19th Annual
Equity Within the Classroom

Building Community, Creating Inclusion, and Sustaining Success

April 5–7, 2009
Auburn Hills Marriott Pontiac
at Centerpoint
Pontiac, Michigan

Hosted by
Oakland University
Rochester, Michigan

The conference is sponsored by
the King-Chavez-Parks Initiative,
15 public and five private universities,
Gear Up Michigan!
and Michigan Campus Compact

http://www2.oakland.edu/provost/equity/
WELCOME

Dear Conference Participants:

On behalf of the Department of Energy, Labor & Economic Growth, welcome to the 19th Annual Equity Within the Classroom Conference. We are pleased to again co-sponsor this professional development opportunity with our partners – Michigan’s 15 public and five private universities.

Achieving parity in enrollment, retention, and graduation for the academically and economically disadvantaged students in higher education across Michigan is our ultimate challenge and is at the heart of survival in today’s global economy. Employers need employees with postsecondary credentials who are able to become participating, valued members of a workforce team. It is critical that we create an environment that allows all students to achieve higher levels of education and to obtain gainful employment as we work together toward our goal of “No Worker Left Behind.”

As you attend the various workshops during the course of this conference, consider how you might implement the information and networking opportunities to assist you in Building Community, Creating Inclusion, Sustaining Success. The mission is an exceptionally important one.

I want to say a special thank you to our outstanding host, Dr. Gary Russi, president of Oakland University. I also want to extend a warm welcome to our distinguished speakers: Dr. Eileen Wilson-Oyelaran, president of Kalamazoo College; Dr. Dan Butin, assistant dean of the School of Education at Cambridge College; and Dr. John Seita, assistant professor in the School of Social Work at Michigan State University.

Oakland University’s motto is Seguir virtute e canoscenza, that is, “Seek virtue and knowledge.” Thank you for participating in this important forum and best wishes for a rewarding conference.

Andy Levin, Deputy Director
Michigan Department of Energy, Labor & Economic Growth
Featured Speakers

John Seita
Dr. John Seita is a former youth-at-risk who beat the odds. He was removed from his mother’s home at the age of eight and spent the remainder of his childhood and adolescence in multiple foster homes and group care settings. Abused and neglected as a child, his journey through children’s institutions and countless foster homes was a litany of degradation and humiliation. His unrestrained anger at his mother and the system led to a childhood of anger, loneliness, and one where he fought with adults, counselors, teachers, house parents, childcare workers and anyone else who crossed his path. Today he is Assistant Professor in the School of Social Work at Michigan State University where he also has appointments with the MSU Extension/4-H and with the Michigan Agricultural Experimental Station.

Dan Butin
Dr. Dan Butin is assistant dean of Cambridge College’s school of education. His responsibilities are for the department of educational leadership, which is comprised of the masters in Education in school administration, CAGS (certificate of advanced graduate study), and doctoral studies in educational leadership. He is the author of Service-Learning in Higher Education (2005, Palgrave) and Teaching Social Foundations of Education (2005, Lawrence Erlbaum Publishers), and author most recently, of the forthcoming book Rethinking Service-Learning: Embracing the Scholarship of Engagement within Higher Education (forthcoming, Stylus). Dr. Butin is an editorial board member of the journal Educational Studies. His research focuses on issues of educator preparation and policy and community-based models of teaching, learning, and research.

Eileen Wilson-Oyelaran
Dr. Wilson-Oyelaran is the President of Kalamazoo College. A native of Los Angeles, Dr. Wilson-Oyelaran earned her B.A. in sociology from Pomona College, and an M.A. and Ph.D. in education from the Claremont Graduate University. After completing her doctoral work in early childhood development, she accepted her first academic position at the University of Ife (now Obafemi Awolowo University) in Nigeria, teaching in both the departments of education and psychology. Ife, where she served a department chair and Vice-Dean of the Faculty of Social Sciences, would be her academic home for 14 years. Dr. Wilson-Oyelaran’s scholarly focus is in child development and education in cross-cultural context, and she has published widely in this area.
April 5, Sunday

4:00–8:00 p.m.  Registration ............................................................................
               Marriott Centerpoint Hotel /Coat Room

6:00–8:00 p.m.  Welcome Reception & Student Organization Fair ............
                 Oakland University/Oakland Center

Mr. Reginald McCloud, Oakland University, Master of Ceremonies
Dr. Virinder Moudgil, Provost, Oakland University
Ms. Brandy Johnson-Faith, Governor’s Office, State of Michigan
Mr. Rudy Redmond, Manager, KCP, Department of Energy, Labor, & Economic Growth
Mr. Dan Evola, Student Body President, Oakland University
Ms. Shea Howell, Chair, Comunication and Journalism, Oakland University

April 6, Monday

7:00 a.m.–5:00 p.m. Registration ..............................................................................
                     Marriott Centerpoint Hotel/Coat Room

7:30–8:45 a.m.  Breakfast ....................................................................................................................................
                 Oaklands A-C

8:45–9:00 a.m.  Welcome ......................................................................................................................................
                 Oaklands A-C

Mr. Reginald McCloud, Oakland University, Master of Ceremonies
Ms. Diane Duthie, Division Director of Lifelong Learning, State of Michigan

9:00–10:00 a.m.  Plenary Session ..................................................................................................................
                 Oaklands A-C

Featured Speaker: Dr. Eileen Wilson-Oyeleran
Can We Build On Our Campuses the Just Communities We Want to See in the World?

