary Frances Berry

10:00 a.m.–8:00 p.m.

JADE PROMENADE

Level II

EXHIBITOR SHOWCASE AND RESOURCE CENTER

(Open daily 10:00 a.m.–8:00 p.m. through Saturday, June 5)

10:30 a.m.–noon

90-MINUTE CONCURRENT SESSIONS

10:30 a.m.–noon

FONTAINEBLEAU BALLROOM
Section C
Level II

Level of Experience: Intermediate

The Whiteness Wedge: African Americans and Latinos in Conflict

◆◆ Interactive Training ◆◆

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

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

Jorge Zeballos, Diversity Consultant—Flemington, New Jersey

10:30 a.m.–noon

FRENCH ROOMS
Le Mans
Level I

Level of Experience: All

UNITING DIVERSITY AND EXCELLENCE: Achieving Access and Academic Equity for Students of Color at a Highly Selective Research University

◆◆ Policy Issues ◆◆

This session discusses strategies for achieving and maintaining diversity. California has been at the forefront of the battle on access and equity for students of color. With the elimination of Affirmative Action in UC system in 1995 and the subsequent passage of Proposition 209, the University of California has devoted considerable energy and resources to ensure its campuses remain accessible and maintain their commitment to diversity in every aspect of campus life and activity. Presenters will outline how UC system has addressed these issues, then examines UCLA's specific practices for sustaining diversity. The session reviews the three components: (1) the challenges facing UC system and its campuses, given the state's demographics and campus-by-campus enrollment patterns; (2) the access challenges facing UCLA in the context of the fact that UCLA receives more applications than any university in the country, and current access initiatives; and (3) UCLA's retention programs for underrepresented students, made it more critical by the decline in access. This session should particularly benefit those from institutions facing similar challenges in developing diversity practices responsive to current educational and social conditions.

C. Adolfo Bermeo, Ph.D., Director, Academic Advancement Program; Assistant Vice Provost, Undergraduate Diversity, University of California—Los Angeles, California

Stephen J. Handel, Ph.D., Director, Transfer Enrollment Planning and Undergraduate Outreach, Student Academic Services, Office of the President, University of California—Oakland, California

Alfred R. Herrera, Director, Center for Community College Partnerships, The College, University of California—Los Angeles, California

10:30 a.m.–noon

FONTAINEBLEAU BALLROOM

Section A

Level II

Level of Experience:

Intermediate and Advanced

Empowering the Activist in Students: Models for Social Justice Programming and Ally Development

◆◆ Case Studies/Model Programs ◆◆

This session highlights several programs designed by a collaboration of two Student Affairs offices to empower and create an active student population and an ally support system within New York University. Presenters will provide models for social justice programs and curriculum development, highlighting the structure and rationale for creating such programs. The session will offer insight into the Social Justice Track curriculum, the Social Justice Weekend Retreat, the Social Justice Organizing Institute, and the Forum on Social Justice and Activism. These programs are designed to provide students with an opportunity to explore through dialogue and action the many issues and challenges that fall within the expansive category of social justice by examining concepts of power, privilege, race, ethnicity, gender/sexual identity and orientation, religious affiliation, and access. This session should benefit those who oversee and conduct student programming, particularly Student Affairs professionals, and those who are exploring means of tapping the rich potential of student activism and engagement, as well as administrators who are seeking means to develop collaborative ally networks within their institution.

Monroe France, Coordinator of Social Justice Program, Office of Student Activities, New York University—New York, New York

Jessica Lila Gonzalez, Program Administrator, Office of African American, Latino, and Asian American Student Services, New York University—New York, New York

10:30 a.m.–noon

FONTAINEBLEAU BALLROOM

Section D

Level II

Level of Experience:

Intermediate and Advanced

Serving Native American Students in Higher Education

◆◆ Case Studies/Model Programs ◆◆

This session presents information regarding all aspects of Native Americans in higher education, which is soon to be published in the Fall 2004 volume of the *New Directions in Student Services*. Presenters will provide facts and figures on (1) retention and persistence patterns, (2) student success, (3) student identity and epistemology, (4) the role of Native American faculty and staff in higher education institutions, (5) how Student Affairs professionals are trained to work with Native students, and (6) the perspective Native American parents and tribal leaders have toward higher education. In addition, specific recommendations will be presented to assist higher education personnel in working with and promoting the success of Native American students in their institutions. This session should particularly benefit those who work in areas of student affairs, who are interested in promoting Native American college student success, who currently study or will be studying issues pertaining to Native American students in higher education, and those who want to promote diversity in higher education.

Shelly Lowe (Navajo), Doctoral Candidate, Center for the Study of Higher Education, University of Arizona—Tucson, Arizona

George S. McClellan, Ph.D., Vice President for Student Development, Dickinson State University—Dickinson, North Dakota

Mary Jo Tippeconnic Fox (Comanche/Cherokee), Ph.D., Director/Head of the American Indian Studies Programs, University of Arizona—Tucson, Arizona

10:30 a.m.–noon
CLUB ATLANTIC
Level IV

Level of Experience: All

From the Margin to the Center: Successfully Shifting the Organization of Multiculturalism in Higher Education

◆◆ Long- and Short-Range Planning ◆◆

This session will illustrate how the Department of Multicultural Life has created a new model of organizing multiculturalism by shifting this work from the margins of the Macalester College to the center. Many Offices of Multicultural Affairs on college campuses are organized with one or a few individuals responsible for providing campus-wide programs and services to students of color. This model, used since the 1960s, puts multiculturalism at the fringe, allowing the larger institution to be absolved of any responsibility for addressing the needs of students of color and others who have been historically marginalized. In this session, participants will learn how to successfully integrate the values and ethos of historically underrepresented peoples, discourses, thoughts, and ideas as catalysts to transform the traditional ways of doing the work of multicultural education on campus. The session will also provide concrete strategies to facilitate the active involvement of senior level administrators and faculty involved in this work. This session should particularly benefit those who are interested in affecting institutional climate, policies, and procedures around multiculturalism.

Joi D. Lewis, Dean, Department of Multicultural Life, Macalester College—St. Paul, Minnesota
Karla Benson Rutten, Director, Lealtad-Suzuki Center, Department of Multicultural Life, Macalester College—St. Paul, Minnesota

10:30 a.m.–noon
VOLTAIRE
Level IV

Level of Experience: All

The Nigger Word: A Message of Madness

◆◆ Interactive Training ◆◆

The session will take an interactive, challenging, and thorough look at the history of the Nigger word using books and video footage. This session is rated 'R' because we will speak, critique and listen to the word "Nigger" in an attempt to feel its' effects, understand its' impact and answer some difficult and important questions: where will we hear the word next? Why are so many white folks afraid to say the "Nigger" word? What effect has rap music had on the "Nigger" word? Why does it seem to be ok for blacks and not for whites say "Nigger?" Why aren't more people upset and taking a stronger stand against rap music and/or the use of the "Nigger" word? This session will be particularly valuable to instructors and students who are interested in communications within and between racial groups, as well as those involved with a contemporary media curriculum.

Eddie Moore Jr., Doctoral Candidate, Social Foundations, University of Iowa; Founder, America & MOORE Research and Consulting, and Director, Intercultural Life, Central College—Pella, Iowa

10:30 a.m.–noon
FRENCH ROOMS
Bordeaux
Level I

Level of Experience: Intermediate

The Myth of the Model Minority and Southeast Asian Students in Higher Education

◆◆ Research/Assessment/Evaluation ◆◆

The session examines how misconceptions about Asians translate into practices and policies by higher education professionals that are affecting the educational experiences of Southeast Asian students. The data reported is focused on recent immigrant and refugee populations originating from the countries of Burma, Cambodia, Laos, Thailand and Vietnam. The primary challenged idea is the myth of the model minority, which manifests in the form of commonly held misconceptions about Asians' financial success, accelerated intellect and ability to "pick themselves up by the bootstrap." When applied to the context of higher education, such misconceptions can result in Southeast Asian students being denied the support and services crucial for their academic success. Furthermore, research on Southeast Asian groups' histories is compared to other Asian communities in order to illustrate differing educational needs of under represented versus over represented Asian populations. This session should particularly benefit those who are students, higher education professionals, institutional policymakers and those who are committed to meeting the educational needs of a diverse student population.

Anny Lin, Academic Advisor, Undergraduate Studies, Carson School of Management, University of Minnesota—Minneapolis, Minnesota

Lavanh Lo, Assistant Director, Multicultural Programs and Services, The College of St. Catherine—St. Paul, Minnesota

Penh Lo, Program Advisor, Student Activities, University of Minnesota—Minneapolis, Minnesota

10:30 a.m.–noon
FRENCH ROOMS
Brittany
Level I

Level of Experience: Intermediate

The Politics of Creating Ethnic Studies and/or Africana Studies Departments in Predominantly White Institutions: The Case of State University of New York at Cortland

◆◆ Case Studies/Model Programs ◆◆

This session examines the philosophical and ideological positions, as well as dynamics of university politics in predominantly white institution involved in creating academic departments for historically marginalized ethnic groups. The premise for the creation of many ethnic and/or Africana Studies departments in predominantly white institutions is that they provide the educational platforms for enhancing the understanding of diversity in American culture and they furnish educational institutions with the impetus for attaining cultural competence. The presenter will explore the strategies, politics, and institutional challenges involved in creating an academic unit for ethnic minority programs, and will demonstrate the arguments presented by objectors to the creation of Africana and Ethnic Studies departments. This session should particularly benefit curriculum specialists, program developers, provosts, deans, professors, students, and educators of predominantly white institutions.

Seth N. Asumah, Ph.D., Professor, Political Science Department, and Coordinator, African American Studies, State University of New York—Cortland, New York

10:30 a.m.–noon
LAFAYETTE
Level IV

Level of Experience: Novice

The Faces of Discrimination: “Over There. Down There. Out Here?” Countering Denial of and Resistance to the Reality of Discrimination

◆◆ Curricular/Pedagogical Models ◆◆

In this session, examples of discrimination in a Czech Republic town and in the southern United State provide undeniable evidence of discrimination for teacher education students. The session will utilize video clips from *Walls*, a film depicting discrimination in a Czech Republic town—parallel invisible walls serving as barriers to educational opportunities for the Roma children depict further discrimination “over there”—and scenes from the movie, *Remember the Titans* portray the presence of discrimination “down there”—in the south during school desegregation. The presenter will demonstrate the use of these two resources for exploring discrimination with students. Discussions and interviews with local students, faculty, and community members will provide a personal face to understanding while confronting denial of and resistance to the fact that discrimination also occurs “out here,” in the Pacific Northwest. This session should particularly benefit those who teach future teachers and/or work with students and groups who may not have experience with diverse populations and may not have a realistic awareness of discrimination and of their role in either combating or perpetuating discrimination.

Caroline C. Gilbert, Ed.D., Assistant Professor, Teacher Education, Western Oregon University—Monmouth, Oregon

10:30 a.m.–noon
IMPERIAL IV
Level IV

Level of Experience:
Novice and Intermediate

Self-Segregation on Predominantly White Campuses: Living in a Culturally Affiliated Residential Program House—Pros, Cons, and Everything in Between

◆◆ Case Studies/Model Programs ◆◆

This roundtable session will begin with a personalized overview of the Cultural Program House experience at a medium-sized, Predominantly White Institution (PWI). Participants will commence a hands-on evaluation of the pros and cons of cultural program house residency (self-segregation) for students of color at a PWI. The session will share insight on the impact of program houses on retention, cultural unity, mobilization and community partnering. Obstacles, challenges and concerns with self-segregation include counterattacks to cultural living and unity by potential house members and nonmembers, overgeneralized stereotypes and Affirmative Action challenges. The presenter will conclude the session with a corroborative plan culled from the discussion from which to create supportive, culturally-themed living arrangements. This session should particularly benefit those who are living or plan to live or have lived in cultural program houses, those who are involved with the creation or management of cultural program houses, practitioners who are interested in the impact of Affirmative Action on student development, and those who are interested in the holistic well-being of students of color.

Bernadette L. Henderson, Graduate Student, Student Development Administration, Seattle University—Lacey, Washington

10:30 a.m.–noon

IMPERIAL V

Level IV

VIDEO PREVIEW AND DISCUSSION

Brother Outsider: The Life of Bayard Rustin

He was there at most of the important events of the Civil Rights Movement — but always in the background. *Brother Outsider: The Life of Bayard Rustin* asks “Why?” It presents a vivid drama, intermingling the personal and the political, about one of the most enigmatic figures in 20th-century American history. One of the first “freedom riders,” an adviser to Dr. Martin Luther King, Jr. and A. Philip Randolph, organizer of the march on Washington, intelligent, gregarious and charismatic, Bayard Rustin was denied his place in the limelight for one reason—he was also gay.

Timothea Howard, Director of Outreach and Organizing, California Newsreel—San Francisco, California

10:45 a.m.–noon

75-MINUTE CONCURRENT SESSIONS

10:45 a.m.–noon

PASTEUR

Level IV

Moving Beyond the Black-White Binary: Examining Racial Identity Theories

◆◆ Curricular/Pedagogical Models ◆◆

This session focuses particularly on Beverly Daniel Tatum’s (1992) racial identity theory, which grounds itself mainly on a five-stage model of black racial identity development and a six-stage model of white racial identity development. The presenter will discuss the implementation of Tatum’s racial identity theory that can lead to two main dilemmas in a multicultural course. It can produce a binary between black and white racial identities and thus does not allow for either a non-white and non-black racial identity or a mixed-race identity, and the five-to-six distinct stages of racial identity development create a structuralist model that falsely proposes a rational coherence and transparent cohesion to racial identity development. The session will end by examining graduate student papers that trouble the structural dichotomy found in several racial identity theories such as Tatum’s. This session should particularly benefit those instructors who teach multicultural courses examining racial identity theories.

Samina Hadi-Tabassum, Ed.D., Assistant Professor of Education, Dominican University—River Forest, Illinois

10:45 a.m.–noon

**FONTAINE ROOM &
FLEUR DE LIS**

Lobby Level

Diversity and The Hip Hop Generation: A Complex Aria of Issues, Themes, and Conflicts

◆◆ Curricular/Pedagogical Models ◆◆

This session presents many fine programs that address the very divergent needs of those students from the “Hip Hop” generation, developed at Pima Community College. A group of students who have competed to be on the NCORE panel will share their perspectives and research on timely topics such as “Looking white, but NOT from a Hispanic student,” “Raising a biracial child,” “Diversity among Spanish-speaking students,” “Black and white images of hip hop music,” “In America as an international student and person of color,” and “Developing a new generation of diverse leaders.” Presenters will share some of the campus’s award winning programs developed to help students gain insights and strategies. The college offers a unique collaboration between the curricular and the co-curricular lives of these students that includes a 3-credit course, the Medallion Leadership Program, student life, student clubs, and policies linked to aiding students to live in a diverse community. This session should particularly benefit those who work directly with students and who are seeking ways to develop more collaboration between curriculum, co-curricular, and community service.

Adam Fuhrman, Undergraduate Student, Mechanical Engineering Major, Pima Community College, East Campus—Tucson, Arizona

Daniele Metoyer, Undergraduate Student, Administration of Justice Major, Pima Community College, East Campus—Tucson, Arizona

Anna B. Richards, Student Services Specialist, Pima Community College, East Campus—Tucson, Arizona

Tara Werner, Undergraduate Student, Marketing and Finance Major, Pima Community College, East Campus—Tucson, Arizona

Brandi Woods, Undergraduate Student, Liberal Arts Major, Pima Community College, East Campus—Tucson, Arizona

Level of Experience: Novice

Level of Experience: Novice

10:45 a.m.–noon
FRENCH ROOMS
Monaco
Level I

Level of Experience: All

The Impact of University Diversity Initiatives, Leadership Support, and Institutional Structures on Campus Climate

◆◆ Research/Assessment/Evaluation ◆◆

This session will review the proactive approaches between colleges and universities to recruit and retain a diverse workforce. There is a growing body of literature suggesting that campus diversity has a positive impact on student learning and development. During this session the presenter will discuss the research findings from a study of Human Resources Officers in colleges and universities across the United States. The focus was to identify the extent to which various diversity-enhancing programs were being implemented, their perceived impact on the campus climate for diversity, along with the impact of leadership support and certain institutional structures on campus climate. The session will provide the study results, as well as implications for practice. This session should particularly benefit those who are involved in the recruitment and selection process, workplace diversity initiatives, and those interested on issues of campus climate work.

David A. Topper, Ed.D., Associate Vice President, Administration and Finance, Shippensburg University—Shippensburg, Pennsylvania

10:45 a.m.–noon
IMPERIAL I
Level IV

Level of Experience:
Novice and Intermediate

Establishing a Successful Mentoring Program at Gallaudet University

◆◆ Case Studies/Model Programs ◆◆

This session will explore the challenges of setting up a Mentoring Program intended to help with students of color retention in a uniquely diverse college campus of Gallaudet University, the only university in the world for the deaf and hard of hearing. The presenter, who benefitted from informal mentoring while a student will share her perspectives and ideas. The session will provide information on how to motivate minority undergraduate students to remain in college after the first two years through vigorous efforts at retention, recruitment of minority staff and faculty and by providing services such as mentoring, scholarships, and stipends for minority graduate students interested in working to provide enhanced academic advising for undergraduates. This session will be of particular benefit to administrators starting up a first-time mentoring program and those working with students who not only face diversity issues of race, but other areas as well.

Thuan Thi Nguyen, Coordinator, Mentoring and Minority Academic Support Programs, Center for Academic Programs and Student Services, Gallaudet University—Washington, D.C.

10:45 a.m.–noon
FONTAINEBLEAU BALLROOM
Section B
Level II

Level of Experience: All

Ascending to New Heights: Educational Excellence for Hispanic Americans

◆◆ Case Studies/Model Programs ◆◆

This session will present the recommendations of the President's Advisory Commission on Educational Excellence for Hispanic Americans and provide practical information regarding implementation strategies for postsecondary institutions. The Commission recommended that over the next decade higher education institutions ensure full access for Hispanic American students to enter college and demand greater accountability to graduate an additional 10 percent of Hispanic American students from colleges and universities each year. Furthermore it urged higher education institutions to explore increased development of retention programs that would benefit Hispanic American students. The session will share the students' life experiences and offer testimony to the success of the discussed strategies. This session should particularly benefit those who teach, counsel, and administer Hispanic American student programs of all levels.

Zayra Alicia Fosse, Coordinator, Hispanic Recruitment and Retention, Georgia State University—Atlanta, Georgia

10:45 a.m.–noon
FRENCH ROOMS
Champagne
Level I

Level of Experience: Novice

Diversity Programming on a Homogeneous, Predominantly Caucasian Campus

◆◆ Case Studies/Model Programs ◆◆

This student-led session presents model diverse programming for a predominantly Caucasian university. Grand Valley State University has two groups, the Cultural Board and the Multicultural Assistant Program, whose objective is to celebrate and embrace diversity on its campus. These two groups have had experience with effectively promoting and educating their campus through programs and events on multicultural and diverse issues. This session will discuss the purpose and process of both groups, and present program and event ideas that have been successful in a traditionally underrepresented institution. This session should particularly benefit those who are involved in campus programming and the diverse issues that come along with it.

Monica L. Aguirre, Undergraduate Student, Accounting and Finance Major; Vice President, Latino Student Union, Grand Valley State University—Allendale, Michigan

Kenneth Champadeng, Undergraduate Student, Nursing Major; Coordinator, Asian Student Union, Grand Valley State University—Allendale, Michigan

Michael Fraley, Undergraduate Student, Communications Major; Multicultural Assistant, Grand Valley State University—Allendale, Michigan

Santiago Gayton, Undergraduate Student, Business Economics Major; President, Latino Student Union and Sigma Lambda Beta, MBEC Scholar; Vice President, Independent Greek Council, Grand Valley State University—Allendale, Michigan

Allison Kranz, Undergraduate Student, Sociology Major; Multicultural Assistant, United Student Against Sweatshops Member, Grand Valley State University—Allendale, Michigan

Jennifer L. Moore, Undergraduate Student, Public Administration Major; Multicultural Assistant, American Humanities, Asian Student Union, Grand Valley State University—Allendale, Michigan

Sharese Nicole Shannon, Undergraduate Student, Public Administration Major; Delta Sigma Theta Sorority Inc., Multicultural Assistant, Grand Valley State University—Allendale, Michigan

Michael L. Sliger, Undergraduate Student, International Business and Finance Major; Vice President, Native American Student Association, Grand Valley State University—Allendale, Michigan

10:45 a.m.–noon
IMPERIAL II
Level IV

Level of Experience: All

AQ Intervention for Assessing and Counseling Students of Color

◆◆ Research/Assessment/Evaluation ◆◆

This session highlights the importance of affective constructs in the assessment and counseling of students of color. Participants will have an opportunity to examine that the Affective Domain (emotion or feeling as distinguished from cognition, thought or action) is just as important as the Cognitive Domain. They will learn how the Affective Domain is critically vital for retention of students, especially for students of color. The utilization of Affective Constructs in the assessment and counseling of students and student services personnel are presented includes the administration and review of the Murphy Inventory, which measures (1) Self-Concept, (2) Locus of Control, (3) Need-Achievement (drive-expectation), (4) Stimulation-Seeking (curiosity), and (5) Attitude (positive-negative). The presenter will provide participants with an experience of assessing and evaluating their own AQ (affective quotient) and learning how to use this tool to support students and student services personnel. This session should particularly benefit staff involved with assessing and counseling students of color, as well as those deemed high risk.

Robert K. Murphy, Ph.D., Counselor/Psychologist, Johnson County Community College—Overland Park, Kansas

10:45 a.m.–noon

IMPERIAL III

Level IV

Level of Experience:

Novice and Intermediate

Let's Do Business: The University as an Economic Engine in the Local Community

◆◆ Case Studies/Model Programs ◆◆

This session will describe the Supplier Diversity Initiative Council (SDIC) at Case Western Reserve University, a private research university in Cleveland, from its inception (as a response to a complaint from the local chapter of the NAACP), its development with input from Cuyahoga Community College which was sued by a local contractor for its successful diversity purchasing and procurement program, to its implementation within two months of the complaint. Within its first year, the SDIC program won three awards, including the NAACP Freedom Award, the highest award conferred by the NAACP. The session will provide handouts detailing the process of the development of the SDIC which will be used to describe the program, including the components that are necessary for its success. Presenters will provide participants with a realistic understanding of the program and the challenges of its implementation on a predominately white campus. This session should particularly benefit those who are interested in developing mutually beneficial partnerships with the local small business community, and especially local disadvantaged-, minority- and female-business enterprises (DBE/MBE/FBE).

Jacklyn J. Chisholm, Ph.D., Associate Vice President, Center for Community Partnerships, Case Western Reserve University—Cleveland, Ohio

Katherine Hall, District Director, Office of Affirmative Action, Diversity and Community Outreach, Cuyahoga Community College—Cleveland, Ohio

Ann E. Penn, Director, Affirmative Action, Kent State University—Kent, Ohio

10:45 a.m.–noon

FRENCH ROOMS

Burgundy

Level I

Level of Experience:

Intermediate and Advanced

A Diversity Initiative in a Predominantly White Male, Technically Oriented University With World Wide Training Sites

◆◆ Interactive Training ◆◆

This session provides a multimedia interactive demonstration of how staff and faculty at a university's worldwide sites can access the Diversity Awareness Training which was delivered at two main campuses. Using an interactive e-learning format, participants will receive "facilitated learning" of diversity concepts. With the aid of a video (in CD format), in which two facilitators guide various activities and web access to the university Intranet, participants experience much of the same learning involved in a full day 8-hour workshop. Through this approach, participants can share thoughts and comments with others on line while being prompted by a "virtual facilitator." There is an evaluation form to be completed by participants that allows the developers of this new program to continuously improve both content and methodology of this approach. This session should particularly benefit those who have responsibility for content delivery under unique location circumstances. Familiarity with a distance-learning format is helpful.

Suzanne M. M. Bond, Trainer/Facilitator, Embry Riddle Aeronautical University—Daytona Beach, Florida

Vanessa Lloyd, Disability Services Advocate; Diversity Council Deputy Chair, Embry Riddle Aeronautical University—Daytona Beach, Florida

Nancy Eliot Parker, Ed.D., Professor of Humanities, and Department Chair, Humanities and Social Sciences, Embry Riddle Aeronautical University—Daytona Beach, Florida

Rich Pernel, Trainer/Facilitator, Embry Riddle Aeronautical University—Daytona Beach, Florida

12:30–1:30 p.m.

INFORMAL NETWORKING MEETINGS

(For description and information, see page 33)

2:00–3:15 p.m.

75-MINUTE CONCURRENT SESSIONS

2:00–3:15 p.m.

FONTAINEBLEAU BALLROOM

Section B

Level II

Level of Experience: Intermediate

Leadership From The Sidelines: Administrators of Color as Retention Policy Makers on a Predominantly White Campus

◆◆ Case Studies/Model Programs ◆◆

This session will address the challenges that administrators of color face when charged with changing campus climate to improve retention of students of color on a predominantly white institution. Discussion will focus on factors that contribute to attrition rates of students of color, recognition of the need for change in strategies and programming, and implementation of policy changes as central to any meaningful retention efforts. The session will explore how politics impacts on decision making, and discuss the resistance of predominantly white stakeholders to “colored” leadership/issues and the familiar but frustrating ability of white privilege to short circuit progress. Presenters will pose the question for discussion: can administrators of color become viable authoritative agents of leadership without a legitimization of power and privilege, and without complacency of white allies? This session should particularly benefit policy makers, senior management, Academic Affairs professionals, faculty, students and administrators of color and Student Affairs professionals.

