

FRIDAY, MARCH 27, 1992

8:00-9:00

Continental Breakfast
Registration - Ballroom E

9:00-10:00

Welcome -
Opening Keynote Address
Demographic Impact on Higher Education
Blandina Cardenas Ramirez, American Council on Education Ballroom E

10:00-10:45

Keynote Address
Keeping a Competitive Edge in the International Market
Rosetta Riley, General Motors Corporation Ballroom E

11:00-11:45

Keynote Address
Reflections on "White Privilege"
Peggy McIntosh, Wellesly College Center for Research on Women and Blenda J. Wilson, University of Michigan at Dearborn Ballroom E

12:15-1:15

Luncheon
Ballroom E

1:15-2:00

Keynote Address
Applying Developmental Theory to the Classroom
James Anderson, Indiana University of Pennsylvania Ballroom E

CONCURRENT WORKSHOPS

2:10-3:00

(A) *Practical Classroom Strategies for the Development of Academic Excellence Among Students of Color - Part I*
Presenter: James Anderson, Indiana University of Pennsylvania Part I of this presentation will identify Strategies, for immediate implementation, that have demonstrated success in improving and sustaining academic excellence for underrepresented minorities. (University Room I)

(B) *Learning to Learn as an Institutional Practice - Part I*
Presenter: Carol Frisch, Western Michigan University Part I of this presentation will present an overview and history of the Learning to Learn system and results obtained from a pilot program. (Imperial Room East)

(C) *College Transition in the 90s: Knowing More About it can Make us Better Teachers*
Presenter: Terrence J. Doyle, Ferris State University The presentation will focus on the impact age, sex, and ethnic background have on the transition process. Specific suggestions will be given for reducing the stress of transition in the classroom. (University Room III)

(D) *Creating a Learning Environment - Part I*
Presenter: Sister Grace Mary Ackingr. Xavier University of Louisiana Part I of this presentation will describe ways in which the learning environment was changed and focused on math and science at Xavier resulting in national recognition for their outstanding success. (University Room II)

(E) *Teaching Introductory Sciences Using Experience-Based Methodologies - Part I*
Presenter: Priscilla Laws, Dickenson College Part I of the presentation will discuss various goals of introductory science instruction. This discussion will continue into the relationship between teaching methods and instructional goals. Session will conclude with a description of experience-based introductory science courses in chemistry, biology, and physics in which lectures are not given. (University Room IV)

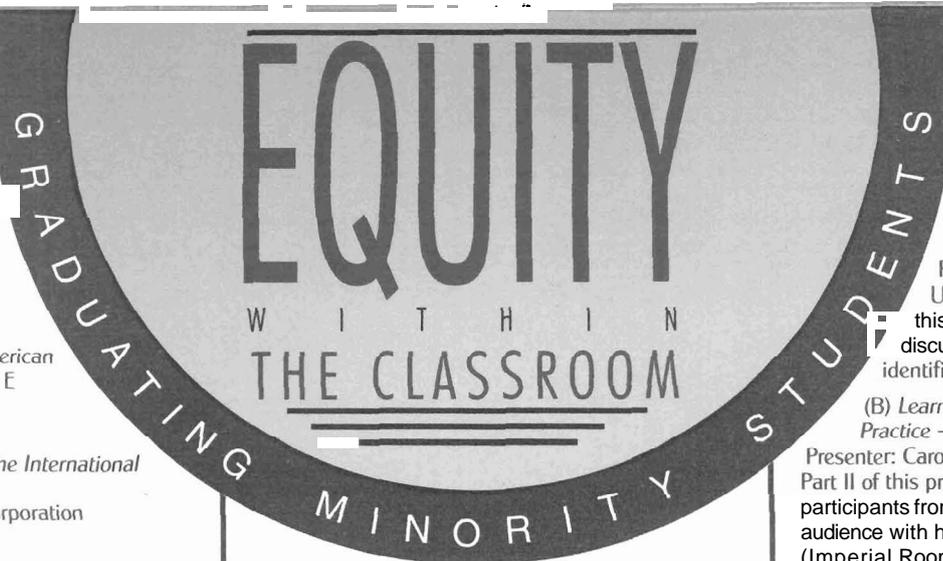
3:10-4:10

(A) *Practical Classroom Strategies for the Development of Academic Excellence Among Students of Color - Part II*
Presenter: James Anderson, Indiana University of Pennsylvania Part II of this presentation will continue a discussion surrounding the strategies identified earlier. (University Room I)

(B) *Learning to Learn as an Institutional Practice - Part II*
Presenter: Carol Frisch, Western Michigan University Part II of this presentation will introduce student participants from the pilot program and involve the audience with hands-on activities. (Imperial Room East)

(C) *College Transition in the 90s: Knowing More About it can Make us Better Teachers*
Presenter: Terrence J. Doyle, Ferris State University The presentation will repeat the earlier session. (University Room III)

(D) *Creating a Learning Environment - Part II*
Presenter: Sister Grace Mary Ackingr, Xavier