10:15 a.m.–12:00 p.m. Workshops Session 1

A. Inclusive Education: Facilitating Growth for All
   Rich Feldman, Options Program, Oakland University............................................. Centerpoint
   The workshop will focus on the importance of creating academic communities
   inclusive to all students. The many benefits to all members of these communities
   generated by this system transformation will be discussed as well as future
   cooperation between academic programs, community services, and the inclusive
   education movement.

B. Service as an Access Strategy and Ultimately – Success!
   Michelle Snitgen and Amy Smitter, Michigan Campus Compact ....................... Salon E
   Learn how service in the classroom increases college access and success for youth
   across our state, as well as helps to retain current college students through to
   graduation. Explore programs, hear the research and engage in the conversation!

C. Building Community by Managing ‘Hateful Things’: Experiencing
   Images from the Jim Crow Museum
   Sandy Alspach, J. Andy Karafa, Melissa Derosia, Richard Griffin, Diane Griffin,
   and Patricia Holliday, Ferris State University.........................................................Wisner
   Participants will see and handle ‘hateful things’, explore their personal responses
   to these items, and discuss how to use items such as these to turn the conversation
   from exclusion to inclusion.
D. The Ideal Classroom: What it Looks Like, Sounds Like, and Feels Like
Selena Melvin, EduGuide ............................................................................................................ Perry
Building an inclusive classroom community requires planning and practice, and if done successfully, this positive learning environment will promote social competence and academic success.

E. Lesbian, Gay, Bisexual, and Transgender (LGBT) Inclusion in Higher Education
Joanne Bautti-Rouch, Oakland University ........................................................................ Baldwin
When discussing equity and inclusion in higher education, it is crucial to also discuss the university’s definition of diversity. Diversity efforts have historically addressed race and gender issues, but have been reluctant to include LGBT issues. Equity and inclusion in the classroom is a direct result of how the university defines diversity and the policies and resources that are in place to address diversity and how this affects recruitment and retention.

10:15 a.m.–11:00 a.m. Breakout Session 1
A. Blueprint for Academic Coaching of At-Risk Students
Abalye Camara and Kathleen Walker, University of Detroit-Mercy ......................... Salon D
Blueprint focuses on the facilitation of the student’s academic activities through the guidance of academic coaches in concert with faculty and staff.

B. Building Friendships and Promoting Inclusion among International and Domestic Students
Melissa Freeman, Saginaw Valley State University ............................................... Featherstone
This presentation outlines an interactive program that provides international and domestic students opportunities to interact.

11:15 a.m.–12:00 p.m. Breakout Session 2
A. Promoting College Success through Learning Communities
Dawn Dolly, Audrey Whitfield, and Juanita Pipkin, Wayne State University .......... Salon D
This session will examine the development of a learning community which has resulted in greater student engagement and retention for its participants.

B. Hip-Hop Pedagogy and Educational Community: Opening the Classroom to New Forms of Inclusion
James Perkinson, Oakland University ................................................................. Featherstone
This presentation will use hip-hop culture to articulate a pedagogical challenge to the academy about the role of passion, percussion, and performance in educational process.

12:00 p.m. Luncheon ......................................................................................................................... Oaklands A-C
12:30–2:00 p.m. Featured Speaker: John Seita
Problems as Opportunities

2:15–4:00 p.m. Workshops Session 2
A. Engaging Parents in the Learning Process
Andrei Nichols and Carl King, Interactive Learning and Education Connection ... Salon D
Students are more successful at school when learning is encouraged at home. The skill is in finding a way of tapping into this interest and encouraging parents to be involved in school at a time when pupils are becoming more independent.

B. Understanding the Private Logic of Students Who Outwit Adults: Building Resilience for School and Beyond
John Seita, Michigan State University ................................................................. Salon E
Students who distrust adults are highly skilled at hiding their real nature and outsmarting anyone trying to reach them. Most adults either shun these youth or get locked in conflict with them. Instead of treating symptoms, looking for weaknesses and in blaming, Dr. Seita shares specific strategies for understanding the private logic of challenging students.
C. The Jim Crow Museum of Racist Memorabilia: Lessons Learned
Michael Berghoef and Wendy Samuels, Ferris State University ................. Wisner
This session presents what has been learned over the past 10 years of anti-racist pedagogy by two of the Jim Crow Museum’s original facilitators.

D. Equity for Students: Equity for Faculty and Staff
Tim Larrabee, Oakland University ................................................................. Baldwin
Participants will examine the effects of unequal benefits on the recruitment and retention of LGBT faculty, thus limiting the diverse voices students engage in classes.

