

# EQUITY

GRADUATING MINORITY STUDENTS

WITHIN THE CLASSROOM IV

**Friday, March 25**

**8:00-9:00**

Registration/Continental Breakfast

**9:00-10:15**

**Annette Kolodny:**  
Setting an Agenda for Change

**CONCURRENT SESSIONS I**

**10:30-12:00**

**I-A Barbara Leigh-Smith, Academic Dean**  
**The Evergreen State College:**  
Successful Approaches to Diversity

Twenty six colleges and universities in Washington state have been involved in a six-year comprehensive cultural pluralism initiative focusing on curriculum change, faculty development, minority student recruitment, retention and overall organizational change. This workshop will explore the assumptions and lessons of this successful statewide project. Participants will gain an overview of some of the misconceptions and barriers as well as some of the most promising new approaches to cultural pluralism.

**I-B James Bonilla, Consultant and Lee Warren, Associate Director of the Derek Bok Center Harvard University:**  
Multiple Social Identities and Multicultural Work in Higher Education

Teachers bring various social identities to their work. Social identities affect what is seen and what occurs in the classroom or training session. This interactive session will focus on how multiple social identities help and hinder individual effectiveness in addressing issues of diversity.

**I-C Thomas Anthony Angelo, Director of the Academic Development Center Boston College:**

Using Assessment to Understand Diversity, Enhance Equity, and Improve Learning: A Brief "Hands-on" Introduction to Classroom Assessment

Workshop participants will discover what Classroom Assessment (CA) is, how it can help faculty recognize and respond to several dimensions of student diversity, and how it can help our students become more independent, effective learners. Participants will examine successful projects from several disciplines and practice simple, adaptable assessment techniques.

**I-D Sarita Brown, Paul Ruiz and Nevin Brown, AAHE:**  
Incentive and Rewards for Faculty in K-16 Education Reform

This workshop will focus on the need to develop new structures and vocabulary for building a systemic reform effort for higher education school partnerships (K-16), with emphasis equally on reform at the K-12 level and in post-secondary education, and the central role for faculty members at all levels in this effort. The session will also discuss faculty rewards for teaching and service, building on the experiences gathered by AAHE's Education Trust and AAHE's forum on Faculty Roles and Rewards.

**I-E Sharon Thomas, Miami-Dade Community College:**  
The Diversity Agenda: Implications for Faculty

This workshop explores the faculty's role in meeting the teaching challenges presented by diversity. It examines faculty approaches and attitudes that have the potential to enhance the learning of all students in environments marked by diversity. Responding to diversity in ways that maximize students learning is the ultimate goal. This session shows how treating all students the same is not a formula for equity or excellence.

**12:00-1:30**

Luncheon  
Keynote Address

**3:30-5:15**

**Delores E. Cross**  
Keynote Address: Chicago State University — A Model for Student Success

**5:15-7:00**

Reception

**Saturday, March 26**

Workshops will involve the general assembly.

Delegations are encouraged to attend.

**8:00-9:00**

Registration/Continental Breakfast

**9:00-11:00**

**John N. Gardner**

Keynote Address: In Michigan's Best Interest: The Freshman Year Experience — An Idea Whose Time Has Come

**11:15-1:30**

Luncheon

**Norbert Hill Jr.**

Keynote Address: Unmanaging Diversity

**REGISTRATION**

Room reservations must be made directly with the hotel.

• **Conference location:** Holiday Inn-South Convention Center, 6820 South Cedar Street, Lansing, Michigan 48911. Telephone: (517) 694-8123 or 1-800-333-8123; FAX: (517) 699-3753. Complimentary airport transportation to and from Capital City Airport.

• **Room reservations must be made by Friday, March 4, 1994.** However, they will provide rooms at conference rate after this date based upon availability. Participants must make their own arrangements.

• **Room rates:** \$45 for single and \$60.00 for double.

• **Conference registration fee: None.** University Delegation Coordinators from their respective universities will facilitate registration and help assure that all persons that should be aware of the conference are notified and encouraged to attend. Please send completed registration forms to your coordinator and direct questions to him/her or to the Office of Minority Equity at (517) 373-9700. The Office of Minority Equity will not accept conference registrations by phone or FAX.

**CONCURRENT SESSIONS II**

**1:40-3:10**

**II-A Barbara Leigh-Smith, Academic Dean**  
**The Evergreen State College:**

Using Case Studies to Explore Diversity

Case studies are an engaging new resource for exploring diversity. They can be used for faculty and staff development, in the classroom, or for administrative discussion. In this session, participants will learn about some of the new sources of diversity case studies. Participants will try out one of the cases to demonstrate how discussions can be organized using this method.

