

Avenues for Success

Curtiss Hall
Saginaw Valley State University
March 19 and 20, 1998

Dr. Blenda J. Wilson,

President of California State University, Northridge



Since September 1, 1992, Dr. Blenda J. Wilson has served as the third president of California State University, Northridge. Prior to accepting her current role, Dr. Wilson was the chancellor for the University of Michigan, Dearborn. She began her career in higher education administration at Rutgers University in New Jersey in 1969. She was the senior associate dean at the Harvard University Graduate School of Education from 1972-1982 and Vice President, Effective Sector Management at INDEPENDENT SECTOR from 1982-1984. As executive director of the Colorado Commission on Higher Education from 1984 to 1988, she served as an officer in the governor's cabinet.

Dr. Wilson serves on several governing boards, including the board of trustees of the Commonwealth Fund, the James Irvine Foundation, and the J. Paul Getty Trust. She is past chair of the American Association of Higher Education and a member of the California Business-Higher Education Forum.

A nationally known speaker on higher education policy issues, Dr. Wilson served as a member of the Wingspread Group on Higher Education which produced the landmark report, "An American Imperative: Higher Expectations for Higher Education." Since her appointment to California State University, Northridge, she has initiated a major strategic planning effort to revitalize the university and to redefine its mission in response to the many challenges that face higher education in California and the nation. She successfully led the university's recovery from the Northridge Earthquake of January 1994, which caused over \$300 million damage to the campus. Dr. Wilson's leadership during the crisis and subsequent rebuilding process have earned praise from the community and from educators and public officials around the country.

Dr. Wilson earned a Bachelor's degree in English and in Secondary Education at Cedar Crest College, a Masters in Education at Seton Hall University, and a Ph.D. in Higher Education Administration at Boston College. Her two main objectives as president of California State University, Northridge, are: (1) to redefine academic excellence in 21st Century terms, by incorporating the knowledge and skills required in a global marketplace; and (2) to create a cohesive definition of community and individual dignity within a richly multicultural environment.

Dr. Vincent Tinto,

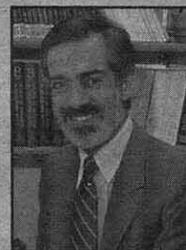
Distinguished Professor of Education, Syracuse University

Professor Tinto has carried out research and has written extensively on higher education, particularly student retention and the impact of learning communities on student growth and attainment. He is the author of "A Theory of Student Leaving", which has become the benchmark by which research on student attrition is judged. More importantly, it has dramatically influenced our view of how institutions effect the leaving of their students. Dr. Tinto's book from the University of Chicago Press, "Leaving College: Rethinking the Causes and Cures of Student Attrition," (second edition) describes that theory and shows how it can be applied to the formulation of institutional policies to enhance student retention.

Dr. Tinto has consulted widely with Federal and State agencies, with independent research firms, foundations and with two and four-year institutions of higher education on a broad range of higher educational issues, not the least of which concern the retention and education of students in higher education. Dr. Tinto chaired the national panel responsible for awarding \$5 million to establish the first national center for research and learning in higher education and served as Associate Director of the \$6 million National Center on Post Secondary Teaching, Learning, and Assessment funded by the U.S. Office of Education.

Dr. Tinto has served on the Advisory Board of the Southern Education Foundation-Pew Charitable Trust Black Colleges Project as a consultant for the National Science Foundation Model Institutions for Excellence Program and the American Association of State Colleges and Universities National Project on Student Retention. He has well over fifty articles published which address student retention, the college dropout, how to select appropriate colleges, deviant behavior and building community among college students.

Dr. Tinto received his Ph.D. in Education and Sociology from the University of Chicago, a Masters of Science in Physics and Mathematics from the Rensselaer Polytechnic Institute and a Bachelor of Science in Physics and Philosophy from Fordham University.



Keynote Speakers

CONFERENCE PURPOSE

This year marks the 8th annual conference focusing on achieving parity in enrollment, retention and graduation for underrepresented minorities in higher education. The first seven conferences resulted in increased awareness, campus networks being established, identification of successful teaching methods specific to the sciences and mathematics, and a growing base of support as we recognize the crisis that exists as it relates to helping minorities and the consequences if we fail to address it.

The conference seeks to achieve full participation levels of underrepresented minorities in Michigan's institutions of Higher Education. If retention rates are not improved, minorities will never reach parity in terms of bachelors degrees.

WHO SHOULD ATTEND?

