

# Diversity Here and Now: *Holistic and Sustainable Approaches to Multicultural Learning*

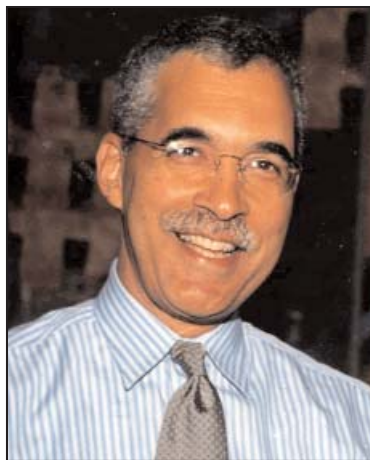
**COLLABORATION**  
for the advancement of  
**THE** college teaching & learning



## **OPENING PLENARY SESSION**

*Illusion Theater*  
Minneapolis, Minnesota

*“Undesirable Elements”*



## **CLOSING KEYNOTE SESSION**

*Claude Steele*  
Stanford University

*“Stereotype Threat and  
Identity Contingencies:  
Their Role in a Diverse Society”*

**NOVEMBER 18-19  
FRIDAY-SATURDAY**

**SHERATON BLOOMINGTON HOTEL  
Bloomington, Minnesota**

## **ALSO:**

*A rich assortment of preconference and concurrent sessions on developing a multicultural climate, creating inclusive curricula, and supporting the success of all students.*

**PROFESSIONAL** *Development Conference*

Dear Colleagues:

Thank you for considering this valuable opportunity to improve teaching and learning. With many critical issues facing higher education today, I want to explain why we believe this practical, information-packed conference on diversity and multiculturalism merits your time and priority attention.

In planning this fall's program, we reflected on the generous, insightful, and at times gloomy commentary that faculty and staff have shared with us on the current state of diversity and multiculturalism in higher education. The Call for Proposals that grew out of these discussions was based on the keen awareness that the anticipated impact on education of shifts toward more diverse American demographics and a global society is finally here.

Our goals for this conference are ambitious, as we set our sights not only on providing individual faculty, staff, and students with new knowledge, skills, and confidence, but also on fostering more holistic and embedded approaches to multicultural learning across our institutions. With over 30 concurrent sessions, we feel fortunate to be able to provide a collegial learning environment where leaders and innovators from diverse disciplines, institutions, and campus roles will come together to address both affective and cognitive dimensions of transformational learning and develop proactive and effective approaches to institutional change.

We encourage you to think broadly about what diversity and multiculturalism mean for you and your institution. Whether you are an administrator, student affairs staff, full-time or adjunct faculty, or working to improve teaching and learning through some other capacity, I personally invite you to join us for this important and invigorating conference.

Cordially,



Lesley K. Cafarelli  
President & Chief Executive Officer

## PRECONFERENCE SESSIONS

*Friday, 8:00-10:30 a.m. — Separate registration required.*

**A**  
**FACILITATOR TRAINING:  
Creating Dialogue on  
Diversity Through the  
Reflection Circle Process**

*LaVonne Cornell-Swanson, Assistant Professor of Social Work  
University of Wisconsin-Eau Claire*

Reflection circles are a method of generating open dialogue on sensitive topics such as white privilege and racism and making students' thinking on these topics visible. The facilitator will lay the foundation for the session by sharing the results of a research project that was designed to study the effectiveness of diversity reflection circles in the classroom environment. Participants will then engage in an actual diversity reflection circle dialogue. Following the exercise, participants will be provided with materials and training on how to facilitate the diversity reflection circle process in the classroom and other campus settings.

**B**  
**LEADING EFFECTIVELY IN A  
DIVERSE ENVIRONMENT:  
Best Practices for Student  
and Academic  
Administrators**

*Tim Delmont, Director of the Center for Human Resource Development  
University of Minnesota-Twin Cities*

Increasing diversity in higher education institutions has brought benefits and some challenges for student affairs and academic department leaders. Differences among faculty, staff, and students in racial, cultural, and gender perspectives, intergenerational values, and work/life needs can complicate work relationships and climate. This workshop addresses key issues and practical approaches for dealing effectively with these differences. Participants will also learn about conflict management styles and change strategies that they can use in their own institutions.

