BREAKOUT SESSION MINUTES

Session: Diversity Programs
Session Leaders: Zeila Wiley, Kansas State University

1. Defining diversity-
   Deck of cards- grouped each card represented a different group- ex black, Hispanic male, female, gay, etc- pair up with different group not traveled with and share experiences as a new student at NCSU. Increased interaction among group occurred.
   What are you looking for upon coming here as experiences and expectations are different if you are am Indian, Japanese, Chinese, handicapped gay, etc.

See Zelida slide questions

Purpose: expand comfort zone- we all tend to form stereotypes of each other; therefore the idea is to receive each other “as we are”

Panel: Representing three different institutions to define and or respond to the term diversity:
Ohio State: has changed from traditional to non-traditional ex. Various populations- includes every category, sexual orientation, and ethnicity- all groups feeling at ease
Florida: goes beyond race, background; inclusiveness in general
Florida A&M: is an HBCU therefore, whites; diversity may tend to be the opposite of traditional 1862 school as well as more inclusive definitions
OHU: welcome groups of students and faculty at orientations seeking different cultural groups and different interactive groups different countries, sections
Ex; speed meeting (0-2 minutes) color slips; must be non-threatening; not called diversity but called

FL: Bridges to Doctorate program-graduate Sea-Gap program- targeted toward minorities; starts at undergraduate level; programs offer challenges in not complete

Opposition to diversity: does occur but central focus at the top helps to enforce efforts
Requirements: getting buy-in from traditional group- struggle continues
Ex: international festival adopted from another university but is spreading and increases diversity
Ex: visitation to clubs; interactive arts and crafts; foods, cultural differences

FAMU: world food day: office of international edu-
US dept of education & Korean Assoc: Native Americans
Summary: perspectives from 1892 vs. 1862 institutions

Last diversity exercise: Students asked a series of questions where students are groups and yet in many cases students will fit into several groups, rural, first generation, Midwest southeast; etc.