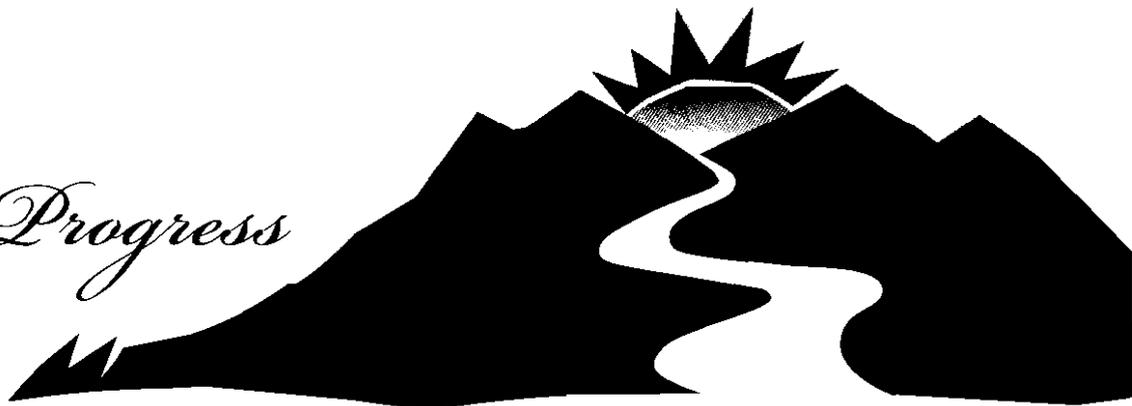




KCP Initiative
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909

Pathways to Progress



Speakers:

Earl E. Nelson, former Director of Office of **Equity**, Michigan Department of Education.

Earl Nelson recently retired from the Michigan Department of Education as the Director of the Office of Equity, which is dedicated to insuring greater minority student participation in higher education. He has taught in Lansing Schools and served as School/Community Coordinator for the school district. He has managed the Human Resources and Education Department of the Michigan State Chamber of Commerce and directed the On-The-Job (OJT) Training Program for the Greater Lansing Urban League. He also directed the Democratic Research staff of the Michigan House of Representatives, and has served in the Michigan Legislature both as a State Representative and Senator. During his eight-year tenure, he served on appropriations committees and negotiated passage of major legislation in the fields of education and health.

In addition to Mr. Nelson's community-focused employment, he has served on numerous local, state and national boards and committees. He is a native of Emerson, Arkansas and has received numerous awards for his civic involvement.

William G. Tierney, Ph.D., Professor of Higher Education; Director, Center of Higher Education **Policy Analysis**, **University of Southern California**.

William G. Tierney is a Professor and Director of the Center for Higher Education Policy Analysis at the University of Southern California. Prior to USC, he was a Professor of Education and a Senior Scientist at the Center for the Study of Higher Education, Pennsylvania State University. Dr. Tierney earned a master's degree from Harvard University and holds a Ph.D. from Stanford in Administration and Policy Analysis. His research interests pertain to faculty productivity, decision making, organizational re-engineering, and issues of equity. The results of his research have appeared in higher education and anthropological journals and he has published several books. He is currently involved in a four-year study funded by the Pew Endowment to consider faculty productivity, and an additional project funded by the Ford Foundation to determine the effective parameters of college preparation programs for low income urban youth. He also has received funding for his research from the Lilly Foundation, TIMCREF, and the United States Department of Education. He teaches graduate courses on curricular theory, administration, policy, organizational behavior and qualitative methodology. Tierney brings with him both administrative experiences as an academic dean at a Native American community college in North Dakota, and cross-cultural insight from Peace Corps work in Morocco, as well as a year in Central America as a Fulbright Scholar. He recently received the Distinguished Research Award from the Association for the Study of Higher Education (ASHE) for his work.

Joann Moody, Ph.D., Vice President, New England Board of Higher Education, **Boston, Massachusetts**

Since 1988, Dr. Moody has conceptualized and directed the "Excellence through Diversity" Initiative of the New England Board of Higher Education (NEBHE). In this work, she has had the collaborative assistance of a dozen faculty and student advisors and two staff members.