Victor M. Macaruso, D.A., Assistant Dean, Student Academic Affairs and Coordinator, Advising Group, University of Wisconsin—Madison, Wisconsin

Moji E. Olaniyan, J.D., Assistant Dean, Student Academic Affairs and Coordinator, Policy Group, College of Letters and Science, University of Wisconsin—Madison, Wisconsin

Ronald Woolfolk, Assistant Dean, Student Academic Affairs and Coordinator, Pathways to Excellence Programs and Services, University of Wisconsin—Madison, Wisconsin

2:00–3:15 p.m.

PASTEUR

Level IV

Level of Experience:

Novice and Intermediate

Improving the Campus Environment for Bi/Multiracial Students

◆◆ Research/Assessment/Evaluation ◆◆

The session highlights and examines the needs of the bi/multiracial students have become more evident as our society and culture become more cognizant of the multiple layers of diversity represented among the American student bodies. This session has three goals: (1) to expand the current conceptual and theoretical base of knowledge of biracial and multiracial students, (2) provide data regarding the experience of these students at one institution, and (3) highlight one collegiate assessment focused on the difficulty with which these students navigate our university environment. This session should particularly benefit those interested in the study of bi/multiracial students and in creating environments conducive to the acceptance and belonging of these students.

Art Munin, Residence Director, DePaul University—Chicago, Illinois

2:00–3:15 p.m.

FRENCH ROOMS

Le Mans

Level I

Level of Experience: All

From the Face of Hate to the Face of Hope: The Institute for Action Against Hate

◆◆ Long- and Short-Range Planning ◆◆

This session presents the proceedings from the International Conference to Establish the Academic Field of Hate Studies. Internationally recognized scholars with expertise relevant to the study of hate collaborated in the initial planning for the development of an integrated field of Hate Studies. They identified what needs to be contributed by other fields and specific next steps for creating the field of Hate Studies. Special attention was given to developing workable and relevant curricula on college campuses and for integrating Hate Studies with institutions outside the academy. Presenters will emphasize on how critical it is that both the academic community and society in general better understand how hatred works, and develop testable theories to guide our actions in combating and controlling it. This session should particularly benefit educators, policy makers and others working to combat hate at all levels of higher education.

Bob Bartlett, Director, Multicultural Education and Unity House Cultural Education Center; Adjunct Faculty; Chairman of the Board, Institute for Action Against Hate, Gonzaga University—Spokane, Washington

Raymond F. Reyes, Ph.D., Academic Vice President for Diversity; Board Member, Institute for Action Against Hate, Gonzaga University—Spokane, Washington

Jerri Simms Shepard, Ed.D., Director, Institute for Action Against Hate and Director, Master of Arts in Teaching: Teaching At Risk Students, Gonzaga University—Spokane, Washington

Sima Tarzaban Thorpe, Director, Center for Community Action and Service Learning; Board Member, Institute for Action Against Hate, Gonzaga University—Spokane, Washington

2:00–3:15 p.m.

LAFAYETTE

Level IV

Level of Experience: All

Leadership for Today's Society: Through a Latino/a Context

◆◆ Curricular/Pedagogical Models ◆◆

This session will introduce the need for a leadership course through a Latino/a context. The session will include an overview of components that should be considered for a curriculum development and implementation process, findings from instructing the course, as well as recommendations for future course and program development. Presenters base their findings on their experience developing and implementing a Latino/a leadership course. This course serves as an example of a best practice among curricular/pedagogical models in supporting Latino/a students in higher education. Presenters will outline few of the student outcomes associated with the course, and participants will have an opportunity to engage in dialogue to share other best practices and recommendations. This session should particularly benefit instructors, Student Affairs professionals, and other individuals interested in developing a Latino/a leadership course or other campus initiatives in an effort to better support Latino/a students.

Patricia L. Alvarez, Doctoral Student, Education Counseling and Personnel Services, University of Maryland—College Park, Maryland

Mark A. Lopez, Doctoral Student, Educational Policy and Leadership, University of Maryland—College Park, Maryland

Hugo E. Nájera, Graduate Student, Education Counseling and Personnel Services, University of Maryland—College Park, Maryland

2:00–3:15 p.m.

IMPERIAL IV

Level IV

Level of Experience: Intermediate

The American Indian Cultural House: Building an On-Campus Housing Program

◆◆ Case Studies/Model Programs ◆◆

This session reports on a pilot program for on-campus housing, designed to enhance the first year experience of American Indian students. The session will outline creation of the partnership between the American Indian Studies Department and the office of Housing and Residential Life, as well as how funding was secured for programming. The presenter will provide examples of program activities and strategies currently in place to recruit American Indian Cultural House participants for 2004–05. This session should particularly benefit those who provide direct services to American Indian students across campus and those who are active in building model recruitment and retention programs.

Jillian M. Rowan, Coordinator, American Indian Student Outreach and Recruitment, University of Minnesota, Twin Cities Campus—Minneapolis, Minnesota

2:00–3:15 p.m.

IMPERIAL III

Level IV

Level of Experience: All

Building a Culturally Inclusive Climate and Curriculum in an Academic Department: No Pain, No Gain

◆◆ Long- and Short-Range Planning ◆◆

This session describes a long-range, multifaceted, research-based diversity initiative undertaken by an academic department at an urban, research university. A long-standing strategic goal of the department was to increase the numbers of culturally, especially racially, diverse students and faculty. Until the department acquired a critical mass of the faculty of color, there was little progress, or even activity, toward this goal. Presenters will describe the progress since 2002, which has included (1) a series of cultural competency training retreats for faculty and staff geared to creating a culturally inclusive department, (2) development of a long-range diversity plan and a revised mission statement, (3) the development of a multicultural emphasis area in the curriculum, and (4) the expansion of partnerships with diverse community agencies. The session will provide copies of the data collection instrument and preliminary data analyses, as well as copies of the diversity plan. This session should particularly benefit those seeking concrete, successful strategies for enhancing cultural competence in academic programs.

Reine Evereteze, Psy.D., Psychotherapist—Denver, Colorado

Susan S. Harding, Ph.D., Professor, School of Education, University of Colorado—Denver, Colorado

Carmen Braun Williams, Ph.D., Associate Dean, Faculty and Student Affairs, School of Education, University of Colorado—Denver, Colorado

2:00–3:15 p.m.

FRENCH ROOMS

Bordeaux

Level I

Level of Experience: All

Building a CORE Program: Iowa State University

◆◆ Case Studies/Model Programs ◆◆

This session presents the significant human and financial resources' commitment to promote greater understanding and acceptance of diversity at the Iowa State University. As an example of this commitment, for the past five years, the university has been a major sponsor of more than 200 students, faculty, and staff participation in NCORE. The session will outline the program and series of requirements for those students interested in attending the conference such as (1) students must commit to pre-conference preparation, (2) debriefing sessions throughout the week long training, (3) post-conference workshops, and (4) dissemination of information on diversity to the broader academic community. When the students return from NCORE, they are enrolled into a class in order to build on their learning, and their experience ends with their participation in ISCORE (the Iowa State Conference on Race and Ethnicity) which is held during the spring semester. Presenters will share with participants an overview of the development of this partnership, as well as preview a video developed by student participants on the power of the experience. This session should particularly benefit institutional leaders, faculty, and students desiring to establish new initiatives that incorporate NCORE conference themes.

Thomas L. Hill, Ph.D., Vice President, Student Affairs, Iowa State University—Ames, Iowa; Executive Committee Member, Southwest Center for Human Relations Studies, The University of Oklahoma—Norman, Oklahoma

Robert Lipsey, Coordinator, Residence Life, and Member, ISCORE Planning Committee, Iowa State University—Ames, Iowa

Tiana Williams, Hall Director, Department of Residence, and Member, ISCORE Planning Committee, Iowa State University—Ames, Iowa

2:00–3:15 p.m.
**FONTAINE ROOM &
FLEUR DE LIS**
Lobby Level

Level of Experience: Intermediate

African American/Black Identity: Stressors and Techniques for Succeeding on a Predominantly White Campus

◆◆ Research/Assessment/Evaluation ◆◆

This session reports on several studies concerning the complexity of African American/Black student identity, and how the intersection of race, class, and gender influences how black students navigate a predominantly white institution. The session will discuss concrete strategies for how predominantly white institutions might enrich the campus ethos by drawing on communities that are supportive of the changing and growing needs of African American students in higher education. Presenters will report on data from in-depth interviews, observations, and surveys of undergraduate African American/Black students at Albion College that are contrasted with data on the attitudes and identities of African American residents in Albion. Issues include the intersection of race, class and gender; female-male conflicts; black self-image, personality and coping mechanisms; levels of satisfaction and assimilation; and community/college partnerships. This session should particularly interest those who are involved in researching the complexity of black student identity; those involved in policy making at the institutional level; practitioners who provide direct services to Black/African American students; and community/college personnel interested in finding creative ways to build community and college partnerships that increase the satisfaction and success of African American/Black students on predominantly white campuses.

Diane M. Ariza, Ph.D., Associate Dean for Intercultural Affairs, and Adjunct Professor of Sociology, Albion College—Albion, Michigan

Leonard Berkey, Ph.D., Professor and Chair, Anthropology and Sociology, Albion College—Albion, Michigan

Claude H. Huddleston, Retention Coordinator, Office of Intercultural Affairs, Albion College—Albion, Michigan

Alyssa Marie Montgomery, Undergraduate Student, Sociology and Philosophy Major, Albion College—Albion, Michigan

Nicholas Elijha Morgan, Undergraduate Student, Psychology Major, Albion College—Albion, Michigan

2:00–3:15 p.m.
IMPERIAL II
Level IV

Level of Experience: Novice

The University of Chicago's Renewed Commitment to Chicago Public Schools

◆◆ Long- and Short-Range Planning ◆◆

This session reports on the University of Chicago's thirty year history working with urban schools. In 2003, the Collegiate Scholars Program was launched as a three-year enrichment effort for students of Chicago Public Schools. The program identifies freshmen who have distinguished themselves through their academic and extracurricular achievements. The goal is to foster a more productive relationship with the Chicago Public Schools and to increase enrollment of their students—particularly students of color. Collegiate Scholars are expected to engage in on-campus academic activities led by Chicago faculty throughout the calendar year. Along with developing the Collegiate Scholars Program, the university pledged to enroll a total of twenty Chicago Public School graduates by providing renewable full-tuition scholarships. The Office of College Admissions has been involved since the inception of both programs and continues to play an active role in recruitment and selection. This session should particularly benefit those who are charged with developing strategies to recruit diverse populations, those interested in increasing enrollment of students from urban school districts, and faculty who desire to enrich the educational experiences of urban public high school students.

Adele C. Brumfield, Senior Assistant Director, Admissions, The University of Chicago—Chicago, Illinois

André E. Phillips, Associate Director, Admissions, and Transfer Coordinator, The University of Chicago—Chicago, Illinois

2:00–3:30 p.m.

IMPERIAL V

Level IV

VIDEO PREVIEW AND DISCUSSION

***Ralph Bunche: An American Odyssey*—William Greaves Production**

A documentary film, narrated by Sidney Poitier, on the life of Dr. Ralph Johnson Bunche (1903–1971)—statesman, peace negotiator, leading intellectual and scholar, and first person of color, to win the Nobel Peace Prize —*Ralph Bunche: An American Odyssey* represents the first time an in-depth documentary film has been produced on the life and legacy of this American legend. An African-American, who overcame racial prejudice and poverty to become Undersecretary General of the United Nations, Bunche's life offers a unique window on many key issues and historical events that took place during the middle of the 20th century in the United States and the world. These include international peacekeeping, peacemaking, decolonization and human rights. www.williamgreaves.com/catalog.htm

Gladstone L. Yearwood, Ph.D., Director, African American Studies, University of Central Florida—Orlando, Florida

2:00–5:00 p.m.

FRENCH ROOMS

Brittany

Level I

MAJOR WORKSHOP 8

Closing the Career Knowledge Gap: Making Connections Between Education and Labor Market Demand

This session will focus on (1) strategies to prepare students to make informed career and educational decisions, specific barriers that students of color face which affect those decisions, (2) how colleges and universities can work with secondary educational institutions to ensure that incoming students are prepared to excel in postsecondary education, and (3) methods for postsecondary institutions to make connections between education and labor market demand and prepare their students for future success. The “college for all” focus of high school education and counseling in the past two decades have resulted in drastically increased college attendance rates for all groups. In 1997, more than two-thirds (67%) of all U.S. high school graduates enrolled in post-secondary institutions, a significant increase from just a decade before. In particular, the percentage of minority students who entered college increased from only 16% in 1976 to 28% in 1999. In an era of an increasingly competitive labor market in which intellectual capital reigns, all would agree this is a positive development. However, this “college for all” focus in American high schools has often come at the expense of career awareness and vocational education in high school curriculum. This not only affects the students who enter the workforce directly after graduating high school and need to make immediate career decisions, but it also affects college bound students who need to make choices about their courses of study that will influence their future careers. The emphasis on attending post-secondary education in American high schools is positive, but it needs to be supplemented with a rich array of advice and guidance about the purpose of further education. This is particularly important for minority students. In a recent survey conducted by the John J. Heldrich Center for Workforce Development, African-American students were more likely than white students to say that they received information from their high school on what to major in at college, what schools to apply to, and what classes to take to prepare for college (John J. Heldrich Center for Workforce Development, *Taking the Next Step: High School Students, College, and Careers*, October 2003). In addition, postsecondary educational institutions need to continue this process by providing ample opportunities for applied learning to students. Partnerships between industry and education can ensure that the skills students are learning in their courses will prepare them to succeed in the future. For example, employers tell us that more interdisciplinary knowledge will be necessary in the professional jobs of the future. College and university departments can prepare students to succeed in this environment by examining their curricula and expanding the linkages between courses of study.

Stephanie Duckworth-Elliott, Project Director, John J. Heldrich Center for Workforce Development, Rutgers, The State University of New Jersey—New Brunswick, New Jersey

Denise Pierson-Balik, Project Manager, John J. Heldrich Center for Workforce Development, Rutgers, The State University of New Jersey—New Brunswick, New Jersey

2:00–5:00 p.m.

FONTAINEBLEAU BALLROOM

Section A

Level II

MAJOR WORKSHOP 9

The Role of Diversity Training in Organizational Change

Diversity training is frequently the first concrete action taken as institutions work on their diversity initiatives. Usually the impact of the training doesn't measure up to the unrealistic expectations that had been set for it, the inevitable backlash arises, and, too often, the institution's leaders are hesitant to bring up the "d-word" again. At this session we will look at two models that describe effective approaches to creating genuinely hospitable and diverse organizations. By building a change context and a strategic plan into which various kinds of training are placed, institutions are far more likely to achieve lasting organizational change.

Frances E. Kendall, Ph.D., Consultant in Organizational Change and Communication, Specializing in Issues of Diversity—Albany, California

2:00–5:00 p.m.

VOLTAIRE

Level IV

Book signing of *Faculty Diversity: Problems and Solutions*—Thursday, June 3, noon-1:00 p.m.

MAJOR WORKSHOP 10

Succeeding as a Professor on a Majority Campus: Disadvantages vs. Advantages

In this highly interactive session, participants will discuss and analyze several short scenarios that illustrate the hidden profits often enjoyed by majority faculty and the extra taxes often imposed on minority faculty. A total of 12 pairs of Disadvantages/Advantages will be examined. The session will reveal how the interlocking pairs, as a system, operate on a daily basis to favor some and disfavor others. Upon returning to their campuses and organizations, participants with given skills will be able to help their students and colleagues grasp more concretely and comprehensively how the system of inequities works, and how more effectively dismantle the system on their own campuses. This session draws from the new book, *Faculty Diversity: Problems and Solutions*, written by JoAnn Moody (2004). The session also draws on a book-in-progress on the productivity of majority and minority engineering faculty being prepared by Judy (J.J.) Jackson.

Judy (J.J.) Jackson, Ph.D., Associate Provost for Institutional Engagement, New York University—New York, New York

JoAnn Moody, Ph.D., Diversity Consultant; Director, Northeast Consortium for Faculty Diversity; Advisor, National Compact for Faculty Diversity—Braintree, Massachusetts

2:00–5:00 p.m.

IMPERIAL I

Level IV

MAJOR WORKSHOP 11

Effective Educational Leadership Strategies in the Education of American Indians and Alaska Natives

Effective leadership is critical to successful programs in the education of American Indians and Alaska Natives. The American Indian Leadership Program (AILP) at The Pennsylvania State University prepares American Indians and Alaska Natives to assume educational leadership positions at the local, tribal, state and national levels. The session will focus on leadership development, including strategies to be successful in the Indian and non-Indian worlds.

Susan C. Faircloth, Ph.D., Assistant Professor of Education, Educational Leadership and Special Education, Pennsylvania State University—University Park, Pennsylvania

2:00–5:00 p.m.
FRENCH ROOMS
Champagne
Level I

MAJOR WORKSHOP 12

Race—The Power of an Illusion: Race May Not Be Biological, But It Is Still Real

RACE—The Power of an Illusion is the acclaimed three-part PBS series that questions the very idea of race as biological. But it also asks, if race isn't biological, what is it? Where did the idea come from? How did it take such a grip over our minds? How does race still matter, shaping life chances and opportunities? This session will screen clips from the series and demonstrate how to use the video/DVD, its companion web site at www.pbs.org/Race, and other resources to help students confront their myths and assumptions. This approach explores how race "lives" not in our bodies but in our institutions that quietly and often invisibly channel resources, power and wealth disproportionately to the "unmarked" race, white people.

Timothea Howard, Director of Outreach and Organizing, California Newsreel—San Francisco, California

2:00–5:00 p.m.
FRENCH ROOMS
Monaco
Level I

MAJOR WORKSHOP 13

Hear What Our Hands Have To Say: The Diversity of Deafness

Each of the presenters listed below brings a different perspective on what deafness is in the context of the American campus. With the advent of the Federal laws of the IDEA and the ADA, campuses have to consider their expansion of Affirmative Action responsibilities, new ways of delivering information, and new methods of addressing larger issues of accessibility and acceptance. This session will address the issues at the nexus of race, class, gender and education within the deaf community and in the context of the cultural identity of deafness. These include our definitions of what constitutes communication, our ways of stereotyping based on hearing status, as well as what bi-culturalism means within American society. What does it mean, for instance, to be a deaf student, professional, or working parent, in a bi-cultural relationship, or a hearing professional, student or working parent with a deaf child, student or colleague in and around the deaf community? What if you are deaf with a minority national origin? We may be vaguely aware of these issues and fail to integrate them in the broader context of learning and working in higher education.

Lindsay Dunn, Special Assistant to the President, Diversity and Community Relations, Gallaudet University—Washington, D.C.

E. Lynn Jacobowitz, Ph.D., Associate Professor, Department of American Sign Language and Deaf Studies, Gallaudet University—Washington, D.C.

Janice D. Mitchell, Ph.D., Professor, German and Intercultural/International Education, Gallaudet University—Washington, D.C.

Thuan Thi Nguyen, Coordinator, Mentoring and Minority Academic Support Programs, Center for Academic Programs and Student Services, Gallaudet University—Washington, D.C.

K. P. Perkins, Coordinator, Multicultural Student Programs, Student Affairs, Gallaudet University—Washington, D.C.

Carl A. Pramuk, Dean, Student Affairs, Gallaudet University—Washington, D.C.

2:00–5:00 p.m.
FRENCH ROOMS
Burgundy
Level I

MAJOR WORKSHOP 14

How the Media Teach About Diversity

This highly interactive session will examine how the mass media influence the way people develop intergroup perceptions. Using video clips and print media examples, as well as drawing on the research from *The Children are Watching: How the Media Teach About Diversity*, presenter will illustrate and engage participants in discussion about the various ways in which the media present information, organize ideas, disseminate values, create expectations, and model behavior in the areas of diversity. In addition, the presenter will suggest ideas for integrating the media into course work and diversity workshops.

Carlos E. Cortés, Ph.D., Professor Emeritus, Department of History, University of California—Riverside, California

2:00–5:00 p.m.
FONTAINEBLEAU BALLROOM
Section C
Level II

MAJOR WORKSHOP 15

Moving Beyond the Supreme Court's Decision on the University of Michigan's Admission Policies: Getting Back to the Business of Strengthening and Advancing Campus Diversity

It has been nearly a year (June 23, 2003) since the Supreme Court handed down its historic decision on legal challenges to the University of Michigan's use of race/ethnicity in its admissions program. In a historic ruling, the Court held that the promotion of diversity on campuses was a compelling government interest and the race could be used as one of many selection criteria for admission. After five years of costly legal proceeding, it was a welcomed decision by UM and the higher education community. In the aftermath of the Court's ruling, UM and other institutions have had to review and adjust their admissions processes. The purpose of this session is to discuss how Michigan and other institutions have moved beyond the lawsuits and examined not only their admissions policies, but in an effort to address the Court's mandate, reviewed their financial aid/scholarship policies, as well as other diversity programs and activities. Presenters will discuss admissions and programmatic changes at the University of Michigan and other institutions, share best practices and new initiatives designed to advance campus diversity in staff and faculty areas, curriculum and pedagogy, and programmatic review and assessments. Strategies designed to protect diversity programs from future legal challenges will be discussed. Finally, new campus initiatives such as a diversity summit for executive officers and deans and the proposed establishment of a comprehensive center for institutional diversity will be highlighted. This is a time for opportunities and continued challenges. While higher education and its allies won a major victory in the Supreme Court, there is still much to be done to move past campus diversity beyond the 2003 landmark decision.

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

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

Katrina Wade-Golden, Research Coordinator, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

2:00–5:00 p.m.

3-HOUR CONCURRENT SESSIONS

2:00–5:00 p.m.

GRAND BALLROOM

West

Level II

Level of Experience: All

Community Cross-Racial Dialogue on LGBT Issues in Higher Education

◆◆ Interactive Training ◆◆

This dialogue session provides an opportunity for a critical mass of LGBT people of color to have within-group and cross-group discussions to explore and share common concerns, strategize, and gain understanding of each others' circumstances. The dialogue session will be structured with specific questions for pairs, small and large/whole group discussions: How might we form better working alliances with and between LGBT communities on campus and in society? Do we have any models out there that are working? What are the challenges? Most campus LGBT organizations have focused on those for whom LGBT identity is primary or central, rather than part of intersecting identities that have varied saliency in different contexts. The "whiteness" of LGBT campus organizations often places LGBT people of color in difficult situations in both the LGBT organizations and in the people of color organizations many institutions' sponsor for support. Academic programs in LGBT studies often ignore the leading roles played by people of color in the liberation movements around sexual orientation and gender identity going back to the early twentieth century. White community members often express frustration at the lack of visibility or participation of LGBT People of Color in campus programs and organizations. This session should particularly benefit those who seek to understand the internal racial dynamics of LGBT communities on campus and who already have experience interacting in campus LGBT communities.

Arthur W. Breese, Director, Northeastern Pennsylvania Diversity Education Consortium; Associate Director, Diversity Institute, College Misericordia—Dallas, Pennsylvania

Ann E. Flescher, Assistant Director for Clinical, Services/Coordinator Sexual Assault Crisis and Safety Education Program, Michigan State University—East Lansing, Michigan

A.T. Miller, Ph.D., Coordinator of Multicultural Teaching and Learning, University of Michigan—Ann Arbor, Michigan

Melvin E. Monette, Program Coordinator, United Tribes Community Educators Program, American Indian Student Services, University of North Dakota—Grand Forks, North Dakota

2:00–6:00 p.m.

FONTAINEBLEAU BALLROOM

Section D

Level II

MAJOR WORKSHOP 16

Asian Americans and Asian Latinos/as in the Age of Globalization

This session provides an update on the state of Asian America in the 21st century. It offers a critical analysis of the relationship between Asian Americans and white Americans, as well as with other Americans of color with whom they share the urban space and the campuses of higher education. The sociology and political economy of Asian America, its global, diasporic, and transnational characteristics, and the shifting stereotypes over time and space (yellow peril, model minority, sleazy fundraisers, dangerous spies) will be dissected. In addition, the session will present an overview of Asian Latinos/as, defined as those Americans of mixed Asian and Latino heritages, as well as Asian re-migrants from Latin America and the Caribbean (especially Cuba, Jamaica, Guyana, as well as Brazil, Peru, Mexico).

Evelyn Hu-DeHart, Ph.D., Professor of History, and Director, Center for the Study of Race and Ethnicity in America, Brown University—Providence, Rhode Island

2:00–6:00 p.m.

CLUB ATLANTIC

Level IV

MAJOR WORKSHOP 17

Why Don't They Get It: Identifying Effective Methods and Strategies for Teaching About Privilege

This advanced session is designed for those people who have been attending NCORE for several years, and may have attended a number of presentations about privilege, and/or who may be responsible for delivering or administering training or teaching on this subject. The presenter will work with participants to identify the specific goals they have in teaching about privilege. Participants will learn how to design appropriate learning activities to meet these goals: (1) how to adapt designs for different audiences, and (2) how to evaluate the effectiveness of programs, exercises and materials they may already be using.

Cristine Clifford Cullinan, Ph.D., Training and Development Administrator, University of Oregon—Eugene, Oregon

3:30–5:00 p.m.