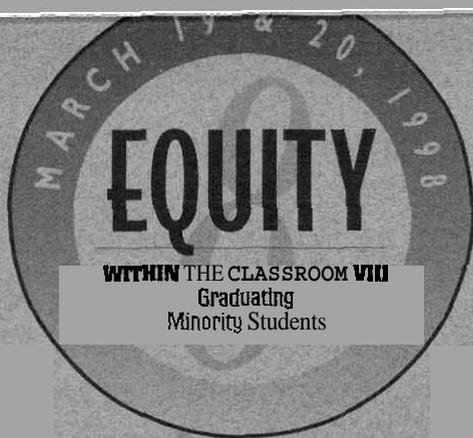
Administrators, faculty, deans and department chairs who are willing to accept and implement new ideas and strategies from this conference in campus programming and curricular.

**DEADLINE TO REGISTER:
MARCH 6, 1998**



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Technology, School of Education and Human Service, Oakland University—Multimedia Presentation and Computer-Based Instruction (CBI) for Classroom Equity. This workshop will focus on basic concepts and techniques of designing and developing multimedia presentation and CBI in higher education. Participants will have hands-on experience of Power Point and Authorware in an IBM compatible computer lab. Computer Level: beginning and intermediate users.



Thursday, March 19, 1998

(Lunch on your own.)

Pre-Conference Activity

Morning

*Professional Organization Business Meetings
(To be announced.)

Michigan Association for Equity in Higher Education (MAEHE) Annual Business Meeting
(To be announced.)

Pre-Conference Workshops

1:00 - 4:30 p.m.

(Length of workshops will vary.)

PC1 Dr. John Matlock, Assistant Vice Provost and Director, Office of Academic Multicultural Initiatives, University of Michigan - Ann Arbor—Student Expectation and Experiences: The Michigan Study. This workshop will review the results of a research project which examined the impact of the University's diversity priorities on students over the course of their four years at Michigan. The study was initiated by the University President to examine the impact of the institution's diversity emphasis and whether the university's thrust toward increasing diversity might create a backlash from some segments of the student community, resulting in greater racial and ethnic polarization.

PC2 Dr. Frances E. Kendall, Consultant in Organizational Change, Albany, California—Understanding White Privilege and Barriers to Clarity. (Two Sessions). This workshop will help participants gain a clearer understanding of systemic privileges individuals receive purely on the basis of skin color.

PC3 Sandra Gregerman, Program Director, Undergraduate Research Opportunity Program, University of Michigan - Ann Arbor—Improving Student Retention and Academic Achievement through Student/Faculty Research Partnerships. This workshop will describe the Undergraduate Research Opportunity Program. In particular, this workshop will describe the program's history and program components, funding, other institutional models, and the results of a longitudinal evaluation. This workshop is designed for participants interested in new models for improving retention and academic achievement.

PC4 Njia Lawrence-Porter, Senior Consultant, College Survival—Creating an Engaged Classroom: Using Teaching and Learning Styles to Enhance Student Success Across the Curriculum. This workshop will involve participants in assessing their own learning styles while providing teaching strategies that affirm all students in the learning process. The strategies presented will help attendees integrate new modes of teaching and learning into their courses and design classroom instruction that promotes student success across disciplines.

5:00 - 6:00 p.m. Tour of Marshall M. Frederick Sculpture Gallery

6:15 - 8:30 p.m. Reception/Entertainment (Emeriti Lounge)

8:30 - 10:00 p.m. Ryder Center—For those interested in physical activity
(Minimal cost involved.)

Friday, March 20, 1998

7:30 - 8:30 a.m. Registration/Continental Breakfast

8:30 - 8:45 a.m. Greeting—Setting the Context - Margaret Beahan, Acting Director, Office of Equity

8:45 - 10:00 a.m. Keynote Address: Dr. Blenda J. Wilson, President of California State University, Northridge

10:30 - 12:00 am CONCURRENT WORKSHOPS

1A. Dr. Frances E. Kendall, Consultant in Organizational Change, Albany, California—Building Authentic Relationships. This workshop will focus on requirements for real relationships with people who are different from us.

2A. Dr. Carlos E. Cortés, Professor Emeritus of History, University of California, Riverside—Beyond Affirmative Action. This workshop will review diversity-related issues that will face colleges and universities regardless of the fate of affirmative action. In particular, this workshop will focus on the equity, dimensions and challenges raised by these future-oriented issues.



3A. Dr. Abdulim A. Shabazz, Professor of Mathematics and Department Chairman of Mathematics and Computer Science, Lincoln University—Effective Teaching Strategies for Moving All Students to Excellence. This workshop focuses on the profound and positive impact that a knowledge of oneself and a commitment to hard work will have upon a student's pursuit of excellence in academia and

in life. In particular, this workshop will show how these abilities will enhance a student's success in the areas of quantitative and analytical thinking.