11:15-12:00 NOON

(A) *Practical Classroom Strategies for the Development of Academic Excellence Among Students of Color - Part II*
Presenter: James Anderson, Indiana University of Pennsylvania Part II of this presentation will continue a discussion surrounding the strategies identified earlier. (University Room I)

(B) *Learning to Learn as an Institutional Practice - Part II*

Presenter: Carol Frisch, Western Michigan University Part II of this presentation will introduce student participants from the pilot program and involve the audience with hands-on activities. (Imperial Room East)

(C) *Emerging Scholars in Mathematics:*

A Faculty-Driven Initiative - Part II
Presenter: Jacqueline P. McCaffrey, University of Texas at Austin Part II of the presentation will continue with a description of the adaptation process creating the university's Emerging Scholars program modeled after the Uri Treisman Berkeley model. Data will also be presented from the program and university-wide expansion will be discussed. (University Room III)

(D) *Restructuring Introductory Biology for Success with Minority Students: A Developmental Approach - Part II*

Presenter: Joseph G. Griswold, City College of New York Part II of the presentation will involve teams developing a unit of instruction in their own disciplines. Attention will be given to identifying objectives for instruction, giving interactive lecture, developing student-centered laboratory activities, organizing cooperative learning workshops and helping professors become managers of learning.

(E) *Evaluating the Effect of Undergraduate Research on Retention of Underrepresented Minorities*
Presenters: John Jonides and Jennifer Lerner, University of Michigan at Ann Arbor As the second half of a presentation on UROP, the presenters will introduce a panel of student counselors and evaluation consultants for discussion of both the day-to-day implementation of the UROP and the evaluation process. (University Room IV)

12:15-1:30

Luncheon - Closing Keynote Speaker
Diversity: A Matter of America's Self-Interest
Blenda J. Wilson, University of Michigan at Dearborn

Audience: Faculty are the primary audience, with limited space for support services personnel. Approximately 300 reserved spaces will be given on a first-come, first-served basis.

Reception 5:00-7:00 pm

An opportunity to share ideas, to meet the presenters and to relax after a long day.
Ballroom E

SATURDAY, MARCH 28, 1992

8:00-9:00

Continental Breakfast - Registration
Ballroom E

9:00-10:00

Welcome - Opening Keynote Address
Cognitive Learning and Teaching Strategies: Establishing An Important Link
Samuel D. Proctor, Professor Emeritus, Rutgers University Ballroom E

CONCURRENT WORKSHOPS

10:15-11:00

(A) *Practical Classroom Strategies for the Development of Academic Excellence Among Students of Color - Part I*
Presenter: James Anderson, Indiana University of Pennsylvania Part I of this presentation will identify Strategies with immediate implementation possibilities and with minimum cost involvement. (University Room I)

(B) *Learning to Learn as an Institutional Practice - Part I*
Presenter: Carol Frisch, Western Michigan University Part I of this presentation will present an overview and history of the Learning to Learn system and results obtained from a pilot program. (Imperial Room East)

(C) *Emerging Scholars in Mathematics: A Faculty-Driven Initiative - Part I*
Presenter: Jacqueline P. McCaffrey, University of Texas at Austin Part I of the presentation will describe adaptation of the university's Emerging Scholars program modeled after the Uri Treisman Berkeley model. Data will also be presented from the program and institutional adaptation will be discussed. (University Room III)

(D) *Restructuring Introductory Biology for Success with Minority Students: A Developmental Approach - Part I*
Presenter: Joseph G. Griswold, City College of New York Part I of the presentation will review the important design principles of the course developed to help non-traditional students master science content plus develop skills that make them more effective learners. Participants will experience a lesson. The workshop will be useful for both biologists and chemists. (University Room II)

(E) *Enriching Undergraduate Education for Underrepresented Minorities*
Presenters: John Jonides and Jennifer Lerner, University of Michigan at Ann Arbor This session represents Part I of a presentation describing the faculty-student partnership, Undergraduate Research Opportunity Program, on its campus, and will present an introduction to the program evaluation. (University Room IV)

HOTEL RESERVATIONS

Please make your own hotel arrangements. The conference will be held at the Holiday Inn South/Convention Center, 6820 So. Cedar Street, Lansing, MI 48911. For room reservations there, call 1-800-333-8123 or 517/694-8123. Ask for "Equity Within the Classroom" conference rates (\$45/single and \$60 double).

Location: 6820 South Cedar Street, immediately off exit 104 (Holt/Cedar Street) of I-96. Eighteen miles from Capital City Airport via I-96, exit 104. Free parking available.



Co-sponsored by: Office of Minority Equity, Michigan Department of Education, and Michigan's higher education community

REGISTRATION

There is no registration fee for this event. To register, please complete and return this registration form to Equity Within the Classroom: Graduating Minority Students, Office of Minority Equity, Michigan Department of Education, 600 West St. Joseph, Suite 201, Lansing, MI 48933. You may also register by calling (517) 334-6275 or by returning the registration form via fax at (517) 334-6284. (Due to limited space, only full-day registrations will be accepted.)