90-MINUTE CONCURRENT SESSIONS

3:30–5:00 p.m.

LAFAYETTE

Level IV

Level of Experience:

Intermediate and Advanced

A Framework To Foster Diversity—Strategic Planning and Assessment for Diversity at Penn State

◆◆ Long- and Short-Range Planning ◆◆

This session follows up on a workshop conducted at NCORE 2003, which profiled the development, implementation, and midpoint assessment of Penn State's first University-wide strategic plan for diversity, *A Framework to Foster Diversity at Penn State: 1998–2003*. Since then, Penn State colleges and academic support units have each submitted their own final reports on their implementation of the *Framework*, and have issued new university-wide and individual unit diversity strategic plans for 2004–2009. The session will focus on “lessons learned” in making the transition to the next stage of diversity strategic planning. Presenters will discuss the topics which include an overview of the final assessment process for the 1998–2003 planning cycle, including “best practices” that emerged during the review of final reports, refinements to the new university-wide plan, important components of the new individual unit diversity strategic plans, and proposed improvements for the 2004–2009 planning cycle. This session should particularly benefit those who are considering diversity initiatives within an overall strategic planning context or in the first stages of diversity strategic planning, along with those who are responsible for assessing the impact of diversity planning.

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

Thomas G. Poole, Ph.D., Associate Vice Provost for Educational Equity, The Pennsylvania State University—University Park, Pennsylvania

Victoria E. Sanchez, Ph.D., Senior Diversity Planning Analyst, Office of the Vice Provost for Educational Equity, The Pennsylvania State University—University Park, Pennsylvania

3:30–5:00 p.m.

FONTAINEBLEAU BALLROOM

Section B

Level II

Level of Experience: Intermediate

Creating a Holistic Academic Environment for African American Students at a Predominantly White University: Cooper Woodson College (CWC)

◆◆ Case Studies/Model Programs ◆◆

This session reports on Cooper Woodson College (CWC) as a model program that creates a holistic academic environment conducive to the African American experience. The session will examine CWC's goal of developing and maintaining a distinct community within California State University, Sacramento. The original intent was to increase the retention and recruitment of African American students. To achieve this goal, CWC focuses on promoting leadership and community involvement among students, faculty and staff. The session utilizes quantitative and qualitative data as well as student/faculty and staff narratives, to examine the development and legitimacy of that goal, specifically, by incorporating a longitudinal analysis of the history, structure and development of CWC's three main components: mentoring, academic scholarship, and community service. This session should particularly benefit those who are interested in developing retention and leadership programs, as well as those who seek to create a distinct community environment within larger predominantly white institutions.

Martinique Baker, Graduate Student, Marriage, Family and Child Counseling; Coordinator, CWC Enhancement Program, California State University—Sacramento, California

Rukiya Fayola Bates, Graduate Student, Education Administration, California State University—Sacramento, California

Shannon Dickson, Psy.D., Professor, Counselor Education, and Psychologist, California State University—Sacramento, California

Ricky Kenneth Green, Ph.D., Director of CWC, and Professor, Ethnic Studies, California State University—Sacramento, California

Robert Earl Jones, Undergraduate Student, Child Care Major; Vice President, CWC Student Association, California State University—Sacramento, California

Karen A. Kurenty, Undergraduate Student, Computer Science Major; Vice President Elect, CWC Student Association, California State University—Sacramento, California

Adam Clark Williams III, Undergraduate Student, Digital Media Field Major; President, CWC Student Association, California State University—Sacramento, California

3:30–5:00 p.m.

IMPERIAL II

Level IV

Level of Experience:

Intermediate and Advanced

“You Must be the Change You Wish to See in the World”—Mahatma Gandhi

Strategies and Examples of Diversity Initiatives in Teacher Education

◆◆ Curricular/Pedagogical Models ◆◆

This session focuses on a systematic and integrated strategy for incorporating diversity concepts in a teacher education program, including the process used and descriptions of seven implemented diversity initiatives. Presenters will provide an overview of those seven initiatives which include (1) a field experience semester focusing on racial, ethnic, and socioeconomic diversity; (2) a university-preschool collaboration with the Miami Tribe of Oklahoma; (3) an education diversity faculty learning community focusing on professional development and curriculum issues; (4) an assessment of student opinions related to issues of diversity; (5) creation of an hour seminar each semester; (6) a faculty reading group; and (7) efforts to infuse and provide depth of understanding of diversity issues across the curriculum. This session should particularly benefit those who are involved in teacher education programs, as well as others who are interested in developing integrated and innovative strategies for curriculum transformation.

Barbara J. Heuberger, Ph.D., Associate Professor and Coordinator, The Early Childhood Education Program, Teacher Education Department, Miami University—Oxford, Ohio

Karen L. Montgomery, Ph.D., Visiting Instructor, The Early Childhood Education Program, Teacher Education Department, Miami University—Oxford, Ohio

Kim Wachenheim, Visiting Instructor and Coordinator, The Content Integration Block, The Early Childhood Education Program, Teacher Education Department, Miami University—Oxford, Ohio

3:30–5:00 p.m.

FRENCH ROOMS

Bordeaux

Level I

Level of Experience: All

Crossing Borders: Undocumented Students and the Ongoing Struggle for Higher Education

◆◆ Policy Issues ◆◆

This session will provide a case study on the impact and consequences of the anti-immigrant backlash on K-12 and post-secondary education in California, where large numbers of K-12 Latino/a students are enrolled, but without legal papers. Most often referred to as “illegal aliens,” these undocumented students, the vast majority of whom are poor, will not be able to go to college, even if they aspire to do so. Ineligible for state and federal aid, undocumented students who seek to pursue a college education must pay as if they were wealthy foreigners. Drawing on the experiences of California high school and community college students, presenters will discuss the obstacles and barriers that undocumented immigrants face in accessing higher education and describe strategies for working with these students. The session will allow ample time for discussion and interaction. The session should particularly benefit those from institutions in states with increasing immigrant populations and those from institutions seeking to develop policies responsive to current social conditions.

Irma Archuleta, Director, Extended Opportunities Programs and Services, Santa Ana College—Santa Ana, California

C. Adolfo Bermeo, Ph.D., Director, Academic Advancement Program; Associate Vice Provost, Undergraduate Diversity, University of California—Los Angeles, California

Josh Bernstein, Senior Policy Analyst, Public Benefits, Employment, National Immigration Law Center—Washington, D.C.

Alfred R. Herrera, Director, Center for Community College Partnerships, The College, University of California—Los Angeles, California

3:30–5:00 p.m.

IMPERIAL IV

Level IV

Level of Experience: Intermediate

Factors Related to American Indian Students' Persistence in Higher Education: A Comparative Analysis of Students, State, and University Officials' Perceptions!

◆◆ Case Studies/Model Programs ◆◆

This session reports on a study of the similarities and differences between the perceptions of American Indian students compared to State Board of Higher Education representatives, university presidents, and faculty—referred to as the “Establishment”—on the issue of persistence factors and barriers to college degree completion of the American Indian college student. A total of 41 interviews—both focus group and individual—were conducted. The session will present data collected during the 2001-2002 academic school year from three land grant universities located in different three states. Comparison of the responses from the American Indian college students and the Establishment show perceptions disconnect in regard to persistence factors. Participants will learn that the American Indian students overwhelmingly quote that “family” and “tribal community” serve as core persistence factors, whereas the Establishment unanimously suggests that “financial factors” represent the primary persistence factor for the American Indian college student. Narratives from both groups will be provided. This session should particularly benefit those who are influential in the success of American Indian college students, such as policy makers, university administration, and faculty searching for ways to assist American Indian college students.

Raphael Marcedux Guillory, Ph.D., Assistant Professor, Counseling, Educational, and Developmental Psychology, Eastern Washington University—Cheney, Washington

3:30–5:00 p.m.

FRENCH ROOMS

Le Mans

Level I

Level of Experience:

Novice and Intermediate

Results of the Initial Construct Validation Study of the Munroe Multicultural Attitude Scale Questionnaire (MASQUE)

◆◆ Research/Assessment/Evaluation ◆◆

This session should particularly benefit those who are interested or involved in all levels of multicultural education assessment development and curriculum transformation concerns that induce diversity minded attitude development. The session reports on the initial construct validation of the Munroe Multicultural Attitude Scale Questionnaire (MASQUE) and the survey's hypothesized ability to categorically group respondents into the corresponding theoretical domains of Bloom's taxonomy (1994) and Banks' transformative curriculum reform typology (1999). Measuring social attitudes on issues that directly affect beliefs, values, and the operative systems of differential and cognitive understanding of the world around us has perplexed researchers and practitioners. The details of the auxiliary Marlowe-Crowne Social Desirability Scale Short Form C administration to cross correlate the authenticity of the MASQUE data will be presented. The sample of 422 university and college students information exhibiting a factor analysis domain loading of knows and acts predominance, along with the discriminate analysis detection that a modest know, care, and act group differentiation exists will be discussed. The significance and utility of the MASQUE demonstrate that when attitude domains are assessed through validated and reinforced theoretical constructs' true experiential multicultural edification objectives can be actualized. Moreover, the overall outcomes reflect a possible medium to help rectify the compounded imbalance found among the multicultural education theories subsumed and the means to institute and assess such ideals.

Arnold Munroe, Ed.D., Visiting Assistant Professor, Department of Educational Studies, University of Central Florida—Orlando, Florida

3:30–5:00 p.m.

IMPERIAL III

Level IV

Level of Experience: All

Foster Care for an Urban High School: Assessment of 10-Year Partnership Between Syracuse University and High School for Leadership and Public Service

◆◆ Case Studies/Model Programs ◆◆

In this session, participants will engage in a discussion of the key components/activities developed and designed to facilitate minority student enrollment and retention, their successful transition from high school to college, encourage academic achievement, and facilitate parental involvement—resulting in a graduation rate of 73% and a retention rate of 88%. Tinto's conceptual concepts of commitment and integration provide the comprehensive theoretical framework for the programmatic initiatives. Students who attended the high school and are currently enrolled at Syracuse University, exchange ideas with session attendees regarding their successful transition to college, their academic achievement, and partnership activities. Participants will receive a comprehensive set of materials, and view a video describing the University's relationship with the High School for Leadership and Public Service. This session should particularly benefit individuals from high schools and colleges responsible for strategic planning, recruitment and admissions, academic enrichment activities for minority students, as well as those engaged in partnership activities or just beginning to explore the idea of establishing one.

Jackson Eng, Undergraduate Student, Management Major, Syracuse University—New York, New York

Matthew Klein, Undergraduate student, Education Major, Syracuse University—New York, New York

Lonnie Morrison, Ph.D., Director, Metropolitan Admissions Programs; Adjunct Associate Professor, Maxwell School of Citizenship and Public Affairs, Syracuse University—New York, New York

Amparo Silva, Assistant Director of Admissions, Syracuse University—New York, New York

3:30–5:30 p.m.

2-HOUR CONCURRENT SESSIONS

3:30–5:30 p.m.

PASTEUR

Level IV

Level of Experience:

Novice and Intermediate

Creating and Maintaining Effective Student Dialogues on Diversity

◆◆ Case Studies/Model Programs ◆◆

The session will describe and analyze the development, substance, and/or response to specific situations, incidents, and programs. Presenters will report on a three-year student retrospective on organizing and executing a campus-wide new student orientation on diversity at Rice University and the opportunity to continue in-depth conversations and programming about diversity in a multicultural organization. An interactive demonstration of facilitation techniques will be presented to offer participants creative methods for addressing the needs of audiences with different levels of experience with dialogue on diversity. This session should particularly benefit students, faculty, and staff who are involved with new student orientation and multicultural awareness education programs at predominately white campuses.

Danielle Guillory, Co-Coordinator, New Student Diversity Orientation, Wiess College, Rice University—Houston, Texas

Eddie Leza, Co-Coordinator, New Student Diversity Orientation, Rice University—Houston, Texas

Mary L. Slater, Coordinator, ADVANCE Student, Jones College, Rice University—Houston, Texas

Roland B. Smith Jr., Ph.D., Associate Provost, Rice University—Houston, Texas

Ta-Shina Williams, Co-Coordinator, New Student Diversity Orientation, Baker College, Rice University—Houston, Texas

3:30–5:30 p.m.
**FONTAINE ROOM &
FLEUR DE LIS**
Lobby Level

Level of Experience:
Novice and Intermediate

Identities: Cultural Rhythms, Bodily Gestures, and Personal Politics

◆◆ Interactive Training ◆◆

This session will use various kinds of music and movement to articulate nonverbal and expressive ways of creating meaning as a means of eliminating the artificial boundaries generated by perceiving the differentness of individuals rather than our shared roots as expressive beings. A discussion will follow on how one sees and ascribes meaning to an aesthetic, either “home-base,” or one that is not familiar. Such personal and collective exploration can have a transformative impact when practiced within a reflective framework. This session should particularly benefit those who have an interest in the aesthetic dimensions of identity, whether for pedagogy in the arts, counseling and psychotherapy, or adult learning and higher education. Human service professionals and trainers who use experiential methods in training at multi-cultural settings can gain another perspective on physical and arts-based activities.

Meg A. Chang, Ph.D., Adjunct Faculty, The New School Creative Arts Therapies Certificate Program—New York City; Touro College Graduate Program in Oriental Medicine—New York City; Pratt Institute Creative Arts Therapies Masters Program—Brooklyn, New York

Jack Tak Fok Ling, Ph.D., Professor, Asian and Liberal Studies Programs; and Director, Institutional Diversity, President’s Office, Skidmore College—Saratoga Springs, New York

4:00–5:30 p.m.
IMPERIAL V
Level IV

Level of Experience:
Intermediate and Advanced

Making a Way Out of No Way: Recruitment and Retention Strategies for African American Males from Public Schools to Private Universities

◆◆ Case Studies/Model Programs ◆◆

This session will look at one private, selective, predominantly white institution that has addressed the issue of how to create and support positive educational outcomes for ethnic minorities, in particular, African American male students. Presenters will highlight innovative strategies and programs that include a pre-college program, special orientations, faculty and peer mentoring programs, and workshops and events that support their success. The session should particularly benefit those who are involved in policy making at the institutional level, practitioners who provide direct services to African American students and those who are interested in the success of students of color.

Carolyn Regina Barber-Pierre, Assistant Vice President, Student Affairs, Tulane University—New Orleans, Louisiana

Luther Tillman Buie, Director, Diversity Education, Tulane University—New Orleans, Louisiana

6:00–7:30 p.m.
GRAND BALLROOM
East
Level II

NCORE NATIONAL ADVISORY GROUP MEETING

This meeting is open to all interested NCORE participants.

8:00–9:30 p.m.
GRAND BALLROOM
West
Level II

CONFERENCE EVENING PLENARY SESSION



Keynote Address:

Trapped in a History They Do Not Understand: Developing White Allies in the Face of Racial Privilege

Tim Wise, Anti-Racism Educator, ZNet Columnist, and the Director of the newly-formed Association for White Anti-Racist Education (AWARE) in Nashville. A social justice activist for the past two decades, Wise has been called “the foremost white anti-racist intellectual in the nation,” and has emerged as one of the nation’s leading young social critics, speaking in 46 states, to hundreds of community groups and on over 300 college campuses. He has served as a consultant for plaintiff’s attorneys in federal discrimination cases in New York and Washington State. Wise has provided anti-racism training to teachers across the country, and conducted trainings with physicians and medical industry professionals on how to combat racial inequities in health care. In September, 2001, Wise served as a visiting faculty member at the Poynter Institute in St. Petersburg, Florida, where he trained journalists to identify and eliminate racial bias in reporting. Currently, Tim serves on the Board of Directors for the Justice Lobby, an organization dedicated to eradicating racial and economic inequities in the criminal justice system. Wise received the 2002 National Youth Advocacy Coalition’s Social Justice Impact Award in recognition of his contributions to the struggle for equity. His anti-racism efforts have been termed “revolutionary” by NYU professor and award-winning author, Robin d.g. Kelly, and he has been hailed as “a thorn in the side of white supremacists” by Dr. Ray Winbush of Morgan State University. A collection of Wise’s essays, *Speaking Treason Fluently: Anti-Racist Reflections from an Angry White Male* was published in 2003.

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FRIDAY, JUNE 4, 2004

75-MINUTE CONCURRENT SESSIONS

8:30–9:45 a.m.

8:30–9:45 a.m.

FRENCH ROOMS

Le Mans

Level I

Level of Experience: Intermediate

Pre-Serving Latino(a)s for Higher Education Faculty Ranks

◆◆ Case Studies/Model Programs ◆◆

This session reports on a model program to develop a pool of future tenured faculty. This is essential in maintaining and expanding the educational pipeline for Latino(a)s from K-20, and to respond to the underrepresentation and preparation of Latino(a)s for tenured-track faculty positions in higher education. Presenters will illustrate how this program will also increase the pool of Latinos in academic administrative leadership positions in American higher education. The session discusses the three-year project which will create a cohort of 15 participants during a two-year period who will undergo ten months of pre-service training and then will be introduced via active-learning pedagogy, to the “culture” of higher education and the idiosyncrasies of the recruitment, selection, and appointment process of candidates to tenured-track faculty positions. Participants will also learn how candidates are mentored by a group of scholars and practitioners in the field of higher education. This session should particularly benefit those who are involved in institutional initiatives to recruit and retain a culturally diverse faculty, as well as those working in faculty development as related to growing ethnic diversity and administrators for faculty mentorship programs.

Ana Villate, Coordinator, Academic Program Services, Office of Academic Affairs, Northeastern Illinois University—Chicago, Illinois

Joaquin Villegas, Ph.D., Assistant Professor, Teacher Education Department, Northeastern Illinois University—Chicago, Illinois

8:30–9:45 a.m.

IMPERIAL III

Level IV

Level of Experience:

Intermediate and Advanced

Teaching About the Psychology of Race and Racism: Lessons Learned

◆◆ Curricular/Pedagogical Models ◆◆

This session focuses on the challenges of developing and teaching a course that critically examines matters of race and racism. The course emphasizes a theoretical and conceptual approach toward understanding the psychology of racialized thinking. The primary objectives of the course is to expose students to the myriad ways, subtle and overt, in which race and racism dramatically impact and influence intergroup and intragroup relations, as well as person’s life chances. Teaching about race and racism is often a thankless job that is extremely challenging, and frequently demoralizing. Faculty of color frequently initiated the responsibility of teaching classes that deal with race, ethnicity, and culture, where they meet with students who are resistant to talking about these emotionally-charged issues. The session will discuss how faculty express their own personal anxiety in the form of poor evaluations and complaints to administrators, which results in demoralization of instructors. This session should particularly benefit those who teach emotionally-charged classes on race and racism, those who want to learn how to teach such classes and facilitate difficult discussions on race, and those who want to learn how to effectively utilize the racial and ethnic demographics of the classroom to enhance the learning environment of all students.

Kevin Cokley, Ph.D., Associate Professor, Counseling Psychology, Southern Illinois University—Carbondale, Illinois

8:30–9:45 a.m.

LAFAYETTE

Level IV

Level of Experience: Intermediate

Freedom of Speech and the N-Word: Hurtful, Harmful or Harmless: A University Response

◆◆ Case Studies/Model Programs ◆◆

This session will look at how Wittenberg University responded to the actions of two students who anonymously posted Jerry Farber’s Article “Student as Nigger” around campus. While the students had no intention of invoking fear or hatred, their actions created a sense of panic on a campus that prides itself as an open and accepting environment. The session will address how the university marshaled resources in response to the situation and how they helped the students to understand the responsibility that accompanies freedom of speech. This session should particularly benefit mid- and senior-administrators who find themselves involved in situations or incidents dealing with campus bigotry or violence.

Forest B. Wortham, Ed.D., Director, Multicultural Programs and Womyn’s Center, Wittenberg University—Springfield, Ohio

8:30–9:45 a.m.
FRENCH ROOMS
Champagne
Level I

Level of Experience: Novice

Opening Doors: Ensuring Educational Access and Success of American Indian Students With Disabilities in Higher Education

◆◆ Long- and Short-Range Planning ◆◆

This session addresses issues of educational access and success for American Indians with disabilities in higher education. Although the results of this session are applicable to American Indians attending colleges and universities across the nation, emphasis will be placed on students attending the University of North Carolina at Pembroke (UNC-P), a member of the University of North Carolina system, which originally was established as a Croatan Normal School for the training of American Indian teachers. Today, UNC-P serves an Indian student population of approximately 20%. Presenters will discuss factors related to the retention and/or attrition of American Indian students with disabilities in higher education and characteristics of successful disability related services at the postsecondary level. This session should particularly benefit those who are involved in student services, as well as those who are interested in issues of access and equity for American Indian and other culturally and linguistically diverse students with disabilities.

Alfred Bryant Jr., Ph.D., Assistant Professor, College of Education, University of North Carolina—Pembroke, North Carolina

Susan C. Faircloth, Ph.D., Assistant Professor of Education, Educational Leadership and Special Education, The Pennsylvania State University—University Park, Pennsylvania

8:30–9:45 a.m.
IMPERIAL IV
Level IV

Level of Experience: Novice

Mentoring and Coaching African American Women in Academia

◆◆ Policy Issues ◆◆

This session presents findings on a study examining the role of mentoring in the careers of African American women in social work education administration. The presenter will report that findings indicate that race and gender play important roles in the kind of mentoring experiences had by African American women in social work academia. Based on the issues raised in the literature review and a pilot study, coupled with the presenter's and other colleagues' observations from years of experience in higher education, six recommendations are addressed regarding how social work education might improve its structures and processes for providing excellent mentoring experiences for African American women. Participants will be engaged in a discussion illustrating how to apply the recommendations provided across disciplines, across racial/ethnic groups, and in some instances, to "minority" males in higher education. This session should particularly benefit those who are planning a career in academia, those who are new in academia, and those desiring strategies to assist in the retention of racial/ethnic "minority" faculty.

Cassandra E. Simon, Ph.D., Assistant Professor, School of Social Work, The University of Alabama—Tuscaloosa, Alabama

8:30–9:45 a.m.
FRENCH ROOMS
Burgundy
Level I

Level of Experience: Intermediate

The Undocumented Latino Student: Making a Transition from High School to College: A Review of Legal Implications, Benefits, and Alternatives

◆◆ Case Studies/Model Programs ◆◆

This session will address the issues of involvement, empowerment, self efficacy, the retention, and enhanced life experience for undocumented Latino students on predominantly white campuses. Lacking legal supports, regulations and a transitional model to ease the change to academic life, the undocumented Latino child faces a formidable legal and personal challenges. Adding to the already monumental difficulties are the new legal procedures implemented by national and local authorities to control terrorist threats. This session should particularly benefit individuals who are interested in learning and becoming more aware of the cognitive processes that result from negative perceptions and self-image because of undocumented status, as well as the legal implications that confront high school seniors undocumented Latino youth in their transition to their continued academic life.

Augusto J. Rojas, Ph.D., Assistant Professor, Department of Teacher Development, St. Cloud State University—St. Cloud, Minnesota

8:30–9:45 a.m.

FRENCH ROOMS

Bordeaux

Level I

Level of Experience:

Novice and Intermediate

Diversity and Civic Responsibility—Assessing Connections

◆◆ Research/Assessment/Evaluation ◆◆

This session reviews the findings from both inside and outside the classroom from a study designed to analyze student input regarding the influence of diversity-related programs. Most college campuses have made concerted efforts to develop diversity-related programs. However, many campuses remain highly segregated despite these efforts. Through the examination of student journals presenters will uncover those efforts that are actually having an influence on students. If institutions discover which experiences both inside the classroom and outside the classroom are effective, then we can be more intentional in the planning of our directed efforts. The session will provide information on the study's two data collection instruments, discuss implications of study findings for programs and policies at the departmental/institutional level, and will examine concrete strategies and program interventions. This session should particularly benefit those educators with an interest in assessing diversity knowledge of their students, determining how (and if) this knowledge is linked to the student's civic engagement, and those interested in strategizing means to enhance student participation and commitment to the ideals of social justice and democratic citizenship.

Joseph A. Burke, Ph.D., Director, Department of Residence Life, Ohio University—Athens, Ohio

Paula M. Smolinsky, Assistant Director, Department of Residence Life, Ohio University—Athens, Ohio

8:30–9:45 a.m.

IMPERIAL II

Level IV

Level of Experience: Novice

Celebrate Unity: A Campus Diversity Program at Work

◆◆ Case Studies/Model Programs ◆◆

This session reports on a 10-year campus diversity program which has strengthened a college's commitment to diversity through encouraging acceptance and fostering appreciation of differences. Celebrate Unity program offers a variety of educational and social programs for faculty, staff and students on predominantly white campuses that encompass the entire academic year. Strategies for successful programming will be provided. Funding for such programs will be explored. Policy and practice implications for institutions of higher education will be discussed. Impact on the campus culture and climate will be identified. This session should particularly benefit those who are involved in campus diversity issues, practitioners who coordinate diversity programming, and those who are interested in creating a campus climate that is not only accepting but appreciative of the differences and similarities that are shared within a diverse culture.

Pamela J. Mitchell-Crump, Ed.D., Associate Dean, Academic Affairs, Westfield State College—Westfield, Massachusetts

8:30–11:30 a.m.

