

Diversity in Education Colloquium

Tuesday, March 31, 2009

8:45-4:00

University of Northern Colorado

University Center, Panorama Room

Schedule (click on the presentation title for more information)

Time	Title/Presenter(s)
8:45	Registration
9-9:50	<u><i>UNC and the City of Greeley: Building Civically Engaged Foundations for a Global Community</i></u> Dr. Maria Sanchez, Dr. Christine Marston, Dr. Bob Brunswig, and Dr. Barbara Whinery
10-10:25	<u><i>Integrating Diverse Family Perspectives into Online Courses</i></u> Dr. Tracy Gershwin Mueller
10:30-10:55	<u><i>Incorporating Cultural Elements into Pre-service Special Educator Math Coursework: Adapting Online Curriculum for Native American Learners and Their Students</i></u> Dr. Todd Sundeen
11-11:50	<u><i>K-5 Literacy: Focused Instruction for All Students</i></u> Stacie Datteri, Nancy Devine, Dianna Riley, and Anne Ramírez
12-1	<i>Luncheon (reservation required – seating is limited)</i> Keynote Speaker – Dr. Raul Prezas, Chair, Department of Teacher Education, Texas A& M University-Corpus Christi
1:10-2	<u><i>Recruiting and Retaining Students of Color at UNC: An Interactive Dialogue</i></u> Gillian McNally, Tobias Guzman, Alison Vasquez, DeShawn Mitchell, Ty'Ray Thompson, Dr. Rachel King, Tom McNally, and Dr. Raul Cardenas
2:05-2:30	<u><i>Critical Multicultural Education for Social Action</i></u> Jan Ferrari
2:35-3	<u><i>Finding their Voices: Reflections on a Student-Centered Social Justice and Leadership Conference</i></u> Reyna Anaya, Sarah Craddock, Kelly Jacobson, and Sam Kim
3:10-4	<u><i>First-Generation Students at UNC: In their Own Voices</i></u> Jana Schwartz and Julie Trujillo

Program Abstracts

Panel Discussion

9:00-9:50

UNC and the City of Greeley: Building Civically Engaged Foundations for a Global Community

Dr. Maria Sanchez, Director, Realizing Our Community Project

Dr. Christine Marston, Assistant Professor of Economics

Dr. Bob Brunswig, Director, School of Social Sciences

Dr. Barbara Whinery, Parent Literacy Program

Greeley, like all American cities, is a community of immigrants. A third of its 90,000 residents are Hispanic with many other cultural origins. Growing numbers of immigrants and refugees have resettled to Greeley from other U.S. regions. Immigrants and refugees are attracted to the area due to its relatively low cost of living. Greeley's refugee groups are primarily from East Africa (mostly Somalia) and Burma while immigrants come mainly from Mexico and Central America. Addition of these groups' customs, languages, and religions present unique opportunities for the Greeley community.

Integration of Greeley's culturally-diverse community is vibrant through initiatives of the Realizing Our Community (ROC) Project, a partnership with the University of Northern Colorado (UNC) and multiple community organizations. ROC seeks to foster and sustain collaborative community relationships to create a more welcoming environment for all its citizens, with a focus on immigrants and refugees. UNC's faculty and students are engaged in ROC programs through the university's new Center for Engagement Research & Civic Action, providing them with valuable research, educational, and civic opportunities and preparing them to live and work in a complex globalized society. ([BACK](#))

Presentation

10:00-10:25

Integrating Diverse Family Perspectives into Online Courses

Dr. Tracy Gershwin Mueller, Assistant Professor of Special Education

This session will present an "All About . . ." Module Series that was created with the intent to educate today's teachers about parent-teacher collaboration within five key areas: 1) Inclusion; 2) Individualized Education Plans; 3) Behavior; 4) Transition; and 5) Culturally and Linguistically Diverse Families. Too often teacher training programs address parent-teacher collaboration with general information making it difficult for educators to know specific strategies for families who may be dealing with a child who has unique needs. The intent of the modules is to share families' stories, perspectives, and to provide educators with evidence-based ideas and strategies for effective parent-teacher collaboration. The modules are meant to be used as a supplement to a class or professional development unit about the topic with the intent to include the diverse family perspective. This session will present the modules, as well as their integration into online courses. ([BACK](#))

Presentation

10:30-10:55

Incorporating Cultural Elements into Pre-Service Special Educator Math Coursework: Adapting Online Curriculum for Native American Learners and Their Students

Dr. Todd Sundeen, Assistant Professor of Special Education

Mathematics instruction rarely includes a cultural perspective specific to Native American learners. However, incorporating cultural dimensions into the curriculum is a policy matter for Native people. Education standards of the Navajo Nation, for example, specify that "all educational programs be culturally responsive" (Division of Dine' Education, 1995). This presentation will provide teacher

educators with information critical for developing online mathematics courses which incorporate cultural elements for pre-service teachers and their students. Current research relative to Native American mathematics instruction will be shared with participants. Presentation participants will achieve a greater understanding of the cultural needs of Native American pre-service special educators as they relate to distance learning. Course development strategies presented can be generalized to other cultures. The presentation will provide a unique perspective for developing online courses with sensitivity to cultural nuances. Participants will receive materials to help adapt courses for learners who do not represent the dominant culture. ([BACK](#))