4A. Patricia McGrath and Felix Galaviz, Co-Directors of The Puente Project, University of California and California Community Colleges—Linking Local Communities to an Academic Program. The Puente Project, for over 16 years, has successfully prepared educationally underserved Community College students



for transfer to four-year institutions. This interactive two-part workshop will cover Puente's academic, counseling, and mentoring program, now in 39 community colleges, and the project's key principles for improving student transfer rates.

5 k Dr. Nora Martin, Professor of Special Education, Eastern Michigan University—Strategies for Academic and Social Success in College. (Morning Session Only). This workshop will focus on strategies for assisting traditionally underrepresented students in Higher Education with techniques which guarantee success academically and socially. The major focus of the workshop will center on: (1) How to study for various subjects; (2) General information for successful test taking; and (3) Effective interactive skills for getting along with faculty, staff and fellow students. Lecture-discussion and role playing activities will be utilized.



6A. Erlinda Torres - A Transfer Center Model: A Four Year Design. (Morning Session Only). This workshop discussion explores the strategies employed to create the Center for Transfer Students at the University of Arizona. A review of the issues/problems which underrepresented minority students encounter in transition between two- and four-year institutions will be examined. A focus on successful outreach/retention programs of the center will be addressed as it relates to the specific needs of community transfer students. An analysis of course development and effective courses between two- and four-year institutions will also be reviewed.

8A. Professor Victoria K. Van Steenhouse, Coordinator, Applied Behavioral Studies, Delta College—Learning Styles and Assessment: Can We Create a Positive Connection for Greater Student Success? (Morning Session Only). This workshop will use the Dunn and Dunn Learning Style model to explore this question. In addition, the Kolb Learning Style model will be used to explore teaching and learning success. Participants will receive a brief overview of statements which impact learning and teaching with a particular focus on assessment.



9A. Dr. Jan M. Ignash, The Illinois Board of Higher Education—The Illinois Articulation Initiative: Articulation on The Web. This workshop provides a description of the statewide Illinois Articulation Initiative (IAI) which helps students transfer among colleges and universities without losing credit. This workshop will also provide a description of faculty developed articulation agreements in general education and 22 majors that apply to the 101 participating institutions. Included is a demonstration of the IAI Web site, which shows how the system works.

12:15 - 1:30 p.m. Lunch and Keynote
Address: Dr. Vincent Tinto, Distinguished University Professor of Education, Syracuse University

1:45 - 3:00 p.m.

CONCURRENT WORKSHOPS

(Some workshops are repeated from 10:30 a.m. workshops.)

1B. Dr. Frances E. Kendall, Consultant in Organizational Change, Albany, California—Understanding White Privilege.

2B. Dr. Carlos E. Cortes, Professor Emeritus of History, University of California, Riverside—The Many Masks of Multicultural Education.

3B. Dr. Abdulim A. Shabazz, Professor of Mathematics and Department Chairman of Mathematics and Computer Science, Lincoln University—Effective Teaching Strategies for Moving All Students to Excellence.

4B. Patricia McGrath and Felix Galaviz, Co-Directors of The Puente Project, University of California and California Community Colleges—Linking Local Communities to an Academic Program.

5B. Dr. Vincent Tinto, Distinguished Professor of Education, Syracuse University—This workshop will be an interactive session and follow-up to the keynote address.

6B. Dr. Paul Fu, Instructor of Instructional Technology, School of Education and Human Service, Oakland University—Multimedia Presentation and Computer-Based Instruction (CBI) for Classroom Equity.

7B. Dr. Jan M. Ignash, The Illinois Board of Higher Education—The Illinois Articulation Initiative: Articulation on The Web.

3:30 - 4:30 p.m. Conference Panel Discussion: The Redefinition of Merit-Its Impact on Diversity This three-member panel will examine current legal challenges and opportunities facing efforts to achieve parity in higher education. Included in the panel will be Sumi Cho, Assistant Law Professor at DePaul University and a member of the Board of Governors of the Society of American Law Teachers (SALT). Confirmation of other panel members still pending at the time of this publication.

Conference Registration: Deadline to Register is MARCH 6, 1998

Name _____

Title _____

University/College _____

Address/City _____

Pre-Conference Workshops - Thursday (1:00 p.m.)
Please circle your first choice:

PCI PC2 PC3 PC4

Please circle your second choice