FRENCH ROOMS

Monaco

Level I

MAJOR WORKSHOP 18

Engaging Diversity in an Evolving Affirmative Action Era: Prospects and Challenges

This panel discussion will address the challenges and prospects for engaging diverse student populations in an evolving Affirmative Action era. This interactive session is designed to help identify strategies for institutions of higher education to define, develop, and achieve diversity goals through policies and programmatic mechanisms. Presenters will ground the discussion within the context of the socio-political movement of Affirmative Action in federal and state policy, as well as the challenges that exist relative to the campus climate and institutional behavior.

Miguel Ceja, Ph.D., Assistant Professor, Public Policy and Administration, California State University—Sacramento, California

Judy "J.J." Jackson, Ph.D., Associate Provost for Institutional Engagement, New York University—New York, New York

Tara L. Parker, Doctoral Student, Higher Education Program, New York University—New York, New York

Robert T. Teranishi, Ph.D., Assistant Professor, Steinhardt School of Education, New York University—New York, New York

8:30–11:30 a.m.
FRENCH ROOMS
Brittany
Level I

MAJOR WORKSHOP 19

Learning With *The Color of Fear*: Tools and Strategies for Teachers and Leaders

The Color of Fear (TCOF) is one of the most powerful and widely used videos on race relations in the United States, and it has become an indispensable resource for multicultural educators. It is remarkable in its ability to awaken, inform, disturb and heal. This interdisciplinary session will give participants an opportunity to explore a wide range of approaches to using TCOF as a learning tool in academic, workplace and community settings. This interactive session will emphasize on pedagogy and practice. Presenters will model the use of principles of group learning and problem solving, and provide help for dealing with difficult situations sometimes arising out of the use of this film.

Victor Lee Lewis, Co-Director and Founder, Center for Diversity Leadership—Berkeley, California

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

8:30–11:30 a.m.
IMPERIAL I
Level IV

MAJOR WORKSHOP 20

Reaching Across the Divide: Structuring Arab, Israeli, and Palestinian Dialogues on Campus

Events in the world, including the ongoing crisis and efforts for peace in the Middle East, as well as reports of increasing discrimination against Arab Americans and those of Middle Eastern descent in the United States, are played out regularly on college and university campuses. Misunderstandings, stereotypes, new Federal immigration regulations, and diversity initiatives beyond Black and White, all serve to heighten tensions on campuses. This is true for Arab and Jewish Americans, as well as others connected to Middle Eastern conflict, including faculty, administrators, and staff who are working to provide a welcoming environment for all. This session will focus on how to create dialogue sessions on these issues among faculty, staff, students, and other community members. Participants will discuss the complications of working across religious, national and political boundaries to build understanding. Efforts will be made to identify ways to face and work with these complications to create more understanding and increase the likelihood of building respectful relationships.

Simma Lieberman, President, Simma Lieberman Associates—Albany, California

Part I
8:30–11:30 a.m.
FONTAINEBLEAU BALLROOM
Section C
Level II

MAJOR WORKSHOP 21

Administrators of Color at the Cross-Roads: Opportunities, Setbacks, and Challenges

This interactive daylong session provides an opportunity to explore the terrain of higher education for administrators of color on predominantly white campuses. The session is divided into three sections. The first component will explore the literature's discussion on the experience of administrators of color in the academy. The second segment will allow participants to share and affirm their personal stories in an effort to develop a narrative of that experience. And, the final component will allow participants to develop a list of "best practices" designed to help them effectively handle the challenges of being administrators of color on predominantly white campuses.

Sylvia R. Carey, Ph.D., Dean of Honors, Dillard University—New Orleans, Louisiana

Timothy E. Sams, Assistant Dean of the College and Director, Black Cultural Center, Swarthmore College—Swarthmore, Pennsylvania

Part II continues
2:30–5:30 p.m.

Part I
8:30–11:30 a.m.
FONTAINEBLEAU BALLROOM
Section A
Level II

For Part II—Vocational
Development: Satisfaction,
Fulfillment, Commitment, see
page 89

Part I
8:30–11:30 a.m.
FONTAINEBLEAU BALLROOM
Section B
Level II

For Part II—Recruiting and
Retaining a Racially Diverse
Faculty and Staff, see page 89

Part I
8:30–11:30 a.m.
FONTAINEBLEAU BALLROOM
Section D
Level II

Part II continues
2:30–6:00 p.m.

MAJOR WORKSHOP 22

THE ROLE OF FAITH, SPIRITUALITY AND VOCATIONAL DISCERNMENT IN HIGHER EDUCATION:

Part I—Spirituality Development: Not Just for Religiously Affiliated Institutions Anymore

There has been an increased student interest in discussing spiritual issues on campus. Often, students come from very diverse ethnic, cultural and spiritual backgrounds. Periodically, higher education professionals are faced with discussing spiritual issues that are extremely difficult to understand, appreciate, or even accept. Research further suggests that spiritual centered coping mechanisms are more commonly used by African American college students compared to other racial and ethnic groups. This session will present the findings of a survey of religious attitudes of students, facilitate discussion on common faiths and religious themes, and suggest practical ways to encourage spiritual development and dialogue with students from diverse backgrounds. Through the sharing of personal and spiritual journeys it is hoped that participants will explore, engage and reflect upon their own personal and professional development. The session is open to all, but it is especially targeted to those who are interested in learning about the role that spirituality plays in the retention, satisfaction and graduation of **AHANA** (African American, Hispanic American, Asian American, Native American) students.

Donald Brown, Ph.D., Director, Office of AHANA Student Programs, Boston College—Chestnut Hill, Massachusetts

Larri Mazon, Director, Multicultural Relations, Fairfield University—Fairfield, Connecticut

Mable L. Millner, Assistant Dean and Director, Office of Multicultural Education, College of the Holy Cross—Worcester, Massachusetts

Penni Sweetenburg-Lee, Director, Development and Associate Director, Career Center, California State University—Pomona, California

MAJOR WORKSHOP 23

RECRUITMENT AND RETENTION FOR A DIVERSE WORKFORCE:

Part I—Recruiting and Retaining a Diverse Student Body

This session will explore different strategies to recruit and retain racially diverse students. Successful models will be shared along with assisting participants in creating their own marketing plans. This session will be interactive and promises to engage participants in assessing their institutions uniqueness and challenges in recruiting and retaining racially diverse students.

Forrest A. Parker, President and CEO, FAP Consultants & Association, Inc.—Fredericksburg, Virginia

MAJOR WORKSHOP 24

Passing the Legacy to Students: Understanding Strategic Systems Change

This daylong session is designed specifically for students who want to bring about change at their institutions. To be successful, you have to know the institution you want to change, the strategies and tactics that will bring about the movements you want, and the particular kinds of power you hold in the organization. During this session we will: (1) examine systemic change theory and strategies, (2) look at what change agents need to know, (3) identify change strategies and tactics that are particularly useful for students, and (4) talk concretely about what has worked (and not worked) at two state institutions.

Nilda Brooklyn, Graduate Student, University of Oregon—Eugene, Oregon

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

Frances E. Kendall, Ph.D., Consultant in Organizational Change and Communication, Specializing in Issues of Diversity—Albany, California

Pablo Rodriguez, Undergraduate Student, Communications Major, Texas A&M University—College Station, Texas

8:30–11:30 a.m.

3-HOUR CONCURRENT SESSIONS

8:30–11:30 a.m.

**FONTAINE ROOM &
FLEUR DE LIS**

Lobby Level

Level of Experience:

Novice and Intermediate

Examining Whiteness in the Classroom: A Training of Trainers for the Understanding Whiteness/Unraveling Racism Model

◆◆ Training of Trainers ◆◆

The goal of this session is to bring participants to a new consciousness around white identity so that they can begin changing behaviors that keep separation and racism in place. The model combines experiential techniques and a workbook format. It provides a framework that encourages openness and honesty for people to explore their questions and feelings about race and diversity issues with an emphasis on whiteness. Understanding Whiteness/Unraveling Racism (UW/UR) model can stand alone or can provide the foundation for a longer course on whiteness. Session participants will experience some activities used in the model and learn about successfully facilitating students' self-reflection on their life experiences so that these revelations lead to an understanding of broader social issues. Presenters will share a recommended curriculum, experiential exercises, an annotated bibliography, and video resources. The session will also offer ways to engage UW/UR participants in meaningful follow-up actions in their lives. This session should particularly benefit those who have done their own work on white identity and want to learn and experience a pre-designed curriculum on whiteness that can be offered for students, staff, or faculty.

Judy Helfand, Instructor, American Cultures, Santa Rosa Junior College, and Director, IMPACT Training, Lippin & Associates—Kenwood, California

Laurie B. Lippin, Ph.D., Adjunct faculty, Human and Community Development Department, University of California-Davis, and Training Consultant, Lippin & Associates—Rohnert Park, California

8:30–11:30 a.m.

VOLTAIRE

Level IV

Level of Experience: All

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 training session will model and highlight the anti-bias and diversity training program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute. It is a highly adaptive and interactive program, designed to help participants increase their self-awareness and learn to celebrate diversity. This hands-on session begins with awareness, incorporates experiential exercises, provides an understanding of diversity, explores cultural identity, and encourages proactive involvement in campus coalition building. This session should particularly benefit those who have a continued and deep commitment to diversity as part of their overall institutional mission, as well as to create opportunities on campus for people from all diverse backgrounds, with different life experiences, to come to know one another as more than passing acquaintances, and to develop forms of understanding and mutual respect on which the health of their college campus depends.

Douglas G. Cureton, ADL Training Specialist and Facilitator, ANTI-DEFAMATION LEAGUE, A WORLD OF DIFFERENCE® Institute—Los Angeles, California

8:30–11:30 a.m.

PASTEUR

Level IV

Level of Experience:

Novice and Intermediate

Mestizaje or Whitening: Latinas/os and Racial Identity

◆◆ Interactive training ◆◆

Through the use of a lecture and interactive exercises, this session will help participants explore the historical and contemporary factors affecting Latinas/os racial identity and the impact of this identity on issues of equity and social justice. This emphasis is of increasing importance to this country as most recent census data indicates that Latinas/os have become the largest population of color in the United States. Most Latinas/os have not explored their racial identity in any significant way. Other groups are often puzzled or offended when Latinas/os fail to identify themselves racially. Participants will explore how this identity affects interracial relations between Latinas/os and other groups, and what each group can do to improve them. This session should particularly benefit those who are involved in providing services to Latina/o students, and improving interracial relations on campus, as well as those responsible for multicultural programming.

Jorge Zeballos, Diversity Consultant—Flemington, New Jersey

9:00–11:00 a.m.

2-HOUR CONCURRENT SESSIONS

9:00–11:00 a.m.

GRAND BALLROOM

West

Level II

Level of Experience:

Novice and Intermediate

Leadership Development: Cultural Construction and Racial Identity Factors for Asian Pacific American College Students

◆◆ Curricular/Pedagogical Models ◆◆

This interactive session explores the leadership and racial identity development of Asian Pacific American (APA) college students. The session reports on the recent research on APAs and leadership development, which introduces an emerging perspective of leadership and dictates how current leadership theories and interventions exclude Asian Pacific Americans. Presenters will explore how culture influences leadership and how racial identity development theory may be used to foster the leadership development of APAs and students of color. Participants will gain insights on how the emerging model and the use of racial identity development theory may apply to their particular settings, as well as engage in discussion about how to maximize the effectiveness of these approaches to promote leadership development. This session should particularly benefit those who directly serve APA college students in a variety of capacities (e.g., student organization advising, campus-wide multicultural programming, leadership development instructors); those who are interested in learning more about factors that may influence the leadership development of APA college students, and/or are responsible for designing structured opportunities to promote leadership development, racial identity development, and social change.

Daniello G. Balón, Doctoral Candidate, Education Policy and Leadership, Intergroup Dialogue Program Specialist and Facilitator, Office of Human Relations Programs, University of Maryland—College Park, Maryland

Gregory J. Toya, Coordinator, Cross-Cultural Center, San Diego State University—San Diego, California

Part I

9:00–11:30 a.m.

CLUB ATLANTIC

Level IV

Part II continues

2:30–5:00 p.m.

MAJOR WORKSHOP 25

Adding Class to the Mix

This daylong session is designed to explore the issues of socio-economic class status and how they overlap and intertwine with issues of color, ethnicity, and the social construction of race. Participants will have an opportunity to engage in several exercises to explore these issues and discuss how to use them back on their own campuses. They will also receive copies of the exercise designs, as well as a bibliography of references and resources.

PART I—The first part will focus on the basic information about socio-economic class and class status in the U.S. Through discussions and several exercises, this session will provide a basic understanding of the following: (a) the differences in definitions between socio-economic class and class status, (b) the socio-economic family and household structures in the U.S., (c) the wealth and income distributions in the U.S. and how they have changed over the last 30 years, and (d) how popular culture confuses and distorts information about class and status. Participants will receive guidelines for running similar exercises with groups of students, faculty, administrators and/or other staff.

PART II—The second part will expand the information from Part I to look at class and class status differences as they are associated with race, ethnicity, gender, education and other factors. Exercises and discussions will focus on demonstrating how our deep programming with regard to these issues provides the basis of both discrimination and exclusion in education, employment, and other public policy issues. The presenter will provide an opportunity to discuss the particular issues and challenges faced by attendees as they attempt to work with these issues on their own campuses. Participants will receive guidelines for running similar exercises with groups of students, faculty, administrators and/or other staff.

Cristine Clifford Cullinan, Ph.D., Training and Development Administrator, University of Oregon—Eugene, Oregon

10:00–11:30 a.m.

IMPERIAL V

Level IV

VIDEO PREVIEW AND DISCUSSION

Mistaken Identity: A Celebration of Cultural Diversity

The first Golden Award winner documentary film celebrating cultural diversity, as a six-part multi-cultural TV series. Produced exclusively for mainstream America and non-Sikhs worldwide to understand one small segment of American population. Focus on Who are Sikhs, Sikhism and what they contributed to the USA since the 1880s. Completed Production of 56 min Digital Film-made-for-TV "Mistaken Identity" VHS/DVDs Available.

Vinanti Sarkar, Director, *Mistaken Identity*—New York, New York

10:00–11:30 a.m.

90-MINUTE CONCURRENT SESSIONS

10:00–11:30 a.m.

FRENCH ROOMS

Bordeaux

Level I

Level of Experience: All

Bringing NCORE Home: How to Develop an Annual Conference to Enhance Diversity and Build Community on Your Campus and Beyond

◆◆ Case Studies/Model Programs ◆◆

This session provides details on how to plan an annual conference designed to bring "home" the benefits of NCORE. Presenters will offer an overview of the creation and evolution of Wright State University's annual conference "A Quest for Community: A Call to Action," sponsored by the office of the President. This conference was designed to showcase efforts to enhance diversity in the classroom, workplace, and curriculum. Presenters will address details such as conference rationale and objectives, planning process, sample schedule, evaluation and assessment process, and outcome measures to assist those who are planning to design similar conferences on their campuses. Participants will receive copies of the call for proposals, conference registration form, program booklet, evaluation forms and data, and conference proceedings. This session should particularly benefit those who are responsible for campus climate and other initiatives designed to enhance diversity on campus.

Kim Goldenberg, M.D., President, Wright State University—Dayton, Ohio

Jacqueline McMillan, Executive Assistant to the President and Secretary to the Board of Trustees, Wright State University—Dayton, Ohio

Emmett C. Orr, Ph.D., Associate Dean, Support Services, School of Professional Psychology, and Assistant Provost for University Diversity Initiatives, Wright State University—Dayton, Ohio

Jeff A. Vernooy, Director, Office of Disability Services, Wright State University—Dayton, Ohio

Kelli D. Zaytoun, Ph.D., Director, Women's Center, Wright State University—Dayton, Ohio

10:00–11:30 a.m.

IMPERIAL IV

Level IV

Level of Experience: Novice

Integrating Community Service Learning to Promote Cultural Understanding in Higher Education: Does it Work?

◆◆ Curricular/Pedagogical Models ◆◆

This session will focus on different types of community service learning curricula and projects that seeks to promote a change in perceptions, attitudes, and initiatives related to multicultural and social justice issues at the University of San Diego. The session will provide examples of activities done for different academic disciplines in culturally diverse communities/agencies. The presenter will also share outcomes for students and faculty based on student reflection (written, posters, videos), project and course evaluations, focus group sessions with student leaders, and on a survey of faculty members. Among the issues highlighted are trends in changing attitudes towards cultural diversity, prejudice and the immigrant experience, and challenges faced in incorporating this type of experiential education. This session should particularly benefit individuals who are searching for hands on curricular alternatives to promote the development of cultural understanding and competencies of students and faculty members in institutions of higher education.

Viviana Alexandrowicz, Ph.D., Associate Professor of Education, University of San Diego—San Diego, California

10:00–11:30 a.m.

FRENCH ROOMS

Burgundy

Level I

Level of Experience: Novice

House or Hall?: The Effects of Theme Housing on African American Students' Academic Success, Social Integration, and Campus Satisfaction

◆◆ Research/Assessment/Evaluation ◆◆

The report presented in this session evaluates the impact of racially focused campus housing on students' collegiate experiences among African American students on predominantly White campuses. The study compared data from those who live in Black-focused campus theme housing, living learning communities, as well as Greek housing to data for those students who live in non-themed campus housing. The other areas addressed include (1) examine whether the respective housing environments affect students' academic success, (2) compare students' degree of social integration within the campus community, and (3) compare the level of campus satisfaction between the two groups. The session will explain the study's three data collecting instruments, situate the research findings within contemporary discourse on theme housing, and provide campus housing policy recommendations based on the data. This session should particularly benefit those who are interested in the social and academic well being of African American students in general and those who craft and maintain on-campus housing communities in particular.

Erica A. Hawthorne, Graduate Student, Department of African American Studies, Temple University—Philadelphia, Pennsylvania

Marcus Moore, Doctoral Candidate, Department of Anthropology, Temple University—Philadelphia, Pennsylvania

10:00–11:30 a.m.

FRENCH ROOMS

Champagne

Level I

Level of Experience: Novice

Strengthening Retention Efforts for the Success of American Indian Students in Higher Education

◆◆ Case Studies/Model Programs ◆◆

The objectives of this session are to assist college and university personnel to better understand the academic, financial, personal, social, and cultural needs of American Indian students and to assist higher education administrators in designing support service programs, which address the unique educational needs of these students and their academic success. Having academic support services in place is key to student success for any student, but especially for a minority student attending a predominantly white institution. Participants should gain an understanding of the need for student services for American Indians, and will be able to take home useful information and examples for re-creation with modifications for their own unique student populations.

Leigh P. Jeanotte, Ed.D., Assistant to the Vice President, Student and Outreach Services and Director, American Indian Student Services, University of North Dakota—Grand Forks, North Dakota

Linda L. Neuerburg, Ph.D., Academic Specialist, American Indian Student Services, University of North Dakota—Grand Forks, North Dakota

10:00–11:30 a.m.

IMPERIAL III

Level IV

Level of Experience:
Intermediate and Advanced

Fundraising for Diversity at Predominantly White Institutions: Successful Case Studies in Cultivating Corporate and Individual Donors

◆◆ Case Studies/Model Programs ◆◆

This session highlights exemplary Diversity Donors in Corporate America, as well as individuals who have helped to transform our university with their gifts. This session will help participants identify, research, cultivate, and produce the "Diversity Champions" at their universities, who can help to transform their campuses. Presenters will provide before and after results from various colleges, lessons learned, and a "Fundraising 101" lesson. Active participation is encouraged as one intended outcome of the session is an eventual increase in diversity funding from private donors at other universities. This session should particularly benefit those who are involved in and need funding for diversity programs at the administrative, college and departmental levels. It should also be of benefit to students, as students are involved in presentations to corporate contributions committees, and to individual donors.

Grace Y. Hwang, J.D., Director of Development for International Programs and Hale Library, Kansas State University—Manhattan, Kansas

Suzanne Manette Mayo-Theus, Director of Development for Multicultural and Diversity Programs, Kansas State Foundation, Kansas State University—Manhattan, Kansas

10:00–11:30 a.m.

IMPERIAL II

Level IV

Level of Experience: Novice

Achieving Diversity in the College of Arts and Sciences at The University of Alabama

◆◆ Long- and Short-Range Planning ◆◆

This session provides a historical perspective and current day outlook on a commitment to diversity within perhaps the most publicly displayed arena of discrimination at a public state-based institution of higher education—The University of Alabama. Upon its opening in 1831, the university admitted only white, male students. It was not until 1956, although unsuccessfully, that the first African American student attempted to enroll at the university. In 1963, after the infamous “Stand in the School House Door” by then-Governor George Wallace, two African American students were admitted to the university. Presenters will describe the significant changes that have occurred during the past four decades. Today, the university emphasizes its responsibility on enhancing and promoting diversity. It is especially apparent in the College of Arts and Sciences, where there is a focus on the recruitment and retention of African American faculty and students. The session presents the diversity activities and programs in the College of Arts and Sciences, with a focus on short- and long-term planning to achieve diversity. This session should particularly benefit those who are involved in diversity issues at the institutional, college, and departmental levels, and those who are interested in recruiting and retaining African American faculty and students.

Robert F. Olin, Ph.D., Dean, College of Arts and Sciences, The University of Alabama—Tuscaloosa, Alabama

Carmen Taylor, Ph.D., Associate Dean, Social Sciences, College of Arts and Sciences, The University of Alabama—Tuscaloosa, Alabama

Jimmy J. Williams, Ph.D., Associate Dean, Multicultural Affairs, College of Arts and Sciences, The University of Alabama—Tuscaloosa, Alabama

10:00–11:30 a.m.

LAFAYETTE

Level IV

Level of Experience: Novice

The Effectiveness of Academic Support Programs: Finding Success in the “Cauldron of Competition”

◆◆ Research/Assessment/Evaluation ◆◆

This interactive session will report on the findings of a research project which evaluates the effectiveness of academic support programs, to be published in the Brigham Young Law and Education Review. For the past three decades, schools throughout the United States and Canada have adopted Academic Support Programs (ASP), which are designed to assist academically at-risk students in their pursuit to graduate from institutes of higher learning. These programs provide academic assistance to students whose academic credentials and objective standardized test scores at the time of admission to the institute are not necessarily on par with the scores and credentials of most of the entering class. With a grant from the Law School Admissions Council, the presenters evaluated the effectiveness of ASPs in relation to law schools and to law students. This session will focus on the study findings and will provide ample time for participants to ask questions concerning ASP programs and evaluation. This session should particularly benefit educators interested in better evaluating whether there is an appropriate return on their investment of significant resources in academic support. It will also assist educators in the creation of such programs and in the identification of the most appropriate candidates for academic support.

Leslie Yalof Garfield, J.D., Associate Professor of Law, Pace Law School—White Plains, New York

10:00–11:30 a.m.

FRENCH ROOMS

Le Mans

Level I

Level of Experience: Novice

Achieving the Multi-Cultural Classroom on a Predominantly White Campus: The Undergraduate Research Scholars' Program at the University of Wisconsin-Madison

◆◆ Case Studies/Model Programs ◆◆

This session presents an emerging model for integrating undergraduates from historically under-represented groups into the research mission of a large, predominantly white university. The Undergraduate Research Scholars (URS) program at UW-Madison strives to create a diverse and inclusive scholarly community through mentoring and multiculturalism. URS students gain experience in research through mentor relationships with faculty, and also attend weekly seminars facilitated by upper-class undergraduates. They experience working with professors who push the frontiers of knowledge, transforms what students learn in the classroom into reality and relevance. The session will focus on creating a multi-cultural classroom while also discussing the challenges of integrating social concerns, like "diversity," with academic issues, like research. URS students and administrators will discuss the methods used to recruit and maintain a diverse population and offer examples of a curriculum that works in such a learning environment. This session should particularly benefit those who would like to discuss the value of the multi-cultural classroom from a different perspective and share strategies for integrating academic and social concerns on their campuses.

Jill Dovale, Undergraduate Student, English and Art History Major; Research Fellow, Undergraduate Research Program, University of Wisconsin—Madison, Wisconsin

Sarah Hickey, Undergraduate Student, History Major; Research Fellow, Undergraduate Research Program, University of Wisconsin—Madison, Wisconsin

Emilie Hofacker, Undergraduate Student, Genetics and Communication Arts Major; Research Fellow, Undergraduate Research Program, University of Wisconsin—Madison, Wisconsin

Svetlana T. Karpe, Ph.D., Coordinator, Undergraduate Research Program, University of Wisconsin—Madison, Wisconsin

Joe M. Maldonado, Undergraduate Student, Sociology and African American Studies Major; Research Fellow, Undergraduate Research Program, University of Wisconsin—Madison, Wisconsin

Akua Sarr, Ph.D., Assistant Dean, College of Letters and Science; and Director, Undergraduate Research Program, University of Wisconsin—Madison, Wisconsin

Nic Stapel, Undergraduate Student, Biochemistry Major; Research Fellow, Undergraduate Research Program, University of Wisconsin—Madison, Wisconsin

Tyina L. Steptoe, Doctoral Student, History; Project Assistant, Undergraduate Research Program, University of Wisconsin—Madison, Wisconsin

Jenni Tran, Undergraduate Student, Bacteriology Major; Research Fellow, Undergraduate Research Program, University of Wisconsin—Madison, Wisconsin

10:00 a.m.–8:00 p.m.

JADE PROMENADE

Level II

EXHIBITOR SHOWCASE AND RESOURCE CENTER

(Open daily 10:00 a.m.–8:00 p.m. through Saturday, June 5)

12:15-1:15 p.m.

INFORMAL NETWORKING MEETINGS

(For description and information, see page 33)

1:30–2:15 p.m.