**C**  
**MANAGING CONFLICT**  
**CONFIDENTLY:**  
**Communicating for**  
**Collaboration and Creativity**

*Roseanna Ross, Chairperson of Communication Studies  
 St. Cloud State University*

Conflict is a natural aspect of human interaction that can lead to productive outcomes, creative problem solving, and community building. Yet, we often find ourselves disempowered and reactive, especially in a climate of change and uncertainty, unable to access the constructive potential of the conflict situation. Combining presentation with experiential activities and small group discussion, this session will engage participants in exploring attitudes and myths about conflict that can hinder effective conflict management and collaborative strategies for working constructively with conflict. Topics will also include the role of power and self-esteem, defensiveness, and styles of conflict management.

**D**  
**OFF TO A GREAT START:**  
**Designing First-Year**  
**Courses to Foster Long-Term**  
**Student Success**

*Katherine Hirsh, Educational Consultant  
 Hirsh Works, LLC*

Getting off to a good start in college is pivotal to student success. It is in those important first courses that habits and attitudes are established that lead to eventual success (or lack thereof) in college. In this session, we will explore approaches for working with new students to improve their first experiences in higher education. Participants will consider the steps instructors can take with incoming students to help build the needed competencies, attitudes, desires, and learning habits critical to student achievement. We will also consider specific strategies for crafting courses that both appeal to new students and engage them in the forms of academic inquiry. Topics will include promoting student responsibility, fostering learning communities, and creating authentic interdisciplinary syllabi.

**E**  
**USING THE ARTS TO DIFFUSE**  
**EMOTIONAL AND**  
**INTELLECTUAL RESISTANCE**  
**TO DIVERSITY**

*Robin Good, Assistant Professor of Education  
 Shepherd University*

The arts can be a powerful pedagogical vehicle for fostering greater understanding of oneself and others. Using course examples, participants will consider how art-infused lessons can foster open-mindedness and dramatically change classroom environments. Participants will learn how to infuse the arts into any discipline to promote deeper inquiry and understanding, higher-order thinking skills, imagination and creativity, and humaneness of heart. Participants will leave the session with tips on how to successfully create art-infused lessons, a group-generated list of art activities to use in future lessons, and their own art-based multicultural lesson.



**MINORITY-SERVING INSTITUTIONS ROUNDTABLE**  
*Thursday, November 17, 7:30-9:00 p.m.*  
*Separate registration required. Free.*

Participants from Historically Black, Tribal, and Hispanic-serving institutions are invited to attend this informal gathering to socialize and discuss issues of common concern to your institutions. Please indicate on your registration form if you will attend.

**PROGRAM SCHEDULE**

<b>FRIDAY, NOVEMBER 18</b>		<b>SATURDAY, NOVEMBER 19</b>	
7:30 a.m.	Registration Opens	7:15 a.m.	Registration Opens
8:00-10:30 a.m.	Preconference Sessions	7:30-9:15 a.m.	Faculty Developers' Breakfast Session
10:45 a.m.-12:15 p.m.	Opening Plenary Session	8:00-9:15 a.m.	Concurrent Sessions 3
12:30-1:30 p.m.	Lunch	9:15-9:45 a.m.	Break
1:45-3:00 p.m.	Concurrent Sessions 1	9:45-11:00 a.m.	Concurrent Sessions 4
3:00-3:30 p.m.	Break	11:15 a.m.-12:30 p.m.	Closing Keynote Session
3:30-4:45 p.m.	Concurrent Sessions 2	1:00-3:30 p.m.	Post-Conference Workshop
5:00-6:00 p.m.	Reception		

## OPENING PLENARY SESSION

Friday, 10:45 a.m. - 12:15 p.m.