Dr. Moody coaches underrepresented U.S. minorities who are pursuing their doctorates and preparing to become college and university faculty. She also monitors and works closely with the several doctoral departments in New England where there are underrepresented students and where they are being clustered. Her goal is to bring about departmental change, by insuring that 14 "Good Practices" are adopted by each of the participating departments and also by insuring that majority faculty learn how to be more competent and comfortable in cross-cultural mentoring situations.

Since 1994, Moody has shepherded 50 science and engineering NEBHE Doctoral Scholars of color and 32 NEBHE Dissertation Scholars in humanities and racial science; 15 of these have now entered the professoriate and are still being tracked and coached. She also works less intensively with another 300 Doctoral Scholars of color, minority and majority faculty, and department chairs involved in the Southern region's and the Western region's Doctoral Scholars Programs.

Dr. Moody wrote two practical monographs to help students and faculty of color DECODE the academic system and increase their likelihood of satisfaction and success. Her earlier "Vital Info for Graduate Students of Color" is used throughout the country in orientation sessions not only for beginning graduate students, but also for new dissertation-level students. Her recent monograph is "Demystifying the Profession: Helping Junior Faculty Succeed." This publication shares "tricks of the trade" that will enable non-majority junior faculty to increase their effectiveness and reduce their stress.

Dr. Moody's advanced degrees are in England literature and law. She worked as a tenured associate professor before entering higher education administration.

Frances E. Kendall, Ph.D.

Dr. Kendall has worked formally and informally in the field of diversity for more than twenty years. As a consultant and facilitator who focuses on managing issues of work force diversity and organizational change, Dr. Kendall consults with corporations, colleges and universities, school systems, government agencies, and non-profit organizations. Because she tailors all of her work to fit the client's needs, the depth of her involvement with organization varies from giving keynote speeches and facilitating workshops on working with an institution over a period of four or five years. Dr. Kendall assists clients in addressing problems both in crisis situations and in long-term institutional change. On the basis of individual clients' needs and organizational culture, she designs a process through which the organization can become a genuinely hospitable work place for all employees. This includes developing distinct plans for various components of major institutions and consulting with many levels and aspects of an organization. Called in after a period of racial tension to the University of Michigan, for example, she worked with the staff and administrators of the library for four years. At the Law School, she led several diversity leadership training seminars for faculty and students. She also consulted with the Office of Minority Affairs, and Academic Deans Services Board, the Office of Development, and the Program on Conflict Management.

Conference Purpose

This year marks the 9th annual conference focusing on achieving parity in enrollment, retention and graduation for underrepresented minorities in higher education. The first eight 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.



Pathways to Progress

**"Equity Within the Classroom IX:
Graduating Minority Students"
Pathways to Progress
Kellogg Center
Michigan State University**

Thursday, March 18, 1999
9:00 a.m.—Registration

10:00 - 11:30 a.m.
Michigan Association for Equity in Higher Education (MAEHE) Business Meeting/Lunch

12:00 p.m.
Greetings/Setting the Context:
James Folkening, Director, Postsecondary Services, Michigan Department of Education
Chris Anderson, Co-President, MAEHE
Dr. John Matlock, Co-President, MAEHE

12:30 - 2:00 p.m.
Opening Plenary Faculty Work in the 21st Century: *Diversity and Excellence in a Period of Change*
Dr. William Tierney, Wilbur-Kieffer Professor of Higher Education; Director, Center for Higher Education Policy Analysis, University of Southern California



Dr. William Tierney



Dr. Joann Moody

Retaining **Non-Majority** Junior Faculty:
Dr. Joann Moody, Vice President and Director, New England Board of Higher Education Doctoral and Dissertation Scholars Program



Dr. Frances Kendall

2:15 - 4:30 p.m.
Concurrent Sessions:
I-A Dr. Frances Kendall, Organizational Change Consultant, Albany, California
White Privilege Continued

This workshop is designed to give participants an understanding of "white privilege." What is it, how it works, why it is hard to see, and how to effectively increase your awareness of it.



Dr. Mil. Robinson

I-B Dr. Milton Robinson, Consultant/Facilitator, Leadership Systems Inc. This workshop will present innovative strategies for helping minority students excel in math, science and engineering courses. Tactics to be shared include:
Collaborative learning

workshops; Supplemental instructions; Curriculum feasibility; effective use of graduate students; and academic grants for team competitions. The material presented will draw heavily from the successful model developed with KCP Initiative grants of Kettering University (formerly GMI Engineering & Management Institute).