GRAND BALLROOM

Level II

For a dialogue with "bea" Shawanda, see next page

CONFERENCE AFTERNOON PLENARY SESSION



Keynote Address:

Embracing Our Gift From Creation: Belonging

"bea" Shawanda, a Native American from the Odawa-Pottawottomi Tribe in Ontario, Canada. She was raised by elders and attended the University of California and Trinity University in Texas, specializing in chemical dependency, community development, and behavioral sciences. "bea" has lived and worked both in Canada and the U.S. in the areas of health, education, social development, and cross-cultural relations. She is the author of four commissioned books and has been involved in World Peace Initiatives and World Environmental Issues at the International level. "bea" Shawanda's address will acknowledge our life's journey we have been on, with all of its ups and downs, with particular focus on the World Human Family to which we belong; and how, even under the weight of differences and crises, a choice can be made to be a kind and fearless member of this world family.

2:30–3:30 p.m.
GRAND BALLROOM
West
Level II

DIALOGUE WITH “bea” SHAWANDA

2:30–4:00 p.m.

90-MINUTE CONCURRENT SESSIONS

2:30–4:00 p.m.
LAFAYETTE
Level IV

Understanding Race and Rage: Breaking Myths and Confronting Fear to Build Authentic Relationships

◆◆ Interactive Training ◆◆

This training session is designed to help participants better understand how racially-based anger affects cross-racial relationships. For people of color, anger is caused by real problems of discrimination and prejudice and it is difficult for them to balance the anger they feel with the cultural expectations of how that anger should be handled. To build authentic relationships and dialogue across races, three steps are essential: (1) individuals must understand anger as a normal human response that is healthy; (2) persons of color must understand that the experience of racism to which they are subject will necessarily provoke an anger response; and (3) “common sense” approaches to racially-based anger are often unproductive—for persons of color, an awareness of the legitimacy of anger is often healing, for white people, new approaches to dealing with anger from persons of color can open important avenues of communication. Through the examination of societal messages, and the sharing of common experiences, participants will have new opportunities to explore the relationship between race and anger, and learn ways to use the power of anger to build more authentic cross-racial relationships. This session should particularly benefit those who have an understanding of racial privilege and seek an innovative approach to improving their relationships with persons of different races.

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

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

Level of Experience: Intermediate

2:30–4:00 p.m.
FRENCH ROOMS
Bordeaux
Level I

The Not So Ivory Tower: The Experiences of African American Students, Faculty, and Administrators at Predominantly White Institutions (PWIs)

◆◆ Research/Assessment/Evaluation ◆◆

This session presents results from three different qualitative studies which focused on and highlighted the experiences of African American students, faculty, and presidents at predominantly white institutions (PWIs). Each study also explored the environmental factors and climate issues within the academy which may impact the three constituent groups. One study examined the role of Black Culture Centers in the Black undergraduate experience at three distinct PWIs. Another investigated the experiences of African American faculties formerly employed at an urban PWI and their reasons for leaving the institution. The third study explored how senior administrators at PWIs perceived and interacted with a Black president. Participants will have an opportunity to discuss the studies and their corresponding results, applications to participants’ own experiences and campuses, as well as recommendations for policy and programmatic implementation in higher education. This session should particularly benefit those who are interested and involved in facilitating climate change, as well as in recruiting and retaining African American students, faculty and administrators at PWIs.

Brian K. Bridges, Ph.D., Associate Director, Center for Postsecondary Research and BEAMS Project, National Survey of Student Engagement (NSSE), Center for Postsecondary Research, Indiana University—Bloomington, Indiana

Lori D. Patton, Ph.D., Director of Multicultural Outreach, Office of Admissions/Academic Support and Diversity, Indiana University—Bloomington, Indiana

Sherrée A. Wilson, Ph.D., Clinical Assistant Professor, and Director of Field Placement, Department of Counseling and Educational Psychology, Indiana University—Bloomington, Indiana

Level of Experience:
Novice and Intermediate

2:30–4:00 p.m.

PASTEUR

Level IV

Level of Experience: Intermediate

Puerta al Futuro/Gateway to the Future: A New Higher Education Model for Spanish-Speaking Adults

◆◆ Case Studies/Model Programs ◆◆

This session discusses the development, implementation, and evolution of a new type of higher education program for Spanish-speaking adults who seek a university degree and a higher level of proficiency in English. Presenters will describe the process of curriculum development of both the subject matter (an Associate of Arts degree with a concentration in business administration) and English as a Second Language (ESL). In addition, the session will present data on the students currently enrolled in the program and anecdotal evidence of their progress. Faculty and other resource allocation, as well as financial and fundraising issues will also be explored. The session will culminate with a discussion on the recruiting aspects of this adult student population and its effects on Fairleigh Dickinson University's academic environment and community. This session should particularly benefit those who are responsible for recruiting Latino college students, for ESL or bilingual programs in their institutions, and those who are interested in integrating the Latino community into their institutions.

Deborah Gonzalez, J.D., Director, Puerta al Futuro Program, Fairleigh Dickinson University—Hackensack, New Jersey

Andrew G. Raleigh, Ph.D., Professor, Public Administrative Science, Fairleigh Dickinson University—Hackensack, New Jersey

2:30–4:00 p.m.

IMPERIAL I

Level IV

Level of Experience: Advanced

Greek Letter Alternatives: The Search for Brotherhood and Sisterhood in Emerging Multicultural Student Organizations

◆◆ Case Studies/Model Programs ◆◆

This session explores the development of non-Greek multicultural student organizations that have emerged as alternatives among students of color at the nation's top liberal arts institutions. In recent years, administrators have become perturbed by the number of hazing related incidents that have been linked to Greek letter organizations, many of which have resulted in serious injury or death. As a result, many institutions have restricted Greek activity, closed Greek houses, or banned Greek systems all together. These policies, along with the lack of appeal of current Greek systems, have discouraged many students of color from affiliating with Greek letter organizations. This session will present how students of color have sought to organize non-Greek multicultural student organizations that cater to the needs of their members while fostering the principles embraced by mainstream Greek letter societies. This session should particularly benefit students and administrators who are interested in Greek life or seeking alternatives to current Greek systems at their respective institutions.

Marc C. David, Ph.D., Assistant Dean of Students, Multicultural Student Affairs, Hamilton College—Clinton, New York

2:30–4:00 p.m.

FRENCH ROOMS

Champagne

Level I

Level of Experience:

Novice and Intermediate

St. Olaf College's Diversity Plan Revisited: Two Years Later, Where Are We Now?

◆◆ Long- and Short-Range Planning ◆◆

In this session, presenters will provide a brief overview of the information presented at the 2002 Conference regarding St. Olaf's diversity plan (when the office of Community Life and Diversity was only two years old). The session will present information on new initiatives that have been developed, implemented, and institutionalized since that date. These new initiatives include, but are not limited to: an Immigration Assistance Policy (for Faculty), a Same-Sex Domestic Partners Health Benefits Policy, an Undergraduate (Minority) Scholars Program, and Membership in the Consortium for a Strong Minority Presence at Liberal Arts Colleges. Participants will be provided with the specific strategies, copies of related documents, and information regarding the steps taken to assist the college in continuing its positive move toward becoming an inclusive community. This session should particularly benefit those who are interested in creating an inclusive and diverse campus community by engaging the support and active collaboration of students, faculty, and staff, and in the institutionalization of diversity/inclusive initiatives.

Eida H. Berrío, Ed.D., Dean, Community Life and Diversity, Affirmative Action Officer, St. Olaf College—Northfield, Minnesota

William E. Green, Assistant Dean and Director, Multicultural Affairs and Community Outreach, St. Olaf College—Northfield, Minnesota

2:30–4:00 p.m.

IMPERIAL III

Level IV

Level of Experience: Intermediate

Re-Imaging the African American Experience: Using Documentaries in the Classroom

◆◆ Curricular/Pedagogical Models ◆◆

In this session a documentary, written and produced by the presenter will be shown as an example of how documentaries can be used to educate and empower students by providing a more balanced view of historical events. Documentaries are powerful tools for giving background information and provoking discussion and critical thinking. Film and other media, and other social institutions have often failed to portray the historical and cultural legacies of African Americans, as well as the complexity of their lived experiences. This original documentary provides a contextual view of specific events in the history of African American women in Oklahoma. It uses archival materials such as photographs, newspaper articles, and film clips to provide an overview of life experiences for these African American women from 1830's to 1921. Participants will have an opportunity to engage in an idea-sharing discussion on practical strategies for effectively using documentaries in classrooms. This session should particularly benefit those who are seeking significant methods for re-imagining the African American experience, using materials where the past informs the present.

Dorscine Spigner-Littles, Ph.D., Associate Professor, Department of Human Relations, The University of Oklahoma—Norman, Oklahoma

2:30–4:00 p.m.

IMPERIAL IV

Level IV

Level of Experience: Intermediate

The Carver Academy: Recent Advances and Appraisals About Iowa State University's Program for Minority Student Excellence

◆◆ Case Studies/Model Programs ◆◆

This session describes the variety of initiatives that have contributed to the success of the George Washington Carver Scholarship and the Carver Academy, now in its fifth year of recruiting, retaining and graduating students of color attending Iowa State University. The program has helped students' transition to a university setting successfully and has thus motivated students to achieve high academic standards. The session reports on various recent initiatives which have been undertaken in the program that serves the needs of 160 students from freshmen to seniors. Participants will receive information on (1) the establishment of a faculty-research component; (2) the preparation of juniors and seniors for graduate and professional schools; (3) how mentoring (both peer-to-peer and faculty/staff) plays an integral role in student development and empowerment; and (4) celebrate and value differences among culturally and racial ethnic minorities on a predominantly white campus. Presenters will also describe the long-term and meaningful partnership with a corporate organization/sponsor. This session should particularly benefit faculty, administrators and enrollment managers who are interested in developing a comprehensive, coordinated program to recruit, retain, and motivate academically talented students of color in a research university setting.

Kathy Hickok, Ph.D., Professor, Department of English, and Professor-in-Charge, The Carver Academy, Iowa State University—Ames, Iowa

Don Inthalangsy, Graduate Student, Higher Education; Graduate Assistant and Freshmen Coordinator, Carver Academy Program, Iowa State University—Ames, Iowa

Vijay Kanagala, Graduate Student, Business Administration; Graduate Assistant and Peer Mentor Coordinator, Carver Academy Program, Iowa State University—Ames, Iowa

Karli R. Rainey, Graduate Student, Higher Education; Graduate Assistant and Junior and Senior Coordinator, Carver Academy Program, Iowa State University—Ames, Iowa

Nichole Renee Taylor, Undergraduate Student, Electrical Engineering Major, Iowa State University—Ames, Iowa

Katie S. Wiedner, Undergraduate Student, Management Information Systems Major, Iowa State University—Ames, Iowa

2:30–4:00 p.m.

IMPERIAL II

Level IV

Level of Experience:

Novice and Intermediate

Beyond the Resume Builder: Promoting Student Development in a New Cultural Center

◆◆ Case Studies/Model Programs ◆◆

This session will explore the role of cultural centers in two critical areas of student development that on-campus offices are charged to create work and educational spaces around: professional and interpersonal development. Participants will learn how to actively engage graduate and undergraduate students in center development activities while meeting their needs as emerging professionals. This effort however may be specifically difficult for centers in the developmental stage due to the challenge of balancing external constituencies and the internal staff needs. Presenters will share specific tools that developing centers can use to avoid some of the pitfalls that may arise. This session should particularly benefit those who are in the conceptual or developing phase of establishing a cultural center, or those who are interested in campus programs that strategize to provide professional and interpersonal development for students of color on predominantly white campuses.

Athena Bumanglag, Public Relations Intern, Cross-Cultural Center, San Diego State University—San Diego, California

Natalie P. Davis, Graduate Student, Marriage and Family Therapy; Graduate Assistant, Cross-Cultural Center, San Diego State University—San Diego, California

David Christopher Manigault, Outreach Intern, Cross-Cultural Center, San Diego State University—San Diego, California

Greg J. Toya, Coordinator, Cross-Cultural Center, San Diego State University—San Diego, California

2:30–4:00 p.m.

IMPERIAL V

Level IV

VIDEO PREVIEW AND DISCUSSION

New Paradigms for Diversifying Faculty and Staff in Higher Education: Uncovering Cultural Biases in the Search and Hiring Process

To invent new strategies to recruit, hire, and keep diverse faculty and staff. To make institutional culture more inclusive and accepting of diverse employees.

The video features interviews with four faculty and staff of color from community colleges and universities: Clark Hallpike, Professor of Marketing, Elgin Community College; Kimberly Moffitt, Assistant Professor of Communication, DePaul University; Olga Ruiz, Associate Professor of Psychology, Chicago City Colleges; and Giraldo Rosales, Director, La Casa Cultural Latina, University of Illinois Urbana-Champaign. The video is accompanied by a workbook that can be used to provide structured and interactive professional development on diverse hiring at colleges and universities, and will identify cultural biases in the search and hiring process.

Pauline E. Kayes, President, DiversityWorks, Inc.—Champaign, Illinois

Yvonne Singley, Vice President, DiversityWorks, Inc.—Champaign, Illinois

Part II

2:30–5:00 p.m.

CLUB ATLANTIC

Level IV

MAJOR WORKSHOP 25

Adding Class to the Mix

(For workshop description, see page 80)

Part II

2:30–5:30 p.m.

FONTAINEBLEAU BALLROOM

Section C

Level II

MAJOR WORKSHOP 21

Administrators of Color at the Cross-Roads: Opportunities, Setbacks, and Challenges

(For workshop description, see page 77)

Part II
2:30–5:30 p.m.
FONTAINEBLEAU BALLROOM
Section A
Level II

For Part I—Spirituality
Development: Not Just for
Religiously Affiliated Institutions
Anymore, see page 78

Part II
2:30–5:30 p.m.
FONTAINEBLEAU BALLROOM
Section B
Level II

For Part I—Recruiting and Retain-
ing a Diverse Student Body, see
page 78

2:30–5:30 p.m.
FRENCH ROOMS
Le Mans
Level I

MAJOR WORKSHOP 22

THE ROLE OF FAITH, SPIRITUALITY AND VOCATIONAL DISCERNMENT IN HIGHER EDUCATION:

Part II—Vocational Development: Satisfaction, Fulfillment, Commitment

This session will address vocational discernment. Presenters will explore participants answers to three major questions: What brings you joy (what are you passionate about)? What are you good at? (All of us have talents—how do you and others perceive your strengths?) How will you utilize the gifts and talents that you have been blessed with to become a servant-leader whose mission it is to fashion a better world? Due to the highly interactive and reflective nature of this session, space will be limited to provide attendees an ample opportunity to fully share their stories. The session is open to all, but is especially targeted to those who are interested in evaluating and making life and career choices within a faith perspective.

Donald Brown, Ph.D., Director, Office of AHANA Student Programs, Boston College—Chestnut Hill, Massachusetts

Larri Mazon, Director, Multicultural Relations, Fairfield University—Fairfield, Connecticut

Mable L. Millner, Assistant Dean and Director, Office of Multicultural Education, College of the Holy Cross—Worcester, Massachusetts

Penni Sweetenburg-Lee, Director, Development and Associate Director, Career Center, California State University—Pomona, California

MAJOR WORKSHOP 23

RECRUITMENT AND RETENTION FOR A DIVERSE WORKFORCE:

Part II—Recruiting and Retaining a Racially Diverse Faculty and Staff

This session will assist participants with understanding how to effectively recruit and retain a racially diverse faculty and staff. It will provide information to assist with identifying potential staff through marketing techniques that work. In addition, strategies will be shared on how to cultivate relationships to enhance opportunities for retention of staff. This interactive session will provide participants with an opportunity to engage with one another by sharing their challenges and success stories. An outline that will serve as a blueprint for a successful marketing plan will be created. This is a must session for those who are experiencing ongoing issues in recruiting and retention of racially diverse personal.

Forrest A. Parker, President and CEO, FAP Consultants & Association, Inc.—Fredericksburg, Virginia

MAJOR WORKSHOP 26

Pacific Islanders in Higher Education: Invisible Minorities or Just Another U.S. Minority Group?

Pacific Islanders on the United States mainland find themselves historically and socially situated in ambivalence in the context of U.S. racial formations and homogenization. The terrain of racialization has long erected boundaries of otherness that are the foundation upon which racial and ethnic inequality have played out in the United States. Yet, U.S. minority communities such as African Americans, Latinos, and Asian Americans, have located space of contestation within the racial hierarchy that has manifested itself in strategic political, cultural, and educational ways. Efforts have consequently led to the cultivation of educational resources for many of the major U.S. racial and ethnic groups, albeit still disproportionate. However, Pacific Islanders seem to display a particular experience based on their marginal and perhaps invisible existence, which raised questions about the educational mobility of Pacific Islander students. With the homogenization of ethnic labels such as Asian American and Hispanic, and in lieu of the essentialism inherent in a nation that romanticizes its immigrant history, Pacific Islander experiences, and hence students are arguably overlooked and misunderstood. In this session, we attempt to shed light on Pacific Islander students in American higher education by discussing some of the prevailing myths and realities about Pacific Islanders, presenting demographic educational data on Pacific Islanders in general, and PI students in particular, in Southern California, and discussing the activities of a newly formed Pacific Islander educator network, the National Pacific Islander Educator Network (NPIEN).

Vicente Diaz, Ph.D., Professor, American Culture, University of Michigan—Ann Arbor, Michigan

Michael P. Perez, Ph.D., Assistant Professor, Department of Sociology, California State University—Fullerton, California

2:30–5:30 p.m.
FRENCH ROOMS
Brittany
Level I

MAJOR WORKSHOP 27

Some Elements of Creative Problem Solving

This session explores the nature and elements of creative problem solving, particularly as these elements may be brought to bear in an academic setting, including academic administration. The primary purpose of the session is to bring out some of the most important aspects of creative thinking as it can help academic professionals to address the sorts of problems they frequently confront. Techniques will be applied to sample problems. The presenter will also address factors that interfere with creative thinking and ways this interference may be removed.

David L. Prentiss, Ph.D., Professor and Academic Philosopher, Rhode Island College and the University of Rhode Island; and the Center for Talented Youth, John Hopkins University; Good Thinking Works—Providence, Rhode Island

2:30–5:30 p.m.
FRENCH ROOMS
Monaco
Level I

MAJOR WORKSHOP 28

Leadership in a Multicultural Society

This session will examine what is considered to be the major diversity imperatives operating on college campuses and in society-at-large. Moreover, the presenter will discuss the personal qualities he believes are critical for effective leadership in a multicultural society, and will present a conceptual framework for analyzing diversity-related campus issues. Finally, to assist in using this framework for dealing with diversity-related issues, the presenter will involve participants in the analysis of short but challenging case studies concerning diversity on college campuses.

Carlos E. Cortés, Ph.D., Professor Emeritus, Department of History, University of California—Riverside, California

2:30–5:30 p.m.

3-HOUR CONCURRENT SESSIONS

2:30–5:30 p.m.
VOLTAIRE
Level IV

Students Fighting Hate

◆◆ Case Studies/Model Programs ◆◆

This session explores the issue of hate crimes on college campuses, more specifically at predominantly white institutions. During this session, a variety of student-produced tools will be used demonstrating the creation and development of a student movement against hate. Students will share their experiences of challenges, deterrents, and successes. This session should particularly benefit students who wish to challenge their campus climate in regards to hate crimes and bias motivated incidents, as well as individuals who are committed to working with student groups.

Mario Garibay, Undergraduate Student, Ethnic Studies and Sociology Major; United Front Co-Chair, University of San Diego—San Diego, California

Erica L. Lovano, Undergraduate Student, Sociology Major; Vice President of Programming, Associated Students, University of San Diego—San Diego, California

Kathleen L. McDaniel, Undergraduate Student, Sociology and Psychology Major; Vice President of Student Issues, Associated Students, University of San Diego—San Diego, California

Nicholas Brian Severson, President of PRIDE, United Front, University of San Diego—San Diego, California

2:30–5:30 p.m.
**FONTAINE ROOM &
FLEUR DE LIS**
Lobby Level

Dialogue: Racism—Enhancing Positive Outcomes of Anti-Racism Work in This Era of Anti-Ethnic Backlash

◆◆ Training of Trainers ◆◆

This session presents a model for training facilitators of dialogue in anti-racism work. The training is based on the “Dialogue: Racism” process that has been tested more than 14 years in hundreds of programs presented by the Center for the Healing of Racism. This method of facilitating dialogue has proven to be effective with over 30,000 individuals of all ages. Participants will learn how to develop inter-ethnic co-facilitator teams, develop trusting and supportive relationships, and conduct dialogue sessions that focus upon healing by hearing and being heard. It enables participants to begin to heal from their racial conditioning in a safe environment in order to effectively conduct such processes. This session should particularly benefit those who train trainers, as well as those who are in training, to conduct anti-racism work in difficult situations with resistant and challenging populations.

Sandra Boyd, Ph.D., Co-Director, Center for the Healing of Racism; and Psychology Faculty, Houston Community College System—Houston, Texas

Cherry E. Steinwender, Co-Executive Director, Center for the Healing of Racism—Houston, Texas

Level of Experience: Intermediate and Advanced

Part II
2:30–6:00 p.m.
FONTAINEBLEAU BALLROOM
Section D
Level II

MAJOR WORKSHOP 24

Passing the Legacy to Students: Understanding Strategic Systems Change

(For workshop description, see page 78)

4:30–6:00 p.m.

90-MINUTE CONCURRENT SESSIONS

4:30–6:00 p.m.
FRENCH ROOMS
Bordeaux
Level I

Level of Experience: All

Using Diversity Assessment for Organizational Change and Improvement

◆◆ Research/Assessment/Evaluation ◆◆

This interactive session will showcase a framework for diversity assessment and planning developed for 34 community and technical colleges in Washington State. The session will discuss the background for developing the framework, as well as the processes and experiences from presenters representing two community colleges who utilized the framework. Presenters will provide information and strategies to institutionalize diversity planning efforts and participants will have an opportunity to discuss specific diversity related issues/concerns for group input and feedback. This session should particularly benefit those who are responsible for assessment and institutional effectiveness, and those responsible for implementing/administering diversity programs, activities, and curriculum efforts on college campuses.

Christina Castorena, Associate Dean for Diversity, Everett Community College—Everett, Washington

Rhonda Quash Coats, Ed.D., Vice President, Student Services, South Puget Sound Community College—Olympia, Washington

Rachel Wellman, Manager of Multicultural Services, Olympic College—Bremerton, Washington

4:30–6:00 p.m.
FRENCH ROOMS
Champagne
Level I

Level of Experience: All

Enhancing the Quality of Life for African American and Latino Students on Predominantly White Campuses Through Black and Latino Student Organizations

◆◆ Case Studies/Model Programs ◆◆

This session uses the Black Student Association and Hispanic Student Association at Rice University as a case study and model for other predominantly white campuses that are attempting to improve the quality of life for African American (Black) and Hispanic (Latino, Chicano) students. The session will discuss pertinent issues affecting these organizations with the intent to offer solutions and examples through existing programs and practices implemented by these two organizations. Issues discussed will include, but are not limited to (1) membership involvement; (2) overcoming divisions within the organization (Spanish-speaking vs. non-Spanish-speaking, Caribbean vs. African-American); (3) increasing awareness of the Black/Hispanic culture on campus; (4) effective leadership; (5) the importance of faculty support and dialogue; and (6) addressing the mind, body, and soul of members. This session should particularly benefit those who are involved with Hispanic/Latino and/or Black students (including African American, Caribbean, African, etc.) as student organization leaders or faculty advisors, and those interested in enhancing the quality of life for Hispanic and Black students through cultural organizations.

Akilah M. Mance, Undergraduate Student, Political Science Major; President, Black Student Association, Rice University—Houston, Texas

Leira G. Moreno, Undergraduate Student, English and Policy Studies Major; President, Hispanic Association for Cultural Enrichment, Rice University—Houston, Texas

Roland B. Smith Jr., Ph.D., Associate Provost, Rice University—Houston, Texas

4:30–6:00 p.m.

LAFAYETTE

Level IV

Level of Experience: Novice

Afrocentricity Meets Higher Education: Making a Way Out of No Way

◆◆ Long- and Short-Range Planning ◆◆

The main focus of this session is the development and substance of Afrocentric programs created by the Black Faculty and Staff Council at Indiana University Purdue University-Indianapolis. Presenters will provide an informal assessment of their perceived value to students. The programs include: Jumpstart, YGB Series, African American Excellence Recognition Ceremony, Black Male/Female Relationship Seminars, and Willie Lynch Discussion. This session also addresses how successful programs such as these have emerged from a less than ideal relationship between the institution and faculty, staff, and students of color. The solution was a successful emergence of a faculty-staff organization. Presenters will describe the composition and operation of the organization, as well as its continuing evolution in its efforts to achieve its (and the institution's) ultimate goals. This session should particularly benefit those involved in designing programs to increase the success and retention of students of color.

Traci Adams, Director, Student Diversity Support, School of Dentistry, Indiana University—Indianapolis, Indiana

Claudette Garland Lands, Ed.D., Director, Minority Recruitment and Retention; Site Coordinator IUPUI/Project TEAM, Indiana University Purdue University—Indianapolis, Indiana

Nicole Y. Oglesby, Coordinator, Campus Community Partnerships, Indiana University Purdue University—Indianapolis, Indiana

Regina Turner, Ph.D., Associate Professor, Communication Studies, University College, Indiana University Purdue University—Indianapolis, Indiana

4:30–6:00 p.m.