Panel Discussion

11:00-11:50

K-5 Literacy: Focused Instruction for All Students

Stacie Datteri, Director of Curriculum and Assessment, Greeley-Evans School District 6

Nancy Devine, Director of Instruction, Greeley-Evans School District 6

Dianna Riley, Elementary Curriculum Coordinator, Greeley-Evans School District 6

Anne Ramírez, ELA and Secondary Literacy Coordinator, Greeley-Evans School District 6

This panel discussion addresses the achievement results from the implementation of student support programs and district initiatives geared towards promoting academic success among the diverse student population in Greeley-Evans School District 6. The questions the panel will address are: How we monitor progress; how we blend our work between English Language Acquisition instruction and Literacy instruction; how we support the work at the district level; how we know it's working. The panel will discuss how differentiation within the comprehensive, research-based core reading program paired with oral language development instruction and data dialogues have increased the academic achievement of each child. ([BACK](#))

Luncheon

12:00-1:00

Keynote Address

Dr. Raul Prezas, Chair, Department of Teacher Education, Texas A& M University-Corpus Christi

To reserve a seat at the luncheon, email cetl@unco.edu or call 351-2885 by March 25. Please indicate if you will need a vegetarian meal.

Workshop/Panel

1:10-2:00

Recruiting and Retaining Students of Color at UNC: An Interactive Dialogue

Gillian McNally, Assistant Professor of Theatre Education

Tobias Guzman, Assistant Vice President for Enrollment Management and Student Access

Alison Vasquez, Student, School of Theatre and Dance

DeShawn Mitchell, Student, School of Theater and Dance

Ty'Ray Thompson, Director, Marcus Garvey Cultural Center

Dr. Rachel King, Assistant Dean of Students

Tom McNally, Professor, School of Theatre and Dance

Dr. Raul Cardenas, Dean of Students

The issue of recruitment and retention of students of color is a complex one being examined closely in many meetings on campus each year. In this interactive workshop and panel session, a diverse group of faculty, staff and students will discuss both the successes and challenges UNC faces in recruiting and retaining students of color.

In small and large group discussions, participants will share their experiences at UNC and opinions and consider the following questions:

- What is UNC currently doing well to recruit and retain students of color?
- What prevents students of color from applying or staying at UNC?
- What can students, faculty and staff do to help with the recruitment and retention of students of color (knowing that we are all very busy professionals)?
- How can UNC work collaboratively with the community of Greeley to create an environment that is welcoming to all people? ([BACK](#))

Presentation

2:05-2:30

Critical Multicultural Education for Social Action

Jan Ferrari, Ph.D. Student, Educational Psychology

Given the nature of the current opportunity of increased diversity in the educational systems of the United States, the time is ripe for providing an advanced pedagogy of multicultural education in which teachers, staff, and administrators have the opportunity to uncover and confront their own biases as well as to recognize systemic inequities. The intention of this presentation is to describe the creation, implementation, and outcomes of a critical multicultural education class. A critical approach to multicultural education requires that teachers directly address issues of privilege, oppression, and injustice. I will study the effects of the pedagogy of the Critical Multicultural Education for Social Action (CME) course on participants through the qualitative methodology of action research for my dissertation project. The cycles of action research for the CME project are constructed so that participants will engage in dialogue with others based on the critical literature in the class and on the uncovering and confrontation of biases through self-reflection. The purpose of action research is ultimately to propel participants to some form of social action. ([BACK](#))

Presentation

2:35-3:00

Finding Their Voices: Reflections on a Student-Centered Social Justice and Leadership Conference

Reyna Anaya, Graduate Assistant, Center for Human Enrichment

Sarah Craddock, Residence Hall Director

Kelly Jacobson, Graduate Assistant, Office of Multicultural Affairs

Sam Kim, Director, Asian/Pacific American Student Services

This presentation explores how student affairs professionals designed a student-centered social justice and leadership conference at the University of Northern Colorado and how the impact might inform change within the university. We will discuss how we involved UNC students at every level of the conference, the nature of programs presented, and the results from a student focus group on diversity and campus climate. Further, we will display photos taken at the event, and discuss how the conference initiates conversations far beyond the reaches of students that attend. Finally, we will explore implications and make recommendations for how this conference might grow in the future. ([BACK](#))

Panel Discussion

3:10-4:00

First-Generation Students at UNC: In Their Own Voices

Moderators:

Jana Schwartz, Director, Center for Human Enrichment

Julie Trujillo, Coordinator of Advising and Counseling, Center for Human Enrichment

The student body at the University of Northern Colorado is currently comprised of over 40% students who are the first in their family to attend college. In recent information from the Office of Enrollment

Management, recruitment of first-generation college students to attend UNC seems to be increasing with a 75% increase in the numbers of applications for the first-generation student scholarship (2,233) (February 13, 2009, UNC News Release). This panel of current first-generation college students will share their experience at UNC and suggest what might be helpful for administrators and faculty to consider when working with students who share their similar background. Audience members will be encouraged to ask questions and engage in a dialogue with these amazing students. ([BACK](#))