### UNDESIRABLE ELEMENTS

*Illusion Theater*

*Undesirable Elements* examines, celebrates, and challenges the notion of "culture" by unveiling the richly-layered culture that exists in the Midwest. The power of this reader's theater production lies in the intimately personal stories of real people, told in a candid, dramatic, and engaging way. It addresses stereotypes regarding this mix of cultures from perspectives of cultural outsiders and insiders. It also searches out the core of our common humanity by highlighting historical facts over more than 100 years and their effect on these individuals and their families. The production features residents of Minnesota sharing their experiences of being born into one culture and living in another. The cast includes a Russian Jewish teacher, an Ojibwa medicine woman who is lesbian, a Puerto Rican immigrant, a Hmong refugee from Laos, a Filipino whose family experienced political persecution, and an African-American chemist. Music and language from each of the cultures are included. There will be a facilitated post-performance discussion to prompt reflection, dialogue, and connections between this production and related issues in our campus communities.



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*Since its beginning in 1974, Illusion Theater has been a pioneer in creating theater that catalyzes change. Recognizing theater's potential to be a compelling educational tool, Illusion Theater's Outreach and Education Program dramatically addresses the complex ideas and emotions that often surround difficult and controversial social issues. Based in Minneapolis, the theater's compelling productions have been performed for audiences totaling over a million people throughout the United States and abroad.*

## FRIDAY CONCURRENT SESSIONS

For more information, see session abstracts at [www.collab.org](http://www.collab.org).

### Concurrent Sessions 1 Friday, 1:45-3:00 p.m.

- 1A. The Hampton University/South Africa Connection: A Multicultural Collaborative Model
- 1B. Building Global Competence at Home: Engaging with Local Cultural Communities
- 1C. Accommodating Non-Native Speakers in Content-Area Courses
- 1D. Lights, Action, Research: Learning About Diversity Through Media Production
- 1E. A World of Difference: Teaching with a Community Resource Person
- 1F. Teaching and Learning Social Justice Across Generations
- 1G. Employing Bennett's Intercultural Development Inventory in the General Education Curriculum
- 1H. Keeping the Dream Alive: Retaining First-Generation Students

### Concurrent Sessions 2 Friday, 3:30-4:45 p.m.

- 2A. Reducing Student Fear to Realize Student Potential
- 2B. Teaching to Learn: Student-Facilitated Disabilities Awareness
- 2C. Diversity Exploration Through Case Studies
- 2D. A Student Analysis: Understanding How Subcultures are Portrayed in Advertising
- 2E. Exploring Navajo Cultural Roots to Improve Student Learning
- 2F. Collaborating for Student Success: ESL Training Across the Campus
- 2G. Faculty and Staff Working Together to Develop a Sustainable Diversity Initiative
- 2H. Creating Diversity Through Curriculum Transformation

**REGIONAL MEMBERS**

*(paid as of July 29, 2005)*

- designates Charter Members
  - Augsburg College
  - Bethany Lutheran College
  - Bethel University
  - Black Hills State University
  - Carleton College
  - Century College
  - College of Menominee Nation
  - College of Saint Benedict
  - College of St. Scholastica
  - College of Visual Arts
  - Concordia College-Moorhead
  - Dakota County Technical College
  - Dakota State University
  - Gustavus Adolphus College
  - Hamline University
  - Hawkeye Community College
  - Lac Courte Oreilles Ojibwa Community College
  - Macalester College
  - Martin Luther College
  - Minneapolis Community and Technical College
  - Morningside College
  - Mount Marty College
  - Normandale Community College
  - North Dakota State College of Science
  - North Hennepin Community College
  - Northwestern Health Sciences University
  - Oglala Lakota College
  - Presentation College
  - Saint John's University
  - Saint Mary's University of Minnesota
  - St. Olaf College
  - Saint Paul College
  - Sinte Gleska University
  - Sisseton-Wahpeton College
  - Sitting Bull College
  - South Central College
  - South Dakota School of Mines & Technology
  - South Dakota State University
  - Turtle Mountain Community College
  - United Tribes Technical College
  - University of Mary
  - University of Minnesota-Crookston
  - University of Minnesota-Morris
  - University of Minnesota-Twin Cities
- Members, continued on page 6

## **SATURDAY CONCURRENT SESSIONS**

*For more information, see session abstracts at [www.collab.org](http://www.collab.org).*