IMPERIAL IV

Level IV

Level of Experience: Intermediate

Inch by Inch, Row by Row, Sowing the Seeds of Cultural Change at Salem State College

◆◆ Case Studies/Model Programs ◆◆

This session is designed specifically to introduce tools and strategies for small colleges with limited resources. As a public college scrapping for resources in a recession, members of the President's Diversity Task Force have strategically made inroads to changing the culture at Salem State College. Significant advances include the addition of a Director of Multicultural Affairs, and a diversity competency in the core curriculum. Using Salem State College as a case study, strategies and tools readily adaptable for other public colleges will be provided. The session will present information on the voluntary SSC diversity task force which is comprised of staff, faculty, students, and administrators working collectively and individually to increase the visibility and inclusion of non dominant cultures into every aspect of college life. Presenters will provide (1) an overview of the task force's short and long term goals; (2) creation and evolution of the new diversity competency; (3) three survey tools developed and used at the college to assess diversity and experiences of students, staff and faculty; and (4) will highlight opportunities for diversity literacy and education at the college. This session should particularly benefit those who are working at colleges with limited budgets, but in need of creating a more inclusive environment at their institution, as well as students, staff, and faculty who may not have direct policy or financial authority.

Robin C. Benton, Doctoral Candidate, Education; Assistant Professor, Sport, Fitness & Leisure Studies, Salem State College—Salem, Massachusetts

Shawn A. Newton, Director, Multicultural Affairs, Salem State College—Salem, Massachusetts

4:30–6:00 p.m.

IMPERIAL I

Level IV

Level of Experience: Intermediate

Let it RAIN: Retaining American Indians Now (RAIN)—An Innovative Approach to Student Retention

◆◆ Case Studies/Model Programs ◆◆

This session will examine an innovative student developed and implemented, American Indian retention program at the University of Oklahoma. Information on the background and rationale for the Retaining American Indians Now (RAIN) program will be provided, as well as insights and lessons learned from its implementation. Finally, this session will address current research efforts to measure the effectiveness of RAIN. This session should particularly benefit those who are interested in the success of American Indian students, practitioners who provide direct services to American Indian students or other minority students, students interested in taking an active role in retention, and those who are concerned with retention issues related to American Indian and other minority populations.

Sedelta Rose Oosahwee, Undergraduate Student, Public Affairs and Administration Major, The University of Oklahoma—Norman, Oklahoma

E. Star L. Oosahwe, Doctoral Student, Adult and Higher Education, The University of Oklahoma—Norman, Oklahoma

Heather J. Shotton, Doctoral Student, Adult and Higher Education, The University of Oklahoma—Norman, Oklahoma

Robin S. Williams, Graduate Student, Human Relations, The University of Oklahoma—Norman, Oklahoma

Natalie R. Youngbull, Undergraduate Student, Psychology Major; Student Coordinator, Retaining American Indians Now (RAIN) Program, The University of Oklahoma—Norman, Oklahoma

4:30–6:00 p.m.

FRENCH ROOMS

Burgundy

Level I

Level of Experience: Advanced

Diversity Initiatives That “WORK”: A Comprehensive Plan for University Diversity

◆◆ Long- and Short-Range Planning ◆◆

This session will provide the “nuts and bolts” that have proven to be successful on how to develop, implement and evaluate a comprehensive plan for university diversity. The presenter will lead a discussion on the role and scope of a University Diversity Committee and describe how the partnership between this committee and the University Diversity Office drives the diversity initiatives for the campus. The information provided will be inclusive of the establishment and the role of a University Diversity Office, how to establish support from upper level administration, the incorporation of diversity initiatives into the university’s strategic plan, and funding for new diversity initiatives. The comprehensive plan described in this session includes information on (1) University Diversity Faculty Recruitment and Retention Incentive Plan, (2) establishment of a Diversity Recruitment Specialist Position, (3) the establishment of a Diversity Spotlight Day (student recruitment program), and (4) implementation of new programs for diversity that are part of university policy. This session should particularly benefit upper level administrators and faculty responsible for affecting change in their institutions around issues of diversity.

Sandra D. Moore, Doctoral Student, Educational Policy Studies and Evaluation, University of Kentucky; Special Assistant to the Provost, University Diversity, Eastern Kentucky University—Richmond, Kentucky

4:30–6:00 p.m.

PASTEUR

Level IV

Level of Experience: All

Facing the Challenges of Cultural Competency: ...Saying the Right Things isn’t Enough

◆◆ Interactive Training ◆◆

This session is designed to address cultural competency issues and to give individuals the skills to be positive and productive global citizens in a multicultural world. The session challenges all participants to better understand and to take action against individual, institutional and systemic racism and white privilege. The presenter will also challenge participants to examine their own individual and personal biases, prejudices and privileges that continue to perpetuate a system of white privilege and white supremacy. This session should particularly benefit educators, administrators, students, community members and social justice activists, as well as those conference attendees who are willing to take an energetic, challenging, creative, and fun look at negative stereotypes associated with different groups in America.

Eddie Moore Jr., Doctoral Candidate, Social Foundations, University of Iowa; Founder, America & MOORE Research and Consulting, and Director, Intercultural Life, Central College—Pella, Iowa

4:30–6:00 p.m.

IMPERIAL III

Level IV

Level of Experience: All

A Discussion About the Law for Non-Lawyers: Deconstructing *Grutter v. Bollinger* and *Gratz v. Bollinger*

◆◆ Policy Issues ◆◆

Last summer, the Supreme Court decided to consider the constitutionality of Affirmative Action admission programs (*Grutter v. Bollinger* and *Gratz v. Bollinger*). These decisions marked the first time that the Court addressed this issue since its decision, twenty-five years earlier (*University of California v. Bakke*). Consequently, *Grutter* and *Gratz* have understandably become the springboard for a new national debate, encouraging educators, the media and the society generally to argue the merits of using race-preference policies in admissions programs. This session will deconstruct the cases on which this debate is based, and will begin with a short review of Affirmative Action decisions beginning with *Bakke*. The presenter will provide a meaningful analysis of the *Grutter* and *Gratz* decisions with a particular focus on each Justice's opinion in each case. Participants will have an opportunity for extensive question and answer and to explore their own interpretation of each case. This session should particularly benefit non-lawyers who are involved in defining Affirmative Action admissions' policies at institutes of higher education, those who are engaged in the Affirmative Action debate on a professional level and those who want a deeper understanding of the cases that prompt this debate.

Leslie Yalof Garfield, J.D., Associate Professor of Law, Pace Law School—White Plains, New York

4:30–6:00 p.m.

IMPERIAL II

Level IV

Level of Experience:

Novice and Intermediate

Creating a Programmatic Formula for Cultural Development in our Institutions of Higher Learning

◆◆ Interactive Training ◆◆

This interactive session will address how Syracuse University's Student Affairs and Academic Affairs departments have endeavored to create "an atmosphere of comfort" for people of color (17% of the total university population) in a predominantly white institution. Presenters will describe a conscious effort to create an atmosphere through diversity programming grants and collaborative relationships among students, faculty, and staff to retain students of color. Using in-house developed programs, the university strengthened its commitment to not only recruit, but also retain students of color. The overall rise in retention and graduation illustrates the success of this initiative. The session will provide participants with a summary of successful programming in the areas of Career Exploration, Cultural/ Ethnic programming, Leadership Opportunities, and a variety of Diversity Programming Grants. Participants will have an opportunity to share their experiences and assess how to incorporate successful cultural programming, and will also have a chance to reflect and further explore the structures of their own programs for the purposes of raising awareness. This session should particularly benefit professionals seeking to create better programs in the area of cultural diversity, and more importantly for the professional who works directly with students.

Cynthia N. Fulford, Associate Director, Office of Multicultural Affairs, Syracuse University—Syracuse, New York

Kenneth O. Miles, Doctoral Student, Cultural Foundations of Education; Assistant Dean, Student Services, School of Information Studies, Syracuse University—Syracuse, New York

Don C. Sawyer III, Doctoral Student, Sociology, Pan-African and Inequality Studies, Maxwell School of Citizenship and Public Affairs; Associate Director, Office of Greek Life and Experiential Learning, Syracuse University—Syracuse, New York

4:30–6:00 p.m.

IMPERIAL V

Level IV

Level of Experience: Intermediate

Controversial Aspects of Teaching “Sport Studies” Courses as a Faculty of Color in Predominantly White Institutions

◆◆ Curricular/Pedagogical Models ◆◆

This session will examine the paradox and intricacies of being a faculty of color and teaching “Sport Studies” courses, which are submerged in difficult dialogues. Presenters will argue that these courses require more complex blends of content, process, and affective pedagogical techniques, which are different from many traditional courses taught by white colleagues in predominantly white institutions. In these courses sport is examined as an important part of cultural practice where ideological struggles are being produced, reproduced and reinforced. It is an interdisciplinary area in which sport is seen as a social phenomenon, rich with sources to help us understand and explain society better. These courses highlight how multiple forms of oppressions such as race, ethnicity, gender, class, sexual orientations, developed ability and age are operated in society and sports. For faculty of color in predominantly white institutions such as SUNY Cortland, the challenge is not only to master the content and delivery of the subject matter but also to learn and apply pedagogical techniques that are inclusive yet not offensive to the dominant culture. This session should particularly benefit professors, students, deans, curriculum specialists and educators of predominantly white institutions.

Seth N. Asumah, Ph.D., Professor, Political Science Department and Coordinator, African American Studies, State University of New York—Cortland, New York

Yomee Lee, Ph.D., Assistant Professor, Exercise Science & Sports Studies and Coordinator, Asian Studies, State University of New York—Cortland, New York

8:00–9:30 p.m.

FOUNTAIN ROOM &

FLUER DE LIS

Lobby Level

SPECIAL EVENT

Conversation With Alana: One Boy’s Multicultural Rite of Passage

A play by Carlos E. Cortés, Ph.D.

In this one-person autobiographical play, Cortés relates his personal story of growing up in an ethnically and religiously mixed home in mid-century Kansas City, Missouri. The play examines the coming-of-age dilemma of having a Mexican Catholic immigrant father and a Euro-American Jewish mother, as Cortés learned to deal with his own family’s ethnic divisions, as well as navigate Kansas City’s rigid racial and religious boundaries. Following the play, he will lead a discussion of the special challenges of being of mixed background.

10:00 p.m.–1:00 a.m.

GRAND BALLROOM

East

Level II

SPECIAL EVENT

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 that has developed through the efforts of members of NCORE’s African American Networking Group.

8:30–9:45 a.m.

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- Supporting and Sustaining Graduate Women of Color98
- Stanford University’s Asian American Activities Center: Innovation in Media, Programs, and Resources.98
- Creating an Interdisciplinary Latino and Latin American Studies Major at One of the Most Diverse Colleges in the Country.99
- Retention Through Mentoring: Adding a More Personal Touch in Retaining First-Year Students99
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- Affirmative Action: Its Role in Higher Education and the Myths and Misconceptions That Sustain the Controversy100
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DIALOGUE WITH FRANK H. WU108

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■ **Major Workshop 37:** Hiring for Cultural Competence: Practical Methods and Strategies
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SATURDAY, JUNE 5, 2004

75-MINUTE CONCURRENT SESSIONS

8:30–9:45 a.m.

8:30–9:45 a.m.
FRENCH ROOMS
Le Mans

Level of Experience:
Novice and Intermediate

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

◆◆ Curricular/Pedagogical Models ◆◆

This session describes a curricular model for teaching about White Privilege at predominantly white institutions. Presenters will describe the size and demographics of their institution and its religious affiliation, will focus on the methodology and course content, and discuss the kinds of problems that have arisen and their attempts to address them. The crucial role of videos and group discussions as a core element in the students' experiential learning will be addressed. Links made between understanding and actions will be explained and samples of the selected assessment tool will be provided along with a list of videos used in the course. This session should particularly benefit those who are teaching at predominantly white institutions, those currently engaged in curriculum transformation and those interested in networking with others who are teaching about White Privilege.

Robert P. Amico, Ph.D., Professor, Philosophy Department, St. Bonaventure University—
St. Bonaventure, New York

Charles Virga, Doctoral Candidate, Philosophy, Interpretation and Culture, Binghamton University—
New York; Director, MSED Secondary Education; Lecturer, Counselor Education; Diversity Trainer
and Consultant; Faculty in Residence, School of Education, St. Bonaventure University—
St. Bonaventure, New York

8:30–9:45 a.m.
FRENCH ROOMS
Burgundy

Level I

Level of Experience: Novice

Supporting and Sustaining Graduate Women of Color

◆◆ Case Studies/Model Programs ◆◆

This session will highlight the efforts of the Women's Community Center in developing a programming tract targeted for graduate women of color. Presenters will share the two-year experience of developing a set of programs that strive to establish social support and professional development for graduate women of color. The session will also discuss the challenges to maintain these services in the midst of everyday institutional realities, such as budget freezes and cuts, staff turnover, and erratic student participation. This session is intended to engage participants in reflective conversation about strategies to better address the distinctive issues and needs that face graduate women of color in the academy. This session should particularly benefit those who work with graduate students of color in an administrative or faculty capacity and are interested in developing supportive programs.

Vida Mia Garcia, Doctoral Candidate, Modern Thought and Literature; Coordinator, Women of
Color Program, Stanford University—Stanford, California

Lisa Lynelle Moore, Doctoral Candidate, Humanities, Program in Social and Cultural Anthropology;
Assistant Director, Stanford Women's Community Center, Stanford University—Stanford,
California

8:30–9:45 a.m.
IMPERIAL I
Level IV

Level of Experience: Intermediate

Stanford University's Asian American Activities Center: Innovation in Media, Programs, and Resources

◆◆ Case Studies/Model Programs ◆◆

This session will include rich background and historical development of multiculturalism at Stanford with particular emphasis on Asian American students on campus. The Asian American Activities Center (AAAC) has a rich history of providing student services and resources. The presenter will share publications produced by the center, as well as describe model programs such as the Asian American Interactive Mentoring Program which pairs undergraduates with faculty and alumni. The session will illuminate the Asian American Ph.D. Forum which focuses on doctoral students in the Humanities and Social Sciences. The newly produced 'Stanford a3c (AAAC) web site (www.a3c.stanford.edu) and entertainment guide will be displayed with an in-depth presentation on conception and usage of web info by the broader Stanford University community. Participants will have an opportunity to discuss these innovative resources and application to diverse communities. This session should particularly benefit those who are involved in developing multicultural programs and resources for students as well as those developing specific resources on Asian American themes and issues.

Richard J. Yuen, Assistant Dean and Director, Asian American Activities Center, Stanford
University—Stanford, California

8:30–9:45 a.m.

IMPERIAL III

Level IV

Level of Experience: Intermediate

Creating an Interdisciplinary Latino and Latin American Studies Major at One of the Most Diverse Colleges in the Country

◆◆ Case Studies/Model Programs ◆◆

This session presents how an interdisciplinary curriculum effort extended beyond the boundaries of the university to advance multicultural education to the point of transnational linkages, service learning, internships, and mentor program. Presenters will describe how the Northeastern Illinois University designated as a Hispanic Serving institution received funding from the National Endowment for the Humanities for creation of a major for its Mexican and Caribbean Studies Program which led to an inclusive process that involved faculty, administrators, students, and community members. This session encompasses the areas of institutional change, the enhancement of teaching and Learning in Culturally Diverse Classroom Environments, and Creating Valuable Linkages between the University and the Community. This session should particularly benefit those interested in creation of a major for an interdisciplinary academic unit on Latino and Latin American topics to achieve institutional change through major initiatives beyond the university community.

Victor M. Ortiz, Ph.D., Assistant Professor and Coordinator, Mexican and Caribbean Studies, Northeastern Illinois University—Chicago, Illinois

Joaquin Villegas, Ph.D., Assistant Professors, Teacher Education Department, Northeastern Illinois University—Chicago, Illinois

8:30–9:45 a.m.

IMPERIAL V

Level IV

Level of Experience: All

Retention Through Mentoring: Adding a More Personal Touch in Retaining First-Year Students

◆◆ Case Studies/Model Programs ◆◆

This session will present the CONNECT Mentoring Program that is in place at Southern Methodist University. Presenters will describe about the history of the program and how the department took a failing program and turned it into something very positive. The session will also discuss some of the challenges associated with the program, and how those were addressed. The session will provide specific information on training programs for mentors, a discussion of their responsibilities, and the role of faculty in the program. This session should particularly benefit those who work in the area of minority student retention, and those interested in creating a mentoring program on their campus.

Karen L. Click, Coordinator, Asian American Student Services, Southern Methodist University—Dallas, Texas

Jennifer M. Jones, Director, Multicultural Student Affairs, Southern Methodist University—Dallas, Texas

Fernando M. Salazar, Coordinator, Hispanic Student Services, Southern Methodist University—Dallas, Texas

8:30–9:45 a.m.

IMPERIAL II

Level IV

Level of Experience:
Novice and Intermediate

Cross-Cultural Mis-Communication

◆◆ Interactive Training ◆◆

This session is designed to provoke thought and questions on the fact that most non-American cultures don't understand or accept policies and laws that prohibit sexual harassment. Numerous national college and university organizations recognize that the variety created in society-at-large and ways different cultures understand and make meaning from common life situations influences how we socialize in professional environments, cultural, ethnical and religious environments, between gender identities and sexual orientations, ability, and other socially constructed characteristics. The session will include some scripting and role playing to allow the participants to understand the conflicts that come when social and cultural norms and mores are different from those of this country or of public institutions of higher education. This session should particularly benefit those who interact with domestic, international audiences (faculty, staff, and students), supervise domestic and international subordinates and anyone interested in developing and/or sharpening their human resource skills.

Carla R. Espinoza, Assistant Vice President, Human Resources and Director, Equal Opportunity and Diversity, Iowa State University—Ames, Iowa

Eveadean M. Myers, J.D., Associate Director, Equal Opportunity and Diversity, Iowa State University—Ames, Iowa

8:30–9:45 a.m.
FRENCH ROOMS
Bordeaux
Level I

Level of Experience:
Novice and Intermediate

Affirmative Action: Its Role in Higher Education and the Myths and Misconceptions That Sustain the Controversy

◆◆ Policy Issues ◆◆

This session focuses on Affirmative Action in the United States as it pertains to higher education as a means of providing access and opportunity for underrepresented students (African American, Latino, and Native American). The presenter will illustrate that while some campuses are making claims that Affirmative Action is no longer needed in college admission, this is not the case for selective and elite institutions that are struggling to attract and enroll underrepresented students. With the controversy centered on Affirmative Action, and the issue of race and its role in college admission, the session will discuss the belief that race dominates the college admission process, and how most individuals believe race is synonymous with Affirmative Action. There is no widespread understanding regarding the difference between eligibility and admission. Information on what Affirmative Action is, how the policy is applied in university admissions, and historical myths and misconceptions of the policy will be provided. This session should benefit those involved in college admissions and outreach, policy making within the university, individuals working within affirmative action at the university level, and those who share the goal of increasing access for underrepresented students.

Jamillah Moore, Ed.D., Professor, Bilingual and Multicultural Education, California State University-Sacramento—Elk Grove, California

8:30–9:45 a.m.
IMPERIAL IV
Level IV

Level of Experience: Intermediate

Using Data to Formulate a New Student Retention Program Model

◆◆ Case Studies/Model Programs ◆◆

This session will describe the evolution of the Cooperative Learning and Academic Success System (CLASS) Program from its original structure to its current structure of a peer mentoring program, which engages students upon their enrollment into the university. CLASS was originally designed to address the retention and achievement challenges particularly evident with Hispanic and African-American students. Recently, the program has required reformulating based on program assessment and budget at Cleveland State University which has operated this long-standing retention program. Placed in a theoretical framework, the session will illustrate how the CLASS Program uses Vincent Tinto's five indicators of student persistence. Presenters will describe how data on student retention has driven decision-making in the design and implementation of the peer mentoring structure. The session will also provide evidence of the program's statistically significant impact on student persistence. This session should particularly benefit those who are involved in utilizing assessment data to develop retention programs for students of color, practitioners who provide services to students of color, and those interested in utilizing theoretical frameworks to support program design.

Njeri Nuru-Holm, Ph.D., Vice President, Student Affairs and Minority Affairs, Cleveland State University—Cleveland, Ohio

Donna M. Whyte, Ph.D., Assistant Vice President, Minority Affairs and Community Relations, Cleveland State University—Cleveland, Ohio

Melodie S. Yates, Ph.D., Director, Diversity Training and Research, Cleveland State University—Cleveland, Ohio

8:30–11:30 a.m.
PASTEUR
Level IV

MAJOR WORKSHOP 29

Restorative Justice/Indigenous Justice: Looking to the Roots and Guiding Principles of Our Practices

This session will provide a cultural and historical backdrop to practical mediation skills rooted in the Indigenous lifeways. The presenter will provide a look at the basic Restorative Justice mediation skills, how race relations history has influenced justice practices in the area, as well as how the practical use of Restorative Justice mediation can help to address the problems of race relations.

Ruth Yellow Hawk, Ph.D., Co-Director, Indigenous Issues Forums—Rapid City, South Dakota

8:30–11:30 a.m.
FONTAINEBLEAU BALLROOM
Section C
Level II

MAJOR WORKSHOP 30

Just the Facts, Ma'am: How to Find, Understand and Use the Data You Need to Build the Case for Equity

Too often those of us working to increase equity and inclusion in higher education are unable to effectively counter the statistical arguments used by those who would defend and maintain its restrictive and racist past. Activist Tim Wise, who has debated conservative commentators on campuses around the U.S., will lead this session to assist participants in finding data to counter these arguments and in understanding how to use these data effectively.

Tim Wise, Anti-Racism Educator, ZNet Columnist, and the Director of the newly-formed Association for White Anti-Racist Education (AWARE)—Nashville, Tennessee

8:30–11:30 a.m.
FONTAINEBLEAU BALLROOM
Section A
Level II

MAJOR WORKSHOP 31

Collaborations of Academic Affairs, Students Affairs, and Faculty: Professional and Program Development for Diversity

Student Affairs and Academic Affairs professionals and faculty can collaborate on faculty/staff development and on program development to strengthen their institutions' work with diversity. Bloomfield College's Bildner Campus Diversity Initiative centers on intercultural communication, student-centered pedagogy, and connections of the local and global. Staff and faculty study together in semester-long seminars, and a Center for Cultures and Communication serves programs on campus and in the community. The linked programs offer a good model for coordinated and exhilarating work. The session will start by looking at the diverse cultures and professional roles of faculty, as well as of administrators in Student Affairs and Academic Affairs. We will look at how we can collaborate to effectively work with diverse students and with inclusive curricula and co-curricula. Presenters will discuss principles of effective professional development programs and how to design and place it within institutional contexts. Participants will have an opportunity to engage in an exercise which addresses positionality and provides practice in intercultural communication skills. Presenters will consult with participants on creating collaborations at their own institutions to address issues and design diversity strategies.

Denise Bane, Ph.D., Assistant Professor of Psychology, Bloomfield College—Bloomfield, New Jersey

Martha LaBare, Interim Vice President for Academic Affairs, and Dean of Faculty; Director of the Bloomfield College Bildner Campus Diversity Initiative; Director of the BCDI Professional and Program Development Seminars, Bloomfield College—Bloomfield, New Jersey

Patrick Lamy, Associate Dean, Student Affairs; and Director, Residence Life, Bloomfield College—Bloomfield, New Jersey

8:30–11:30 a.m.
FRENCH ROOMS
Champagne
Level I

MAJOR WORKSHOP 32

The Career Ladder for Minority Higher Education Professionals

This participatory session will provide a framework to assist persons in planning, managing and facilitating career advancement in higher education. Over the next 10–15 years higher education will be facing a significant shortage of mid-level and senior-level management professionals on college and university campuses due to retirement and early-out incentives. Key items for discussion will include: career planning, networking, mentoring, campus politics, position search processes, interviewing and strategies for exploring career growth opportunities. Objectives of the session will include: development of a career plan, identification of key strategies for upward mobility, and increased awareness of the career search opportunities.

Vernon E. Haley, Vice President, Student Services, Palm Beach Community College—Lake Worth, Florida

8:30–11:30 a.m.

FONTAINEBLEAU BALLROOM

Section D

Level II

MAJOR WORKSHOP 33

Race, Ethnicity, and Privilege: Their Affect on Diversity in American Higher Education

This sessions aims to deepen participants understanding and appreciation of ways in which race and ethnicity have shaped American culture, social thought, social institutions, inter-group relationships, and subsequently diversity. Moreover, the goal of this session is to provide insight and strategies on how to create more awareness at predominantly white institutions by challenging participants to think about the inequities at their own institutions and sharing these inequities in an open forum to stimulate change. In American society, race and ethnicity are unavoidable categorizations that affect all groups, as well as the individuals that comprise those groups. A consequence of these categorizations is the production of privilege, which will also be addressed within the session, especially in discussions on diversity. Compulsory education does not train members of dominant groups to view themselves as oppressors or as unfairly advantaged individuals. Members of dominant groups are taught to see themselves as individuals, whose failures, successes, and moral states depend on individual effort and/or accomplishment and individual moral will. Through compulsory education, religion, the media and the family unit, dominant group members are taught to think of their lives as normative and ideal. So-called minority group members then become “the other” as a result of their disenfranchised abnormalities when contrasted to the dominant group. This session will benefit practitioners who provide direct services to minority groups, those who are involved in policy making in higher education, and those who would like to better understand power, privilege and oppression.