E. Which Community? Which Inclusion? What Sustainability? Open Up the White Classroom to Other Experiences
James Perkinson and S. Lily Mendoza, Oakland University ......................... Perry
This workshop explores the shortcomings of “inclusion” when a majority white classroom encounters teaching styles rooted in other experiences such as hip-hop or Filipino cultures.

2:15–3:00 p.m. Breakout Session 3

A. Online Group Experience for the Nontraditional Student
Thomas Blume with students Christopher Tidimane, Ann Liesen, Maechi Chue, and Keolebogile Semphadile, Oakland University ........................................ Centerpoint
Some nontraditional students report feeling threatened by classroom discussions. Online discussions offer a safe alternative, especially when learning software provides options to create groups.

B. Racial Battle Fatigue and African American Faculty at Community Colleges
Tamara Stevenson, Eastern Michigan University ........................................... Featherstone
Participants will learn about the nature and impact of racially charged expectations, encounters and tensions that African-American professors experience within their community college faculty role.

3:15–4:00 p.m. Breakout Session 4

A. i-Clicker: Finding a Voice in the Classroom – Building Inclusion
Anne Mitchell, Oakland University ............................................................... Featherstone
The i-clicker can be highly effective in improving student engagement. Students who struggle with interacting because of shyness, English as a second language, or sensitive subject material, can use technology to participate with confidence and confidentiality.

4:15–5:15 p.m. Mosaic Theatre – Speak for Yourself: Young Detroiters Talk about Race Oaklands A-C
5:15–7:30 p.m. Dinner on your own
7:30–9:30 p.m. Islamic Film Festival ................................................................. Oaklands A-C

April 6, Tuesday
7:30–8:45 a.m. Breakfast .................................................................................. Oaklands A-C
9:00–10:00 a.m. Plenary Session ........................................................................ Oaklands A-C

Featured Speaker: Dan Butin
Democracy and Education: The Limits and Possibilities of the Engaged Campus

10:15 a.m.–12:00 p.m. Workshops Session 3

A. Flying Under the GEAR UP Radar Screen
Michael Brustein, Brustein & Manasevit .................................................... Salon D
This session will discuss the recent federal audits and program findings under the GEAR UP program, and the speaker will profile the key elements to compliance under the federal program, administrative and fiscal rules. Michael Brustein, Esq. is a nationally recognized expert on federal grants management, and has advised GEAR UP grantees and sub grantees on the major federal audits.
B. Activist and Public Scholarship and the Future of the Academy  
Dan Butin, Cambridge College .............................................................. Salon E  
Scholars, academic fields, and entire institutions have embraced the “scholarship of  
engagement” as activist and public scholars. This workshop offers an opportunity  
to discuss and probe what it might mean to be such an academic doing “public  
scholarship” through both the pragmatic details (e.g. tenure and promotion  
publishing one’s work) and conceptual underpinnings.  

C. Race Matters: A Regional Partnership Dedicated to Eradicating  
Achievement Disparities  
Robert Maxfield, Oakland University and Robert Martin, Oakland Schools .......... Perry  
The Learning Achievement Coalition-Oakland is a unique partnership including  
Oakland University and local school districts. The history of implementation and  
LACO goals will be explored.  

D. Acknowledging Our History: The Doorway to Transitions  
Sharon Howell, Oakland University and Nikol Atkins and Stacey Stevens,  
Michigan Roundtable for Diversity and Inclusion ........................................... Baldwin  
Inspired by reconciliation processes in North Carolina, Minnesota and towns and  
neighborhoods across the country, we examine community based efforts to create  
justice. This workshop explores how to develop collaborative processes to uncover  
living memories of incidents and events that block community transformation.  

E. A Model for Achieving and Ensuring Diversity in Higher Education:  
Post Proposal 2  
Nanette Reynolds and Diane Purgiel, The Imagine Fund and  
Maya Kobersy, University of Michigan ....................................................... Featherstone  
Join us to learn about the legal, academic, philanthropic, and research implications  
of a new Michigan nonprofit model to sustain diversity in higher education.  

10:15–11:00 a.m. Breakout Session 5  
A. Men in White: Addressing and Averting Bias  
Anne Mitchell and Julie Bruska, Oakland University ........................................... Wisner  
The student body of nursing has changed dramatically posing new challenges.  
Gender differences in particular have altered the stereotypical Nightingale image:  
strategies for assuring equity.  

B. The Political Engagement Process: Creating and Sustaining an  
Engaged Campus  
Michael Berghoef and Wendy Samuels, Ferris State University ........................ Centerpoint  
A University-wide Carnegie/New York Times partnership promoting civic and  
political engagement, creates equity and diversity opportunities in a wide variety  
of courses.  

11:15 a.m.–12:00 p.m. Breakout Session 6  
A. Motivating Students with Learning Disabilities toward Success  
in Mathematics  
Guang-Chong Zhu, Lawrence Technological University ............................ Wisner  
This session will discuss creating inclusion and sustaining success among a special  
derrepresented minority: students with learning disabilities, who face unusual  
challenges in higher education.  

12:15–1:30 p.m. Luncheon ............................................................................. Oaklands A-C  
1:30–2:00 p.m. Wrap up – Conference Concludes