### **Concurrent Sessions 3** Saturday, 8:00-9:15 a.m.

- 3A. *The World Café*: Conversations About Multicultural Learning (Part 1)
- 3B. A Captive Audience: Teaching Culture in Basic Language Courses
- 3C. Multicultural Case Studies: Initiating Discussion
- 3D. The New ABCs: Affect, Behavior, and Cognition in the Millennium Classroom
- 3E. Bridging Two Cultures: Midwest Teacher Education and Urban School Districts
- 3F. Problem-solving Within a Diverse Community of Learners
- 3G. Intercultural and Racial Identity Theory: An Integrated Framework for Higher Education
- 3H. Diversity in the Classroom: A Faculty Development Initiative at MSU, Mankato

### **Concurrent Sessions 4** Saturday, 9:45-11:00 a.m.

- 4A. *The World Café*: Conversations About Multicultural Learning (Part 2)
- 4B. Removing Stereotype Threat: Pedagogy to Lift the Souls of Black College Students
- 4C. Stitching Our Stories: The College Journey
- 4D. Crossing Bridges: Uncovering Cultural Assumptions to Connect with Students
- 4E. Pulling Together: Transformation Of and Through the Curriculum
- 4F. Developing a Multicultural Campus Climate: Assessment and Transformation
- 4G. Shaping the River: The Faculty Role in Minority Student Success
- 4H. Privilege Walk: A Facilitated Experience for Making Privilege Explicit

## **FACULTY DEVELOPERS' BREAKFAST SESSION**

*Saturday, 7:30-9:15 a.m. — Separate registration required.*

### **Implications of Faculty Difference for Individual Professional Development**

*Colleen Bell, Professor of Conflict Studies, Women's Studies, and Social Justice Studies  
Hamline University*

*Jim Berg, Dean of Liberal Arts & Science  
Lake Superior College*

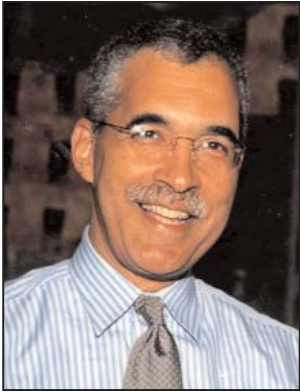
Join your colleagues for an informal discussion that explores the importance of considering faculty difference (e.g., international and immigrant faculty, career stage, teaching style, type of appointment, etc.) when approaching individual faculty development. Discussion will include key types of difference, how to be attentive to them in planning development activities, and the benefits faculty difference can have on improving student learning. Participants will share experiences from their own institutions and work together to develop approaches that meet campus needs.

**2005-06 Faculty Developers' Network Package:** Members save \$110 when registering for the annual package, which includes Fall and Winter Breakfast Sessions and the Spring Retreat. This package is designed to support Faculty Developers' interest in on-going networking in a collegial learning environment. Save now by registering on page 7.

## CLOSING KEYNOTE SESSION

*Saturday, 11:15 a.m. - 12:30 p.m.*

### **STEREOTYPE THREAT AND IDENTITY CONTINGENCIES: Their Role in a Diverse Society**



*Claude Steele*

For more than 15 years, Claude Steele has researched pressures affecting the academic performance of certain groups -- groups whose abilities are negatively stereotyped in important areas such as women in math and minorities in most academic fields. Group inequality in educational performance is generally a product of group inequality in educational opportunity. But some group differences in performance persist even when opportunity is roughly equal. Why?

Dr. Steele's research has shown that performing in areas where the abilities of one's group are negatively stereotyped puts one under a powerful pressure, the pressure that any difficulty in the area could cause one to be judged and treated in terms of that group stereotype. That is, bad performance can reduce one to a bad stereotype. This pressure, called "stereotype threat," can be powerful enough to shape the intellectual performance and academic identities of entire groups of people.

In this keynote session, Claude Steele will describe the powerful interfering effects of stereotype threat on academic performance and show that when this pressure is alleviated performance improves dramatically. He will provide strategies that have been successfully applied to address root causes of stereotype threat and improve academic underperformance.

*Claude Steele, Lucy Stern Professor of Psychology, joined the Stanford faculty in 1991; previously, he served on the faculties of the University of Michigan, University of Washington, and University of Utah. Professor Steele's research interests are how people cope with self-image threats; how group stereotypes can influence intellectual performance; and addictive behaviors. He has served as president of the Society for Personality and Social Psychology, and president of the Western Psychological Association, and as a member of the Board of Directors of the American Psychological Society. Professor Steele is a recipient of numerous awards, among them, the Gordon Allport Intergroup Relations Prize, the Distinguished Scientific Career Awards from both the American Psychological Association and American Psychological Society. He is a member of the American Academy of Arts and Sciences and the National Academy of Education and was elected last spring to the National Academy of Sciences.*

Members, continued from page 5

#### **ASSOCIATE MEMBERS (system offices and other nonprofit organizations)**

The Bush Foundation  
Wisconsin Association of  
Independent Colleges and  
Universities

#### **AFFILIATE MEMBERS**

Bay Mills Community College  
Clark Atlanta University  
Dillard University  
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Elizabeth City State University  
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New Mexico Institute of Mining &  
Technology  
Northwest Indian College  
Prairie View A&M University  
Salish Kootenai College  
Tougaloo College  
Tuskegee University  
University of Texas Pan American

## POST-CONFERENCE WORKSHOP

*Saturday, 1:00-3:30 p.m. — Special invitation only. Please  
complete the registration form to respond to your invitation.*

### **Practical Steps to Reduce Stereotype Threat and Improve Student Learning**

Dr. Steele will facilitate a working session that provides practical strategies to counter stereotype threat and improve student learning. This workshop is designed to put theory from the closing keynote into practice. Lunch is included.

## TRAVEL GRANTS

### **GRANTS FOR MEMBER HISTORICALLY BLACK AND TRIBAL INSTITUTIONS**

Travel grants of up to \$1,800 for two or more participants are available to tribal and private historically black colleges and universities that are 2005-06 Collaboration members and have a history of Bush Foundation funding. Grants cover registration fees (including meals and materials), airfare, hotel, and ground transportation. Applications for the November conference must be submitted by the campus faculty development coordinator and received at the Collaboration office by **September 30, 2005**. Applications for remaining funds, if available, are due by **October 14, 2005**. Contact your campus faculty development coordinator or The Collaboration for guidelines and application materials. These grants are made possible with the generous support of The Bush Foundation.

**INDIVIDUAL  
REGISTRATION FORM**  
See Registration  
Instructions on page 8.

**EARLY BIRD  
POSTMARK DEADLINE:  
OCTOBER 24, 2005  
(Save \$40!)**

Conference fee includes Friday lunch and reception, Saturday continental breakfast, breaks, and all programming and session materials. Separate registration required for pre- and post-conference workshops, Faculty Developers' Breakfast Session, and Thursday Roundtable.

Registration is complete on receipt of full payment; sorry, we cannot accept e-mail registrations, purchase orders, or split registrations. Fax registrations accepted for credit card registrations ONLY. Refer to page 8 for refund policies.

To register for the conference, please return this form with your check or money order payable to The Collaboration or with your credit card information.

**Send to:**  
Collaboration Conference  
2356 University Ave. West  
Suite 230  
St. Paul, MN 55114  
Fax: (651) 646-3162

For more information, contact The Collaboration at (651) 646-6166, or e-mail us at collab@collab.org

**SPACE IS LIMITED—  
REGISTER EARLY!**

<b>For Office Use Only</b>	
PD _____	AMT _____
C# _____	DD _____

NAME (Dr./Mr./Ms.) \_\_\_\_\_ BADGE NAME \_\_\_\_\_  
 TITLE \_\_\_\_\_ DEPARTMENT \_\_\_\_\_  
 INSTITUTION \_\_\_\_\_  
 STREET \_\_\_\_\_  
 CITY, STATE, ZIP \_\_\_\_\_  
 DAYTIME TELEPHONE \_\_\_\_\_ FAX \_\_\_\_\_  
 EMAIL ADDRESS \_\_\_\_\_  
 DISCIPLINARY AREA (check)  Humanities  Arts  Sciences/Technology  Social Sciences  
 Education  Health Sciences  Other \_\_\_\_\_  
 PLEASE NOTE ANY SPECIAL PHYSICAL OR DIETARY REQUIREMENTS \_\_\_\_\_