Darrell Cleveland, Ph.D., Assistant Professor, School of Education, New Jersey City University—Jersey City, New Jersey

J. W. Wiley, Doctoral Candidate, Philosophy and Cultural Studies, Claremont Graduate University-California; Director, Center for Diversity, Pluralism and Inclusion, State University of New York—Plattsburgh, New York

Part I

8:30–11:30 a.m.

CLUB ATLANTIC

Level IV

Part II continues

2:30–5:30 p.m.

MAJOR WORKSHOP 34

Conflict Management and Diversity

This daylong session—limited to 40 participants on a first-come, first-served basis—will provide an introduction to conflict management and diversity. Using a conflict assessment, participants will self-assess and reframe how they engage, manage, and learn from conflict within and among social and cultural groups in work settings. Presenters will demonstrate how policies and policy making affect conflict in an organizational culture. Through intensive, active case study scenarios, participants will be provided with conflict management models and effective problem-solving strategies that are applicable to their institutional settings. Administrators, faculty development professionals, organizational consultants, faculty, and staff who are interested in learning effective strategies for successfully creating and managing conflict in a diverse work environment will benefit from this session.

Nancy E. Algert, Ph.D., President, The Center for Change and Conflict Resolution—Bryan, Texas

Christine A. Stanley, Ph.D., Assistant Dean of Faculties; and Associate Professor, Department of Educational Administration and Human Resource Development, Texas A&M University—College Station, Texas

8:30–11:30 a.m.

FRENCH ROOMS

Monaco

Level I

MAJOR WORKSHOP 35

Arabs and Muslims in America

This session will examine the evolving experience of Arab Americans in the aftermath of the September 11 tragedy: from racial profiling and other forms of discrimination to the affects of the backlash on identity of Arab Americans of all generations. Session includes demographic data, historical struggles with prejudice and stereotypes and clarification of religious, national origin identities and distinctions. Through powerpoint presentations, the session will visually highlight the rich social and cultural life of Arabs and Muslims in American society. Presenters will provide information on Demographics, Racial Profiling, and Challenges to American Pluralism, as well as Cultural Identity, Life in America, and World Politics. The session will also include an update on issues affecting Arab Americans on campus and research priorities in the emerging field of Arab American studies.

Fadwa El Guindi, Ph.D., Professor of Anthropology, University of Southern California—Los Angeles, California

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

3-HOUR CONCURRENT SESSIONS

8:30–11:30 a.m.

8:30–11:30 a.m.

LAFAYETTE

Level IV

Level of Experience:

Intermediate and Advanced

Ethical Standards for Diversity Training: Advancing Diversity Practice

◆◆ Training of Trainers ◆◆

This session explores the need for the articulation and applicability of ethical standards of practice in diversity awareness, knowledge, and skills training. Presenters will discuss how the advancement of diversity practice is driven by the issue of accountability in the preparation and mentoring of professionally competent and ethical trainers. The Diversity Leadership Forum's Ethical Code and Standards of Practice will be presented as a suggested model for "professionalizing" diversity practitioners. Critical issues and case studies will be presented and processed. Participants will be able to apply the presented ethical constructs to their institutional setting and context. This session should particularly benefit those who are conducting diversity training, train and/or mentor trainers, and/or evaluate diversity awareness training workshops.

Sue J. Brotherton, Ph.D., Professor, Educational Psychology and Counseling, California State University—San Bernardino, California

Mary Thierry Texeira, Ph.D., Associate Professor, Sociology, California State University—San Bernardino, California

8:30–11:30 a.m.

**FONTAINE ROOM &
FLEUR DE LIS**

Lobby Level

Level of Experience:

Intermediate and Advanced

Using Theater as Multicultural Experiential Learning: Inspiring Institutional Change

◆◆ Interactive Training ◆◆

In this session, presenters will draw on their four years of interactive theater experiences, performing exclusively for faculty, staff, and administrators, in order to change cultural climate and practice on their campus. In this working session, presenters will also illustrate how they immerse audiences in performances and demand their participation. Participants will both learn about a particular set of workshop processes and experience them directly in ways that are meant to benefit all, whether they decide to use these techniques themselves or not. It is a goal of this session to use these techniques with NCORE colleagues to strategize and transform all of our work in the shared multicultural mission at our many institutions. This session should particularly benefit those who seek to influence policy making at the institutional level; those who are seeking to understand and enlist faculty, staff, and administrative allies; and those who are striving to share and spread responsibility and commitment to innovative multicultural transformation.

A.T. Miller, Ph.D., Coordinator, Multicultural Teaching and Learning, University of Michigan—Ann Arbor, Michigan

Jeffrey A. Steiger, Director, Center for Learning and Teaching Theater Program, University of Michigan—Ann Arbor, Michigan

8:30–11:30 a.m.

FRENCH ROOMS

Brittany

Level I

Level of Experience: Novice

Student Testimonies of Peer Diversity Facilitation

◆◆ Case Studies/ Model Programs ◆◆

This session will focus on the student experiences of peer diversity facilitators using ROOTED (Respecting Ourselves and Others Through Education), a program that organizes students to design short workshops that facilitate dialogue around issues of social justice and oppression. Presenters have participated in an array of dialogues on a college campus and in the New York City metropolitan area. They are experienced in conducting workshops on the intersection of oppressions, the role of the media, White skin privilege and more. Participants will also experience an actual peer diversity facilitation focusing on a contemporary multicultural issue common to many college campuses, and learn some of the shared experiences of students, including emotional struggles with racial identity and privilege, positive and negative experiences in facilitating multicultural issues on campus, and how this program has inspired students to integrate social justice into their future careers. This session should particularly benefit professionals interested in creating peer facilitation dialogue programs specifically focused on issues of power and privilege.

Kate Krontiris, Undergraduate Student, Sociology Major; Peer Facilitator, Respecting Ourselves and Others Through Education (ROOTED), Columbia University—New York, New York

Kevin Nadal, Doctoral Candidate, Counseling Psychology, Teacher College; Program Coordinator, Intercultural Resource Center, Columbia University—New York, New York

Susan Stuart, Director, Intercultural Resource Center, Columbia University—New York, New York

Hannah Tran, Undergraduate Student, Sociology Major; Peer Facilitator, Respecting Ourselves and Others Through Education (ROOTED), Columbia University—New York, New York

8:30–11:30 a.m.

VOLTAIRE

Level IV

Level of Experience: Intermediate

Bringing in the New: Finding and Adapting Innovative Diversity Exercises for Your Campus

◆◆ Training of Trainers ◆◆

This hands-on session will teach the six essential areas to consider when to adapting training activities. Participants will practice utilizing the five components by adapting a number of activities for different constituents. Those whose job it has become to engage academic constituencies in workshops, training sessions, and other programming that foster an understanding of differences have found that their resources are few and in need of modification. Presenters will discuss the difficulties faced by on-campus trainers to offer innovative and effective ways to facilitate continued diversity priorities without outside resources of models and techniques. Participants will learn how for many years consulting firms and publishing companies have developed a number of innovative tools that are readily transferable to the campus community if adapted properly. This session should particularly benefit experienced trainers who are looking for innovative ways to engage their various constituents in discussions about diversity.

Moacir “MO” Barbosa, Project Coordinator, Boston BEST Initiative, The Medical Foundation—Boston, Massachusetts

Colette M. Cummings, Associate Dean of Students, Webster University—St. Louis, Missouri

8:30–11:30 a.m.

FONTAINEBLEAU BALLROOM

Section B

Level II

Level of Experience: All

The SMILE Program: A Model for School-University Partnerships That Develop Motivation and Promote Preparation for Higher Education

◆◆ Case Studies/Model Programs ◆◆

This session details a sixteen-year model program with a primary focus of increasing the number of historically underrepresented minority and other educationally underserved students who graduate high school, interested in and prepared to enter higher education and pursue careers in science, mathematics, engineering, health professions and teaching. The Science and Math Investigative Learning Experiences (SMILE) Program functions as a pipeline for students in grades four through twelve. Academic enrichment in math and science is provided locally through after-school clubs facilitated by K-12 classroom teachers. Participants will learn how SMILE faculty, in collaboration with science and math faculty at Oregon State University, offer professional development workshops for the teachers serving as SMILE Club advisors. Other ongoing efforts include mentoring opportunities and on-campus event for pre-college students. This session should particularly benefit those who are involved in school-university partnerships, practitioners who provide direct service in K-12 outreach, and those who are interested in the academic achievement and educational attainment of underrepresented students.

SueAnn I. Bottoms, Assistant Director, The SMILE Program, Oregon State University—Corvallis, Oregon

Eda Davis-Butts, Director, The SMILE Program, Oregon State University—Corvallis, Oregon

10:00–11:15 a.m.

75-MINUTE CONCURRENT SESSIONS

10:00–11:15 a.m.

FRENCH ROOMS

Le Mans

Level I

Level of Experience: Novice

Toward a Praxis of Antiracist School Leadership Preparation

◆◆ Policy Issues ◆◆

This session explores how educators can address the concern that 50 years after *Brown* America continues to struggle with meeting the academic needs of children of color. It focuses on how critical it is for school leaders to understand in greater depth the dynamics of race and racism. Data from a study of how selected school leadership programs prepare aspiring school administrators to counter the effects of racism on student learning are used to develop program evaluation criteria. Information on data collection instruments will be provided, as well as the implications of study findings for programs and policies at the institutional level. The session will also identify practical strategies and program interventions geared to promote reflective admissions policies, engaged classroom dialogue, and meaningful fieldwork experiences for administrative preparation programs. This session should particularly benefit those who are involved in policy making at the institutional level, practitioners who liaise with academic and clinical faculty, and those interested in countering the effects of racism on student learning.

Jonathan Lightfoot, Ph.D., Visiting Assistant Professor, Educational Studies Department, Knox College—Galesburg, Illinois

10:00–11:15 a.m.

FRENCH ROOMS

Bordeaux

Level I

Level of Experience:
Novice and Intermediate

4DOFYE: Doing Diversity Dialogues During Orientation and the First Year Experience

◆◆ Curricular/Pedagogical Models ◆◆

In this session, a model for orientation program pre-service training and first year experience (FYE) programming will be discussed. Many institutions of post-secondary education utilize new student orientation programs to communicate institutional commitments to diversity. These typically include hosting a keynote speaker who addresses topics regarding diversity, multiculturalism, and ethics of social justice, with “break out” discussion groups to encourage reflection. Presenters will illustrate how diversity dialogues are a method of social justice education that engages difference through prolonged interaction. Participants will be shown that by combining orientation with First Year Experience programs, featuring diversity dialogue, can potentially affect educational experience for both first-year students, as well as returning students, faculty, and staff. This session should particularly benefit those who are involved in orientation, as well as FYE programs.

Craig Alimo, Coordinator, Diversity Initiatives, Department of Transportation Services, University of Maryland—College Park, Maryland

Daniello G. Balón, Doctoral Candidate, Department of Education Policy and Leadership; Intergroup Dialogue Program Specialist and Facilitator, Office of Human Relations Programs, University of Maryland—College Park, Maryland

10:00–11:15 a.m.

IMPERIAL V

Level IV

Level of Experience: Novice

Creating an Inclusive Environment: Taking a Holistic Approach to Diversity

◆◆ Case Studies/Model Programs ◆◆

This session focuses on the importance of building coalitions that include students, faculty, and administration as a means of fostering a campus-wide culture of respect. When different populations with different approaches to the same goal come together, a unified effort, a holistic approach to diversity can create an inclusive environment. Participants will learn how to develop cooperative programs among different populations with different approaches. These opportunities come through a variety of programs, with each targeting a different audience and their particular interests, experience, current initiatives, etc. This session should particularly benefit those who are charged with promoting respect and inclusiveness on an institutional level, coordinating diversity efforts, and those looking at ways to effectively expand diversity education efforts.

James Dabney, Diversity Education Specialist, Department of Multicultural Services, Texas A&M University—College Station, Texas

Rodrick O. Moore, Ph.D., Program Coordinator, Department of Multicultural Services, Texas A&M University—College Station, Texas

Arnold Paguio, Diversity Education Specialist, Department of Multicultural Services, Texas A&M University—College Station, Texas

10:00–11:30 a.m.

90-MINUTE CONCURRENT SESSIONS

10:00–11:30 a.m.

IMPERIAL III

Level IV

Level of Experience: Intermediate

Serving Diverse First-Year Students: A Model Program in Retention and Development

◆◆ Case Studies/Model Programs ◆◆

This session designed to highlight a long-standing retention model for first-year students of color and/or need based students at predominantly white institution. Since the landscape of higher education is evolving, issues like the growth in college age students and Affirmative Action clearly impact the way institutions must serve students. Presenters will discuss the theory involved in the formation of retention and development of the program, goals, strategies and program components, current implementation, and new areas for consideration. While our primary focus is first-time full time students, they are not the only ones that benefit from the program. The program works by employing experienced university students as the points of contact, which both program participants and employees walk away impacted by the experience. One of the key pieces that will help to make this session insightful will be the participation and presentation by the Program Peer Advisors, who will explain the different components of the program and give some examples of their day to day experiences with students and staff. The session will also present both quantitative and qualitative data about the effectiveness of the program. This session should particularly benefit those who work with first year students, those who have an interest in the needs of underserved populations, and those involved with retention.

Stephani Butters, Undergraduate Student, Family Studies and Human Development Major, University of Arizona—Tucson, Arizona

Marco P. Serna, Undergraduate Student, Criminal Justice Administration Major, University of Arizona—Tucson, Arizona

Amanda J. Marchand, Assistant Director, Department of Multicultural Programs and Services; Coordinator, MERITS Program, University of Arizona—Tucson, Arizona

10:00–11:30 a.m.

FRENCH ROOMS

Burgundy

Level I

Level of Experience: Novice

The Campus Learning Center as a Site of Resistance: Challenging Institutional Racism, Classism, and Corporatization at a Predominantly White Institution

◆◆ Case Studies/Model Programs ◆◆

This session will provide a thorough discussion of how Office of Academic Support and Instructional Services (OASIS), the campus learning center, serves as a site of resistance to various dimensions of institutional oppression embedded in campus policies and practices at UC San Diego. Presenters will identify how OASIS provides a nationally recognized summer bridge program and academic-year support including credit-bearing courses that serve underrepresented students. The session will also describe the learning center's strategies to build a diverse staff (professional and students), develop and maintain allies on campus and in the community, and assess its services in a manner that discourages institutional retaliation. This session should particularly benefit individuals who work in student services programs, participate in advocacy organizations, and others committed to creating positive change in campus climate, particularly for underrepresented students.

Kathryn Kailikole, Assistant Director, Academic Support and Instructional Services, University of California-San Diego—La Jolla, California

Agustin Orozco, Assistant Director, Academic Support and Instructional Services, University of California-San Diego—La Jolla, California

Patrick Velasquez, Ph.D., Director, Academic Support and Instructional Services, University of California-San Diego—La Jolla, California

10:00–11:30 a.m.

IMPERIAL IV

Level IV

Level of Experience: Intermediate

10 Ways to Exhaust a Student of Color on a Predominantly White Campus

◆◆ Training of Trainers ◆◆

Retaining students of color organizers has been a growing issue on college campuses for higher education administrators. This session will not only convey the ways in which student of color activists are forced to exhaustion by the predominantly white institutions they attend, but also present a dialogue around the tangible ways these concerns can be addressed. Student leaders from the University of Oregon will use their personal experiences as a platform to engage in conversation with session attendees around how institutions, on multiple levels, foster an environment that unknowingly or not, continues to dis-empower the very students they call on to represent and defend the voice of “diversity.” This session should particularly benefit those who advise or support ethnic student unions/groups, those who direct student leadership and empowerment programs, and students of color organizers themselves.

Eddy Morales, Vice President, Associated Students, University of Oregon—Eugene, Oregon

Student Leaders Delegation Representative from Associated Students of University of Oregon/Oregon Students of Color Coalition

10:00–11:30 a.m.

IMPERIAL II

Level IV

Level of Experience: All

The Sole Administrator of a Diversity/Multicultural Office: Battling Burnout Before Battle is Started

◆◆ Interactive Training ◆◆

This interactive session will bring together the expertise of three mid-managers who have directed one-person multicultural/diversity programs. The session will offer participants an opportunity to: (1) share challenges and opportunities for growth; (2) develop effective cooperative and collaborative relationships across campus; (3) ensure program success; (4) strategize means for self care; (5) invest in professional development; and (6) navigate the political and cultural maze of educational institutions. Presenters will also share effective tools to enhance efficiency at work. This session should particularly benefit directors and coordinators of multicultural/diversity programs, as well as administrators seeking support networks.

Makeba L. Clay, Director, Center for Equality and Cultural Understanding, Princeton University—Princeton, New Jersey

Fleurette King, Coordinator, Dialogue@Princeton, Princeton University—Princeton, New Jersey

Aida M. Martinez, Director, Minority Student Program, University of Minnesota—Morris, Minnesota

10:00–11:30 a.m.

IMPERIAL I

Level IV

Level of Experience: Advanced

Developing an Ethnic Study Text From Our Own Backyard

◆◆ Cases Studies/Model Programs ◆◆

This session reports on the model study of benefits that derive from developing an Ethnic Studies text from our own department. As Ethnic Studies in our university grows with large and multiple sections of classes, so does the wealth of faculty's teaching experience. Information on the development of basic ideas that led to the project, as well as the challenges faced will be provided. In addition, the session chronicles the measurable benefits for faculty, students, the department, and the university at large. Participants will learn that the development of the Ethnic Studies text involves (1) establishing a consistent curriculum, (2) saving students money, (3) assessing student needs, (4) promoting publications that take advantage of the diverse strength of a department, (5) increasing financial resources for the department, and (6) fulfilling the department's mission. This session should particularly benefit those who are interested in developing a text that is both cost effective and promotes the comparative approach to ethnic studies. Also, those who want to foster stronger working relationships between faculty and save students' money will also benefit from this session.

Brian Alan Baker, Ph.D., Assistant Professor, Native American Program, Ethnic Studies Department, California State University—Sacramento, California

Rita Cameron-Wedding, Ph.D., Professor, Ethnic Studies Department, and Director, Women's Study Program, California State University—Sacramento, California

Judith Liu, Ph.D., Professor of Sociology, University of San Diego—San Diego, California

Wayne Maeda, Lecturer, Ethnic Studies Department, California State University—Sacramento, California

Boatamo Mosupyo, Ph.D., Assistant Professor, Pan African Studies Program, Ethnic Studies Department, California State University—Sacramento, California

Robert Munoz Jr., Ph.D., Assistant Professor, Chicano Studies Program, Ethnic Studies Department, California State University—Sacramento, California

Eric D. Vega, J.D., Lecturer, Ethnic Studies Department, California State University—Sacramento, California

10:00 a.m.–8:00 p.m.
JADE PROMENADE
Level II

EXHIBITOR SHOWCASE AND RESOURCE CENTER

(Open daily 10:00 a.m.–8:00 p.m. through Saturday, June 5)

11:45 a.m.–1:00 p.m.
GRAND BALLROOM
Level II

LUNCHEON

1:00–1:45 p.m.
GRAND BALLROOM
Level II

CONFERENCE CLOSING PLENARY SESSION

For book signing of *Yellow: Race in America Beyond Black and White*, see below

For a dialogue with Frank Wu, see below



Keynote Address:

Toward a Diverse Democracy: Affirmative Action and the Future of Racial Justice

Frank H. Wu, J.D., Professor at Howard University School of Law and also an adjunct Professor at Columbia University. He was a visiting professor at University of Michigan in 2002–03, and he received the Teacher of the Year Award from the Black Law Students Alliance while there. Frank Wu's more than 200 articles have appeared in such periodicals as the *Washington Post*, *Chicago Tribune*, *Detroit Free Press*, *Baltimore Sun*, *Chronicle of Higher Education*, *National Law Journal*, and *Asian Week*. Wu serves on the Board of Trustees of Gallaudet University. He was appointed by the D.C. Court of Appeals to its Board of Professional Responsibility, which adjudicates attorney discipline matters, in 2003. Frank Wu was appointed by Mayor Anthony Williams as Chair of the D.C. Human Rights Commission for 2001 to 2002. His media appearances include the Oprah Winfrey show, *Now with Bill Moyers*, *Lehrer Newshour*, *O'Reilly Factor* on Fox, *Book Notes* with Brian Lamb, *Talk Back Live* on CNN, BET, BBC Radio, NPR, and Voice of America. He also has hosted episodes of the "Asian America" PBS-syndicated television show. Wu testified as an expert witness in the University of Michigan Affirmative Action litigation.

1:50–2:15 p.m.
JADE PROMENADE
Level II

BOOK SIGNING—*Yellow: Race in America Beyond Black and White*

Frank H. Wu

2:30–3:30 p.m.
GRAND BALLROOM
West
Level II

DIALOGUE WITH FRANK H. WU

2:30–4:30 p.m.
FRENCH ROOMS
Burgundy
Level I

MAJOR WORKSHOP 36

Successful Diversity Recruitment for Colleges and Universities—Recruiting and Retaining a Culturally Diverse Faculty, Staff, and Student Body: Model Programs and Comprehensive, Workable Strategies

This interactive session will provide participants with strategies and tools designed to improve upon their effectiveness in identifying, recruiting and retaining minority faculty and other staff members. The session will introduce participants to some of the unique challenges of minority recruiting for universities, and how to address them. Through a group analysis of the best practices of schools that are succeeding with their diversity recruitment efforts, participants will learn how to develop their own cost-effective diversity recruitment strategies. Participants also explore approaches for building senior management support, and how to align their minority staffing efforts with their school's diversity programs. The presenter will share information on minority organizations' most effective recruiting resources, and how to develop partnership with those organizations. The session will explore how to use the Internet effectively to recruit minority faculty and staff.

Tracey deMorsella, Managing Producer, The Multicultural Advantage—Philadelphia, Pennsylvania

Part II
2:30–5:30 p.m.
CLUB ATLANTIC
Level IV

MAJOR WORKSHOP 34

Conflict Management and Diversity

(For workshop description, see page 102)

2:30–5:30 p.m.

3-HOUR CONCURRENT SESSIONS

2:30–5:30 p.m.
FONTAINEBLEAU BALLROOM
Section C

Level of Experience: Novice

History Live “The Exhibit”

◆◆ Interactive Training ◆◆

The Conciliation Project presents dramatic scenes that uncover and de-construct the legacy of racist stereotypes. The session will address the project’s mission that is to promote, through active and challenging dramatic work, open and honest dialogue about Racism in America in order to repair its damaging legacy. To actively demonstrate the learning community’s mission, and to engage session participants in the full scope of the project, in this session dramatic work will be followed by facilitated dialogue. The work exposes Racism within the construct of media images and political propaganda—it does not presume to give a history lesson, nor to authenticate history, but rather to uncover history’s legacy. In this session, a video will also be presented that introduces the nature of The Conciliation Project’s innovative, multidisciplinary, collaborative work. This session should particularly benefit everyone. There isn’t a person anywhere who has not been a victim or perpetrator of inequality and bias, and most likely we have been both at various times.

Camilo Andrés Almonacid, Undergraduate Student, Theater Major, Seattle Central Community College; Student Presenter and Member, The Conciliation Project—Seattle, Washington

Byron Bronson, Undergraduate Student, Theater Major, Seattle Central Community College; Student Presenter and Member, The Conciliation Project—Seattle, Washington

Kimberly Rai Cook, Undergraduate Student, Theater Major, Seattle Central Community College; Student Presenter and Member, The Conciliation Project—Seattle, Washington

Olisa Enrico-Johnson, Undergraduate Student, Theater Major, Seattle Central Community College; Student Presenter and Member, The Conciliation Project—Seattle, Washington

Myla Flores, Undergraduate Student, Theater Major, Seattle Central Community College; Student Presenter and Member, The Conciliation Project—Seattle, Washington

Maureen Freehill, M.F.A., Faculty, Drama Department, Seattle Central Community College; Butoh Artist and Movement Specialist and Assistant Director, The Conciliation Project—Seattle, Washington

Tawnya Pettiford-Wates, Ph.D., Artistic Conceptualist and Director, The Conciliation Project; Head, Drama Department, Seattle Central Community College, Institutional Organization—Seattle, Washington

Sebastien Scanduizzi, Undergraduate Student, Theater Major, Seattle Central Community College; Student Presenter and Member, The Conciliation Project—Seattle, Washington

2:30–5:30 p.m.
VOLTAIRE
Level IV

Level of Experience: Intermediate

More Than Rhymes: Hip Hop as a Tool for Social Justice Education

◆◆ Interactive Training ◆◆

The purpose of this session is to share the multilayered ways in which hip hop can be used as a tool for social justice education. A model that links hip hop culture and social justice education will be shared along with guiding principles and learning theories. Included in this session is an informative and entertaining presentation about the evolution of hip hop as it relates to social justice education, providing both the hip hop enthusiast and novice historical background and social context. Participants will have an opportunity to experience sample learning activities, as well as leave with a comprehensive resource list. This session is highly interactive and utilizes video, music samples, turntables and other multimedia illustrations of hip hop. It should particularly benefit those who are looking for new and innovative ways to engage high school and college-aged students about issues of social justice.