**II-B James Bonilla, Consultant and Lee Warren, Associate Director of the Derek Bok Center Harvard University:**

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**II-C Thomas Anthony Angelo, Director of the Academic Development Center Boston College:**

A Teacher's Dozen: Fourteen Research-Based Guidelines to Inform Teaching, Enhance Equity, and Improve Learning Quality

In the 1990s, research can and should inform our classroom practice. This interactive session will consider practical implications and applications of general research from psychology, education, and cognitive science for improving teaching and learning and enhancing equity and quality in the classroom.

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**Conference registration deadline:**  
**Friday, March 4, 1994**

Co-Sponsored by the Office of Minority Equity, Michigan Department of Education and Michigan public universities.

## Registration

There is no conference fee. Registrations may be submitted by U.S. mail only; no phone registrations will be accepted. Phone (517) 373-9700 for further information only. U.S. Mail address: Office of Minority Equity, Michigan Department of Education, P.O. Box 30008, Lansing, MI 48909. Hotel reservations must be made directly with the Holiday Inn-South Convention Center, 6820 South Cedar Street, Lansing, MI 48911. Telephone: (517) 694-8123 or 1-800-333-8123; FAX: (517) 699-3753.

Conference registration deadline: Friday, March 4, 1994.

Name \_\_\_\_\_

Preferred Name on Badge \_\_\_\_\_

Title \_\_\_\_\_

University/College \_\_\_\_\_

Address: City, State, Zip \_\_\_\_\_

Phone ( ) \_\_\_\_\_

Please indicate your attendance by checking the box(es) that apply:

I will attend:

Friday only, will attend lunch

Saturday only, will attend lunch

Both days, luncheons included

Friday only, no lunch required

Saturday only, no lunch required

**CONCURRENT WORKSHOPS:**

Please circle your preference

I-A    I-B    I-C    I-D    I-E

**Friday:**

II-A    II-B    II-C    II-D    II-E

**Saturday:**

Workshops will involve the general assembly.

Delegations are encouraged to attend.

# EQUITY

**WITHIN THE CLASSROOM IV:**  
Graduating Minority Students

# Conference PURPOSE

Michigan's public universities, in partnership with the State Department of Education, Office of Minority Equity, announce the fourth of five annual conferences focusing on achieving parity in enrollment, retention, and graduation rates for underrepresented minorities in higher education.

This year's conference will again bring critical information, practical solutions, and committed educators together to address changes that must become a part of the classroom if we are to achieve this goal by the 21st Century!

The first three conferences resulted in increased awareness, campus networks, identification of teaching methods specific to the sciences and mathematics, and a growing base of support as we recognize the crisis that exists and the consequences if we fail to address it.

If African American, Latino American, and Native American student 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.

## WHO SHOULD ATTEND?

Delegations are encouraged comprising individuals who have demonstrated commitment as a means of creating a "critical mass" of activity on campus which will continue during the year. Especially important are faculty who will take ideas and strategies for adaptation and application in their teaching, and deans, department chairs, and administrators who can support the change that must occur.

## Keynote SPEAKERS



**Delores E.  
Cross**

President of Chicago State University since 1990. Chicago State University enrolls one-third of all African American students attending Illinois public

universities and has had significant success in improving access and retention for minority students.



**Norbert Hill,  
Jr.**

Executive Director of the American Indian Science and Engineering Society and has worked in education administration for more than

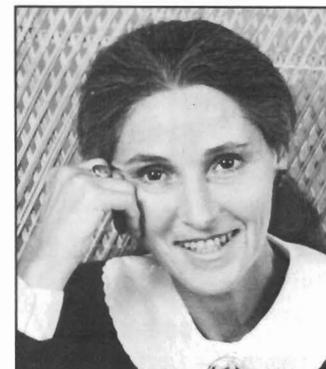
ten years. His career has focused on improving educational opportunities, specifically Native American's.



**John N.  
Gardner**

Educator, author, consultant, student retention specialist, freshman advocate, and scholar of the freshman year reform movement. He is

currently a university professor and administrator at University of South Carolina-Lexington.



**Annette  
Kolodny**

Completed her five-year term as Dean of the Faculty of Humanities on June 30, 1993, and is now Professor of Comparative Cultural and

Literary Studies at the University of Arizona. During her deanship, she put in place a comprehensive action plan that resulted in significant success in the recruitment and retention of minority students and in the recruitment and retention of women and minority faculty.