Registration deadline: Monday, March 16

Name _____

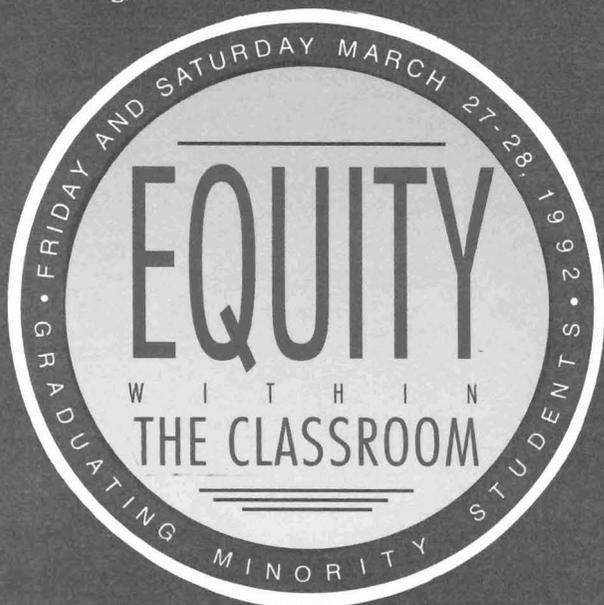
Preferred Name on Badge _____

Title _____

University/Agency _____

Address: City, State, Zip _____

Phone _____



Conference Purpose

African-American, Hispanic American, and Native American students represent more than 16% of Michigan's population (1990 Census), but only 9.8% of the public university student population and only 5.7% of the students receiving bachelor degrees.

If minority participation rates remain at the levels of the past decade and all other things remain unchanged, it will take about 50 years to reach parity in the state's public university enrollment. If retention rates are not improved, minorities will never reach parity in terms of bachelor degrees achieved.

"Special programs can help students survive for longer periods of time, but will not improve graduation rates unless faculty become committed to helping students learn as a preferred alternative to accepting failure as an indicator of quality."

— R.C. Richardson, Jr., "Promoting Fair College Outcomes: Learning from the Experiences of the Past Decade," Education Commission of the States, 1991

Equity Within the Classroom: Graduating Minority Students, March 27-28, will focus on successful strategies which offer promise as we move toward parity. Workshop presenters will identify specific techniques and programs that can be implemented inexpensively and which, with faculty involvement, have resulted in improved retention and academic achievement.

This event, *Equity Within the Classroom: Graduating Minority Students*, is the second of five annual conferences to address equity for underrepresented minorities (African-Americans, Hispanic Americans, and Native Americans) in Michigan higher education. All five equity conferences have as their focus the graduation of minority students.

The 1991 conference, *Equity Within the Academy: Graduating Minority Students*, spoke to the demographic projections and their implications to us as a nation and as a state.

"...concerns about tomorrow's professoriate cannot be seriously raised without focusing, with special urgency, on minority faculty, since the next generation of scholars will be challenged, as never before, by diversity in the classroom. The intolerably small pool of qualified minority applicants represents a shocking



BLANDINA CARDENAS RAMIREZ

Dr. Ramirez is currently Director of the Office of Minorities in Higher Education, American Council on Education, Washington, D.C. Her leadership contributes to the Council's major minority initiatives which involves interaction with federal government, the Washington Higher Education Secretariat, and the Commission on Minorities in Higher Education as well as many other foundations and educational organizations. She also serves on the United States Commission on Civil Rights. Dr. Ramirez received the highest honor given to a non-citizen by the President of Mexico, and recognition by the Washington Committee of the NAACP, along with numerous other awards.

ROSETTA M. RILEY

Ms. Riley currently serves as Director of Continuous Improvement Process for General Motors Corporation. She is an expert in quality management processes

Center for Research on Women. She consults widely throughout the country and the world with college and school faculty to create gender-fair and multicultural curricula. She is author of many articles on women's studies, curriculum change, and systems of unearned privilege. Her paper, "White Privilege," will be the topic of her address.



JAMES ANDERSON

Dr. Anderson presently serves as professor of psychology at Indiana University of Pennsylvania. He has served as an American Council on Education Fellow, and was elected a Danforth Associate Professor by the Danforth Foundation. He was selected to "Who's Who Among Black Americans," and travels around the country and internationally giving presentations on diversity and teaching of minority students.

BLENDA J. WILSON

Dr. Wilson heads the University of Michigan-Dearborn campus as Chancellor. As such, she is the chief steward of the

Keynote Speakers

she served as Executive Director of the Colorado Commission on Higher Education. Other positions she holds nationally are as a commissioner on the Education Commission of the States, the Association of Governing Boards of Universities and Colleges and the National Advisory Board of the International Foundation for Education and Self-Help. She is recognized nationally as a speaker on higher education issues.



SAMUEL D. PROCTOR

Dr. Proctor is Professor Emeritus Rutgers University at New Brunswick and Pastor Emeritus of the Abyssinian Baptist Church of New York City. Currently, he serves as adjunct professor at the United Theological Seminary, the School of Theology at Boston University and Virginia Union University. He is past president of Virginia