Ann K. Pham, Assistant Director, Multicultural Student Center, University of Wisconsin—Madison, Wisconsin

Daniel D. Zarazua, Special Education Teacher, Seneca Center—Fremont, California

2:30–5:30 p.m.

LAFAYETTE

Level IV

Level of Experience:

Intermediate and Advanced

Intercultural Education as an Alternative to Race Fear and Global Terrorism

◆◆ Interactive Training ◆◆

This session is designed to explore an alternative to the current U.S. “neoliberal” preoccupation with race fear and global terrorism and to demonstrate to participants how to introduce elements of this framework into their own college campuses. Using results from a successful project to create “the first intercultural university campus in the U.S.,” this session will (a) demonstrate the specific steps campus can take—in student affairs, staff training, faculty development, hiring diverse faculty, and assessment—to reduce racial conflict, promote racial understanding, build campus community, and create greater sense of personal power for all its members and then (b) give participants an opportunity to design strategies to introduce intercultural education into their home institutions. Presenters will provide insight on the far reaching significance of intercultural education. On one level, intercultural education is offered as a means of teaching future U.S. citizens how to learn, share and collaborate across racial and ethnic difference in their local communities. But on a different level, intercultural education is posed as a way of preparing future U.S. citizens and leaders how to be more respectful, interdependent and successful participants with others in a fast shrinking world society. This session should particularly benefit those who work at diverse institutions or who seek to make diversity part of the larger goal of teaching global citizenship.

Greg Tanaka, Ph.D., Professor, Human Development, Pacific Oaks College—Pasadena, California

2:30–5:30 p.m.

PASTEUR

Level IV

Level of Experience:

Intermediate and Advanced

Human Relations Workshop: Developing Inclusive and High-Performing Educational Institutions Nationwide

◆◆ Interactive Training ◆◆

This session introduces participants to the Human Relations Workshop (HRW), a comprehensive program that for the past 13 years has been successfully implemented at universities nationwide. HRW is designed to create the culture change necessary for building inclusive and diverse communities in higher-education institutions. In this session, participants will learn how HRW has been implemented and created meaningful change at the University of San Diego, and will experience a typical HRW session, as students, faculty, and staff at universities nationwide have experienced. The overarching goals of HRW are (1) heightening awareness of issues of diversity, with a focus on dimensions such as race and ethnicity, sexual orientation, history, privilege, physical ability, and institutionalized discrimination; (2) exploring how stereotypes and prejudices impact our daily interactions with other community members such as staff, students, and faculty; and (3) developing the skills and competencies necessary to participate effectively within an inclusive campus community that values diversity. This session should particularly benefit those who are involved in diversity programs, and culture-change efforts, as well as those who wish to increase their awareness of issues of diversity, and develop the skills necessary to leverage differences.

Guadalupe Corona, Doctoral Student, Leadership Studies; Speaker and Trainer, Jones & Associates Consulting, Inc.; Assistant Director, Student Activities, and Director, United Front Multicultural Center, University of San Diego—San Diego, California

Steven J. Jones, Ph.D., C.E.O., Jones & Associates Consulting, Inc.—La Mesa, California

2:30–5:30 p.m.

FONTAINEBLEAU BALLROOM

Section B

Level II

Level of Experience:

Intermediate and Advanced

CommuniTEAM Building on Campus—Creative and Innovative Approaches to Multicultural Training

◆◆ Interactive Training ◆◆

This hands-on, interactive session will engage participants in training exercises, games, simulations and activities focused on increasing awareness and knowledge of multicultural issues on campus. Astin’s Seven C’s of Community Model and Schlossberg’s Continuum of Community Model will be used to challenge participants to identify specific inclusive leadership strategies. Multimedia formats will be used to demonstrate the array of options available to create meaningful and memorable training sessions. This session should particularly benefit those who are involved in the design and/or delivery of training programs to the paraprofessional and professional staff at the institutional level, advisors who provide direct services to student organizations, and those who are interested in creating training options that connect multicultural awareness, leadership and community building on campus.

Douglas G. Cureton, Educational Consultant, CreativiTEAM, Inc.—Fort Lauderdale, Florida

For an overview of Dialogue sessions, see page 4

DIALOGUE SESSIONS

Dialogue sessions are designed to provide conference attendees with genuine opportunities for dialogue and exchange. These sessions will be facilitated by persons with expertise and experience in each topic area. Facilitators will provide a suitable structure and ground rules for discussion and will encourage constructive dialogue, exchange, sharing, and learning around the session topic.

2:30–5:30 p.m.
FRENCH ROOMS
Le Mans
Level I

Asian and Pacific American Voices, American Stories

Asian and Pacific America is rich in diversity. This is a forum to explore that richness as we use the power of voice to weave our stories into the fabric of NCORE. These stories and experiences are an integral part of who we are as Asian and Pacific Islanders and often drive us to join in the fight against racism. Please join us in this community-building, interactive workshop to share your voice and tell your piece of the American story.

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

Lorraine Chow, Professor, Early Childhood Education, American River College—Sacramento, California

2:30–5:30 p.m.
FONTAINEBLEAU BALLROOM
Section A
Level IV

Students of Color Organizing: Where Are We Going? Where Have We Been?

Student of color organizers have been at the forefront of the battle to open the doors of higher education to communities of color. Over the past forty years we have fought for Affirmative Action, ethnic studies classes, to defend historically Black colleges and universities and to increase people of color representation in the faculty and administration. Along the way, we have built networks, partnerships, and coalitions with each other to strengthen our efforts. However, in many ways we are still faced with the same struggles and barriers that existed forty years ago. Segregation in K-12 is on the rise, hate crimes and racial profiling on our campuses still exist at alarming rates, and Affirmative Action is still under attack. We are at a turning point in the student movement. What direction is the student of color movement taking in the new millennium? How are we building off the work of our predecessors? How are we addressing internalized racism, sexism and heterosexism in our organizing? Are we developing coalitions that cross racial/ethnic and class lines? These questions and more will be addressed in this student-only forum. This historic forum will examine how student of color organizers and organizations are working proactively to address the problems and barriers facing communities of color in higher education. Presenters will feature winning strategies taken in local, statewide, and national campaigns.

Nicholas F. Centino, Director, Student of Color Campus Diversity Project, United States Student Association Foundation—Washington, D.C.

Ajita Talwalker, National Vice-President, United States Student Association—Washington, D.C.

2:30–5:30 p.m.
FRENCH ROOMS
Bordeaux
Level I

Checking All That Apply: Biracial, Multiracial, and Multiethnic Communities

This dialogue is designed to create space for the narratives and stories of those who are and who have loved ones who are biracial, multiracial, and multiethnic. The goals of the dialogue include: (1) strengthen the support network within the communities and with allies, (2) increase the visibility and awareness of mixed heritage voices at NCORE, (3) affirm and welcome the complexities indicative of identity, culture, and racism, and (4) dissolve stereotypes and negatives images through the narrative and storytelling traditions.

Fleurette King, Coordinator, Dialogue@Princeton, Princeton University—Princeton, New Jersey

Aida M. Martinez, Director, Minority Student Program, University of Minnesota—Morris, Minnesota

2:30–6:00 p.m.

**FONTAINE ROOM &
FLEUR DE LIS**

Lobby Level

MAJOR WORKSHOP 37

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

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

Cristine Clifford Cullinan, Ph.D., Training and Development Administrator, University of Oregon—Eugene, Oregon

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addendum to his famous "I Have a Dream" speech? Leon Williams assumes the persona of Dr. King and challenges today's college students to conquer the obstacles facing multicultural communities today. Perfect for Black History Month and MLK observances.

Christian de la Huerta
"Religious Diversity on Today's Campus"



In our world today, perhaps nothing is more crucial than our understanding of religious diversity. In fact, one could say that the fate of our world depends on it. This presentation offers ways to open our own and others' minds to different religious beliefs, so that we help turn the world away from religious intolerance, towards mutual acceptance and understanding.

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President, DiversityWorks, Inc.

Yvonne Singley
Vice President, DiversityWorks, Inc.

Featuring interviews with:

Clark Hallpike
Professor of Marketing, Elgin Community College

Kimberly Moffitt
Assistant Professor of Communication, DePaul University

Olga Ruiz
Associate Professor of Psychology, Chicago City Colleges

Giraldo Rosales
Director, La Casa Cultural Latina, University of Illinois Urbana-Champaign



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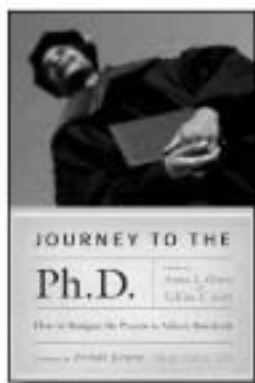
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Produced by DiversityWorks, Inc.

A Coalition of Educators Providing Comprehensive Diversity Education for Educators

Making Racial Diversity Work in Higher Education



Journey to the Ph.D.

How to Navigate the Process as African Americans

EDITED BY
ANNA L. GREEN AND LEKITA V. SCOTT
FOREWORD BY BRENDA JARMON

Paper, \$18.95

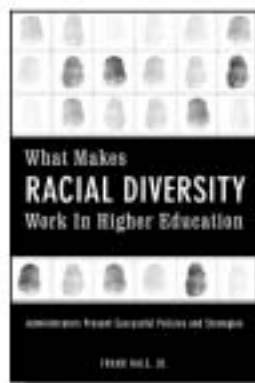


The Majority in the Minority

Expanding the Representation of Latina/o Faculty, Administrators and Students in Higher Education

EDITED BY JEANETT CASTELLANOS
AND LEE JONES
FOREWORD BY LAURA I. RENDON

Paper, \$24.00



What Makes Racial Diversity Work in Higher Education

Academic Leaders Present Successful Policies and Strategies

EDITED BY FRANK W. HALE JR.
FOREWORD BY WILLIAM E. KIRWAN

Paper, \$23.95

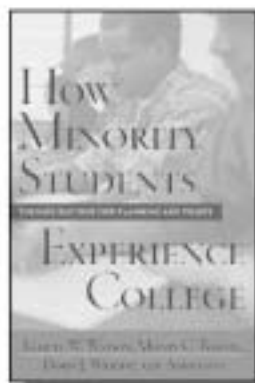


Making It on Broken Promises

African American Male Scholars Confront the Culture of Higher Education

EDITED BY LEE JONES
FOREWORD BY CORNELL WEST

Cloth, \$29.95

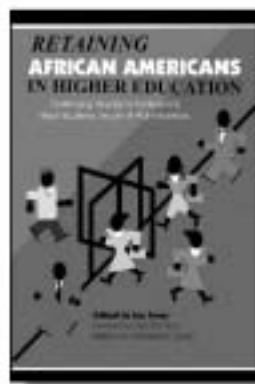


How Minority Students Experience College

Implications for Planning and Policy

LEMUEL WATSON ET. AL

Paper, \$22.50



Retaining African Americans in Higher Education

Challenging Paradigms for Retaining Students, Faculty and Administrators

EDITED BY LEE JONES

Paper, \$24.95

**FORTHCOMING
IN DECEMBER**

The Ethnic Experience of College

Learning from Students to Create Successful Diverse Communities

ANNA M. ORTIZ AND SILVIA J. SANTOS

Reveals through over a hundred interviews how students experience their ethnic identity and adapt to the challenges of interacting with other groups.

Paper, \$24.95

**FORTHCOMING
IN OCTOBER**

Intersections

Race, Gender, Organizational Culture and Leadership in Higher Education

EDITED BY CONSUELLA LEWIS
AND V. BARBARA BUSH

A Project of the African American Women's Research Collective

Explores the dimensions of African Americans' presence in higher education: how they enter, how their careers develop and what hinders or facilitates their progress to positions of leadership.

Paper, \$24.95

**FORTHCOMING
IN OCTOBER**

African Americans in College

The Impact of Institutional Racial Composition on Student Development and Outcomes

EDITED BY LAMONT A. FLOWERS AND
ERNEST T. PASCARELLA

Comparative research-based analysis of the practices of HBCUs and PWIs offers "best practices" to support Black students' cognitive and psychosocial development in college.

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Outreach consists of the College of Continuing Education (CCE) and the College of Liberal Studies (CLS) at the University of Oklahoma. University Outreach has been helping individuals, groups, organizations, and adult learners transform themselves through learning since 1913.

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Vice President for University Outreach
Dean of the College of Liberal Studies

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Center for Early Childhood Professional Development	National Conference Logistics Center
Center for Effective Schools	National Resource Center for Youth Services
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Center for Institutional Data Exchange	Senior Adult Services
Center for Public Management	Sooner Flight Academy
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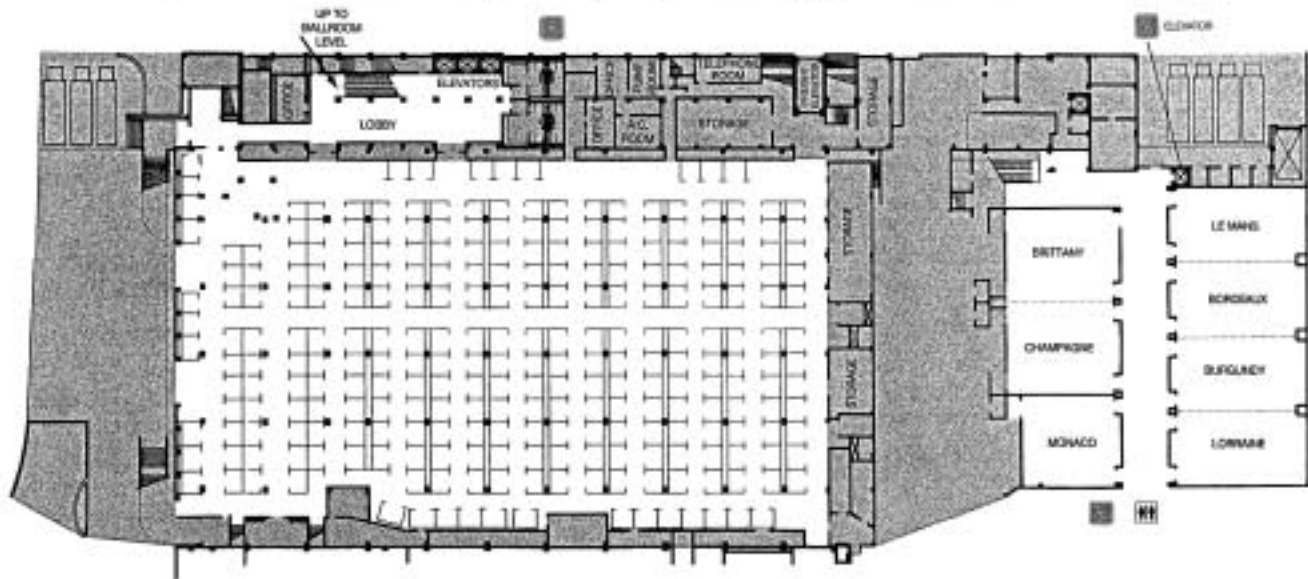
Resort and Towers

MEETING ROOM LOCATIONS

Level I :

French Rooms

★ Bordeaux ★ Brittany ★ Burgundy ★ Champagne ★ Le Mans ★ Monaco



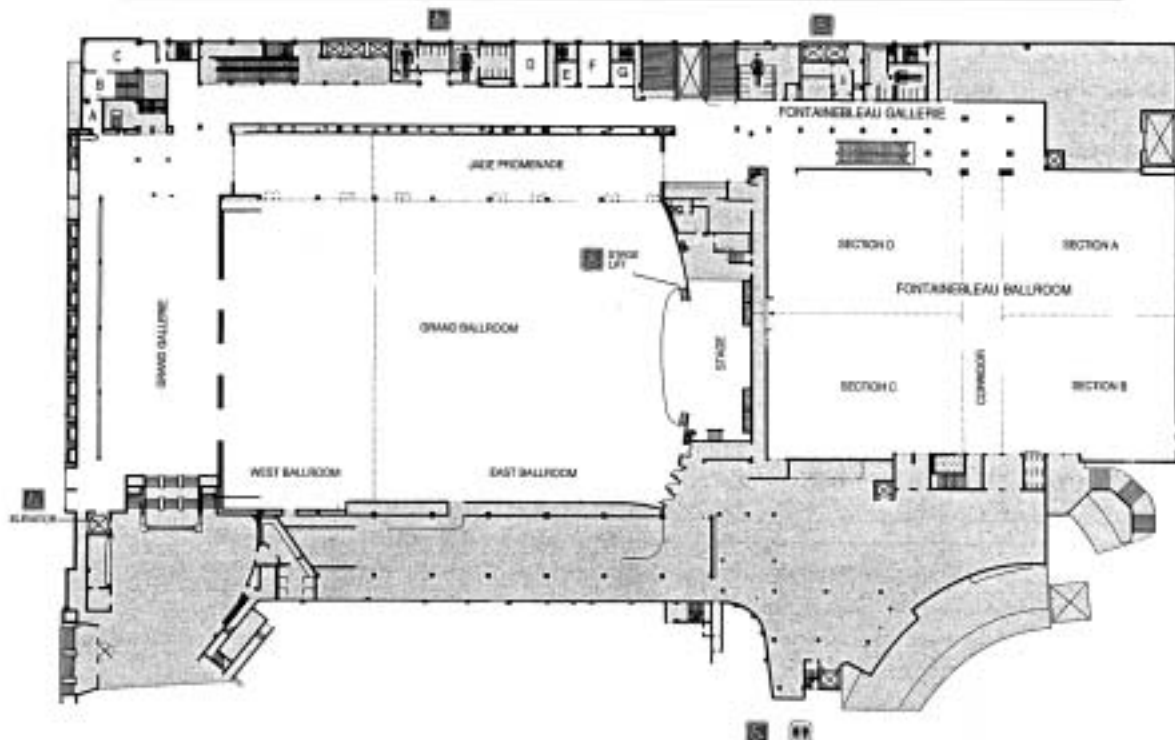
MEETING ROOM LOCATIONS

Level II :

★ Registration ★ Exhibit Hall ★ Grand Ballroom

Fontainebleau Ballroom

★ Section A ★ Section B ★ Section C ★ Section D

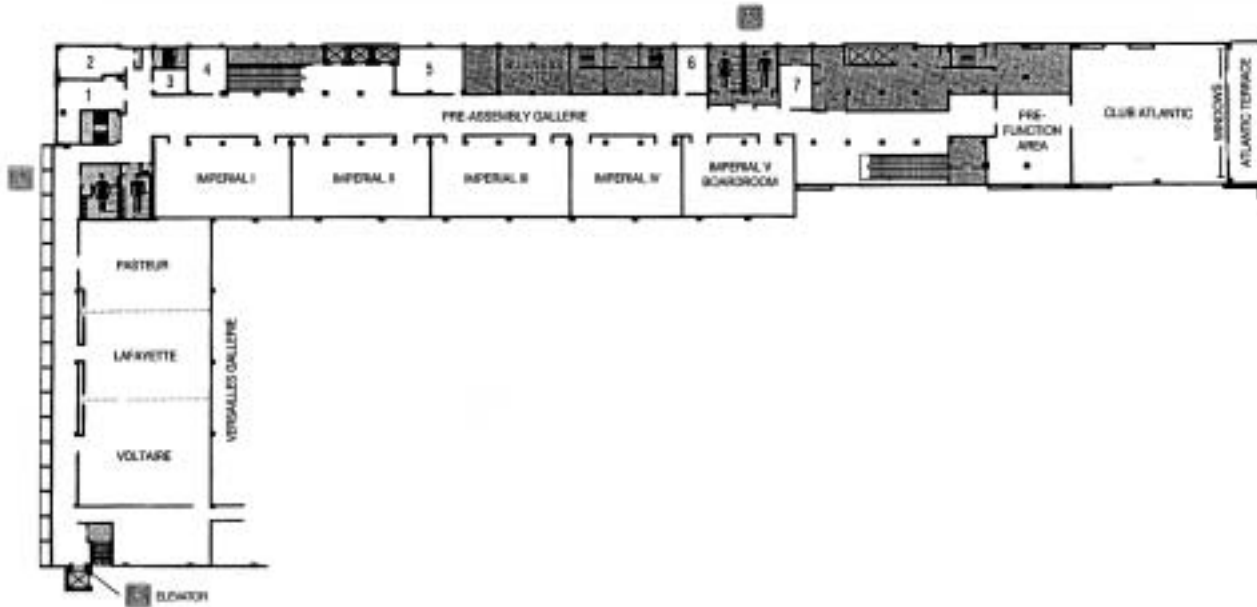


Fontainebleau Hilton Resort and Towers

MEETING ROOM LOCATIONS

Level IV :

- ★ Imperial I ★ Imperial II ★ Imperial III ★ Imperial IV ★ Imperial V
- ★ Club Atlantic ★ Lafayette ★ Pasteur ★ Voltaire



MEETING ROOM LOCATIONS

Lobby Level :

- ★ Fontaine Room ★ Fleur de Lis Room



NCORE 2004 STUDENT SCHOLARSHIP RECIPIENTS

Currently in its 11th 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 contributions to support Student Scholarships by the Executive Committee Members of the Southwest Center for Human Relations Studies. These contributions will allow NCORE to offer the opportunity for greater number of student scholars to attend this unique national conference. NCORE 2004 Student Scholars and their institutions are listed below:

Cassandra Aguilar

Undergraduate Student
Elementary Education, Child
Development
Concordia University
Irvine, California

Stephanie Oluchukwu Akpa

Undergraduate Student
Political Science
University of California
San Diego, California

Krystle Allen

Undergraduate Student
Sociology, Human Resource
Development
McDaniel College
Westminster, Maryland

Mia S. Amir

Undergraduate Student
Interdisciplinary Studies
University of British Columbia
Vancouver, B.C. Canada

Sarai E. Arnold

Undergraduate Student
Biology
Iowa State University
Ames, Iowa

Riaz Behra

Undergraduate Student
History, English Literature
University of British Columbia
Vancouver, B.C. Canada

Loretta Dominguez

Graduate Student
Postsecondary Education,
Student Affairs
University of Northern Iowa
Cedar Falls, Iowa

Pamela Stephanie German

Undergraduate Student
International Affairs
The George Washington
University
Washington, D.C.

Eric Hamako

Doctoral Student
Social Justice Education
University of Massachusetts
Amherst, Massachusetts

Colby M. Harris

Undergraduate Student
Ethnic Studies and History
University of Washington
Seattle, Washington

Sarah Ihmoud

Undergraduate Student
General Education
Sarah Lawrence College
Bronxville, New York

Kate Krontiris

Undergraduate Student
Sociology
Columbia University
New York, New York

Tao-Yee Lau

Undergraduate Student
History Honours
University of British Columbia
Vancouver, B.C. Canada

Rigoberto Marquez

Undergraduate Student
Sociology, Critical Gender
Studies
University of California
San Diego, California

Charlene C. Martinez

Graduate Student
Education, Counseling
San Diego State University
San Diego, California

Mirella Medina

Graduate Student
Social Work
California State University
Sacramento, California

Nyaka NiiLampti

Doctoral Candidate
Counseling Psychology
Temple University
Philadelphia, Pennsylvania

Sedelta Rose Oosahwee

Undergraduate Student
Public Affairs and
Administration
The University of Oklahoma
Norman, Oklahoma

E. Star L. Oosahwe

Doctoral Student
Adult & Higher Education
The University of Oklahoma
Norman, Oklahoma

Mark Tanachai Padoongpatt

Undergraduate Student
Ethnic Studies, History
University of Oregon
Eugene, Oregon

Mirella Pérez

Undergraduate Student
Spanish and Communications
University of Wisconsin-
Parkside
Kenosha, Wisconsin

Allison S. Prasad

Undergraduate Student
Ethnic Studies and History
University of Oregon
Eugene, Oregon

Heather J. Shotton

Graduate Student
Human Relations
The University of Oklahoma
Norman, Oklahoma

Mario J. Sifuentes II

Graduate Student
History
University of Oregon
Eugene, Oregon

Jasmin M. Thana

Undergraduate Student
Ethnic Studies and History
University of Oregon
Eugene, Oregon

D. Scott Tharp

Undergraduate Student
Sociology
Elmhurst College
Elmhurst, Illinois

Connie Rose Tingson

Doctoral Candidate
Higher, Adult, Lifelong
Education
Michigan State University
East Lansing, Michigan

Libertine Arquillo Trajano

Graduate Student
Marriage & Family Therapy
San Diego State University
San Diego, California

Hannah Lucky Tran

Undergraduate Student
Sociology
Columbia University
New York, New York

Robin Starr Williams

Graduate Student
Human Relations
The University of Oklahoma
Norman, Oklahoma

CONCURRENT SESSION CATEGORIES

All persons who submitted proposals for concurrent workshop sessions were requested to indicate from among eight possible categories the one category that most accurately characterized the predominant thrust of their session, using the definitions provided below:

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.

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.

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.

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.

INTERACTIVE TRAINING: Sessions involving significant interaction between the facilitator(s) and session attendees and designed to result in growth and enhanced awareness through introspection, interaction, and experiential learning. Examples might include games, simulations, or other exercises or combination of exercises that are experiential and interactive in nature.

TRAINING OF TRAINERS: Sessions designed to teach attendees how to become effective trainers in specific content areas or how to set up programs for developing effective trainers in these areas, with an emphasis on both the specific content required for effective training as well as training methods. Examples might include training for academic counselors or peer mentors, or the training of discussion or focus group leaders skilled in facilitating dialogue around diversity issues.

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.

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.



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FOR
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Public and Community Services Division
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