I-C Dr. Francisco Villarruel, Chairman, Midwest Consortium for Latino Research. *Challenges and Opportunities for Latino Student Retention in 4-year Institutions: The Voices of Latino Students.*

While universities have attempted to increase student enrollment of Latino students at 4-year institutions, challenges to student completion continue to be of concern for students, faculty, staff, and administrators. In this presentation, barriers and opportunities that are available to Latino undergraduate and graduate students will be presented. Recommendations about what campus leaders might consider in terms of enhancing student retention will also be offered.



Ayayi Fubora



Monique Chism

I-D Ayayi Fubora, JD, and Monique Chism, Minority Student Affairs, Central Michigan University—Towards a *Holistic Approach of Recruiting, Educating, and Graduating Students of Color.* This workshop will examine the history of issues impacting the recruitment, retention, and graduation of students of color from postsecondary institutions. It will propose a holistic approach to recruiting and graduating students of color based on a combination of successful programs implemented across the nation. This presentation will focus on the need for comprehensive programs that respect alternative epistemologies. Emphasis will be placed on those noncognitive variables that are often ignored in the retention process.

4:45 - 6:00 p.m.
Plenary Session: The Redefinition of Merit in Higher Education—Moderator: Dr. Edward Blues, President, Association of Independent Colleges and Universities—Panelist: Jonathan Alger, Counsel, American Association of University Professors (AAUP), John Fry, Office of Civil Rights, U.S. Department of Education



Jonathan Alger

6:00 - 7:30 p.m.—Reception

Friday, March 19, 1999

8:00 - 9:00 a.m.—Registration/Continental Breakfast

9:00 - 9:15 a.m.
Greeting/Setting the Context

9:15 - 10:15 a.m.
Plenary Session: Mr. Earl Nelson, former Director, Office of Equity, Michigan Department of Education

10:30 - 12:00 p.m.—Concurrent Sessions:

II-A Dr. Frances Kendall, Organizational Change Consultant, Albany, California
What if They Call Me a Racist?

One of the reasons that issues of diversity such as race, gender, or sexual orientation aren't discussed in classrooms is the fear that the conversation will "get out of hand"—that volatile questions will be asked, that people will be "disrespectful" of one another, or that students will leave angry and upset. This workshop provides participants with skills to understand and manage these fears and to create a comfortable classroom environment in which sensitive topics come up as a natural part of discussion.

II-B Dr. Marvel Lang, Professor of Urban Affairs, Michigan State University
Multiculturalism in Michigan's Public Schools: Assessing the Adoption of Policy and Implementation of Practices.

This presentation will give some perspectives on recent research on retention strategies at exemplary institutions, with special emphasis on success in increasing minority retention and that of students generally. Discussions will also focus on conceptual and practical implications of retention strategies relative to what works well at various institutions and why.

II-C Dr. Francisco Villarruel, Chairman, Midwest Consortium for Latino Research—TBA

II-D Michael Freemon, Professor of Mathematics, University of Kentucky

MathExcel, or how your students can nail a tough math or science course and have a really good time doing it *together*. In this workshop, you'll have a lot of fun too, and do lasting good. *MathExcel* students get much better grades and exhibit higher graduation rates. They have volunteered for a

Supplementary Collaborative Workshop, which socializes mathematics. There are about 22 adaptations of the *MathExcel* model operating in Kentucky and several other states. This workshop will explain the essentials of success.



Michael Freeman

II-E Gordon Moore, Office of Minority Education Development, Georgia Institute of Technology
Educational Retention: Creating a Master Game Plan (MGP)

This workshop is a highly interactive seminar that will address transition and retention issues surrounding minority students education. The transition and retention of gifted students is a challenge for all universities throughout the nation. Georgia Tech has been working on this challenge for sometime, and has defined the problems that face any effort designed to increase the number of minorities in engineering, mathematics and physical science; especially at the Master and Ph.D. level.

12:15 - 1:30 p.m.
Lunch/Presentation: TBA



Attend This Conference?
Administrators, faculty, deans and department chairs who are willing to accept and implement new ideas and strategies from this conference in campus programming and curriculum.

Please indicate your attendance by checking the appropriate box(es).

Thursday, March 18, 1999

Plenary Sessions only

Concurrent Workshops

Pathways to Progress
Conference Registration Deadline: