

2015 Tilford Workshop Presenters

The Ethics of Implicit Racial Bias: Dangers and Remedies

Dr. Noell Birondo

Assistant Professor of Philosophy, Wichita State University

This workshop aims to familiarize participants with the concept of **implicit racial bias**: the unconscious bias involved in judgments and behavior that show racial prejudice. Recent studies demonstrate that this form of racial bias is widespread on college campuses, even amongst individuals who disavow racism (for instance, professors), and amongst employers whose ads explicitly include 'Equal Opportunity' statements.

Transforming your Recruitment and Retention Initiatives: Developing a Cultural Paradigm Shift

Robert Page Jr.

Assistant to President, Metropolitan Community College

This interactive session will involve participants in the development of a collaborative model for the recruitment and retention of students of color founded on diversity education and utilizing programs and services that already exist at most campuses. Efforts could include collaboration from admissions, orientation, advising, student involvement, financial aid, housing and multicultural affairs. Recruitment and retention involves a holistic approach to incorporating services, programs and perspectives that are already successful on your campus, but this model first must be grounded on a strong diversity model.

The American Indian Health Research and Education Alliance: A Multi-Institute American Indian Focused Partnership in Kansas Higher Education

Sean Daley

Director, Center for American Indian Studies

This presentation will focus on several American Indian Health Research and Education Alliance (AIHREA) education initiatives currently in Kansas institutes of higher education, including the AIHREA Scholarship Program and the AIHREA Student Summer Internship. This presentation will also look at the AIHREA program, Building Reservation Youth through Education (BRYTE) a college-prep and study skills workshop culturally-tailored for American Indian high school students.

Using Culturally Responsive Reading Selections in Developmental Reading

Lisa Stoothoff

Director of Developmental Education, Donnelly College

The primary purpose of this 50 minute workshop is to provide pedagogy and research-based teaching strategies when selecting culturally responsive literature in a developmental reading course. Participants will view reading selections used in a reading course made up of a diverse student population.

Reaching Diverse Learning Needs with Universal Design for Learning

Tami Hennigh

Coordinator, Center for Accommodations, Pittsburg State University

As educators, we're responsible in making lessons engaging, meaningful, relevant and accessible to all students. This presentation will focus on the principles of universal design for learning and how the utilization of these principles through the examples and strategies provided can better meet the diverse learning needs of all students.

Creating Space for Mixed Race Students

Sandra Winn Tutwiler

Professor of Education, Washburn University

By 2050, 1 in 5 students will identify as bi/multiracial. Many of these students will arrive on campuses seeking to continue a racial identity process. This workshop reviews the racial identity development process and helps participants explore campus structures/resources that support development and effective management of self-racial identification.

Capitalizing on College Access and Success Programs: Building a Stronger Recruitment and Retention Effort with TRiO

V. Kaye Monk-Morgan

Director, TRiO Upwad Bound Math Science Center

The changing demographics of Kansas require institutions to leverage relationships with college access programs and personnel as well as work more closely with university retention and graduation personnel. This workshop will examine ways to strengthen partnerships between TRiO and faculty and staff to increase college going and graduation rates.

Restorative Justice and Community Building Circle Practice

Roy F. Janisch, Ph.D

Professor, Pittsburg State University

The tier I community building practices, curriculum and policies are the starting point for transformation. It is necessary that members have the desire and skills to respond constructively and thoughtfully in moments of conflict and do the hard work of repairing and rebuilding relationships when necessary (tier II and III).

STARS: A Best Practice to Increase the STEM Pipeline

E. Nathan Thomas III, Ph.D

Vice Provost for Diversity and Equity, The University of Kansas

The students in Technology, Academia, Research and Service (STARS) Alliance was created by 11 colleges and universities in 2006 to increase the number of women and underrepresented minorities in computing. After 10 years STARS is a best practice that supports over 50 institutions. This session will help faculty and administrators learn about best practices to diversity the STEM pipeline.