**To help with planning, check to indicate your preference for concurrent sessions (see pages 4 and 5):**

**SESSION 1:** (choose one)  A  B  C  D  E  F  G  H  
**SESSION 2:** (choose one)  A  B  C  D  E  F  G  H  
**SESSION 3:** (choose one)  A  B  C  D  E  F  G  H  
**SESSION 4:** (choose one)  A  B  C  D  E  F  G  H

### CONFERENCE REGISTRATION FEES

**POSTMARK YOUR REGISTRATION BY OCTOBER 24 FOR THE EARLY BIRD RATE!**

	REGIONAL, ASSOCIATE & MINORITY-SERVING AFFILIATE MEMBER	OTHER AFFILIATE MEMBER*	NONMEMBER
<b>FULL CONFERENCE REGISTRATION</b> (see pages 5-6 for member institutions)			
Faculty or Staff	<input type="checkbox"/> \$225	<input type="checkbox"/> \$235	<input type="checkbox"/> \$295
Graduate or Undergraduate Student	<input type="checkbox"/> \$120	<input type="checkbox"/> \$130	<input type="checkbox"/> \$165
Undergraduate Student Presenter	<input type="checkbox"/> Free	<input type="checkbox"/> Free	<input type="checkbox"/> \$165
<b>SINGLE DAY REGISTRATION</b>			
Friday Only	<input type="checkbox"/> \$170	<input type="checkbox"/> \$180	<input type="checkbox"/> \$225
Saturday Only	<input type="checkbox"/> \$150	<input type="checkbox"/> \$160	<input type="checkbox"/> \$200
<b>PRECONFERENCE REGISTRATION</b> (includes continental breakfast)	<input type="checkbox"/> \$75	<input type="checkbox"/> \$75	<input type="checkbox"/> \$95
<input type="checkbox"/> [A] Facilitator Training			
<input type="checkbox"/> [B] Leading Effectively in a Diverse Environment			
<input type="checkbox"/> [C] Managing Conflict Confidently			
<input type="checkbox"/> [D] Off to a Great Start			
<input type="checkbox"/> [E] Using the Arts			
<b>FACULTY DEVELOPERS' BREAKFAST SESSION REGISTRATION</b>	<input type="checkbox"/> \$28	<input type="checkbox"/> \$28	<input type="checkbox"/> \$35
<b>FACULTY DEVELOPERS' NETWORK PACKAGE</b> (includes Fall and Winter Breakfast Sessions and annual Retreat—\$110 member savings)	<input type="checkbox"/> \$110	<input type="checkbox"/> \$110	
<b>MINORITY-SERVING INSTITUTION ROUNDTABLE</b> (Thursday, November 17)	<input type="checkbox"/> Free	<input type="checkbox"/> Free	<input type="checkbox"/> Free
<b>POST-CONFERENCE WORKSHOP WITH CLAUDE STEELE</b> (Saturday, November 19; by special invitation only)	<input type="checkbox"/> I plan to attend the Plenary Session and Workshop.		
	<input type="checkbox"/> I plan to attend only the Workshop		
<b>SUBTOTAL:</b>	_____	_____	_____
<b>If postmarked after October 24, 2005, add \$40</b>	<input type="checkbox"/> \$40	<input type="checkbox"/> \$40	<input type="checkbox"/> \$40
<b>TOTAL PAYMENT ENCLOSED:</b>	_____	_____	_____
<input type="checkbox"/> CHECK ENCLOSED	<input type="checkbox"/> CREDIT CARD PAYMENT	<input type="checkbox"/> AMEX	<input type="checkbox"/> VISA <input type="checkbox"/> MASTERCARD
<b>CREDIT CARD NUMBER</b> _____	<b>EXPIRATION DATE</b> _____		
<b>SIGNATURE</b> _____			

\*Member institutions outside the five-state region of Iowa, Minnesota, North Dakota, South Dakota, and Wisconsin that are not Minority-Serving Institutions.



# CONFERENCE INFORMATION

## CONFERENCE PLANNING COMMITTEE

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*Hawkeye Community College*

CHERYL HILINSKI  
*The Collaboration*

## REGISTRATION INSTRUCTIONS

The conference registration form can be found on page 7 of this brochure and on our website at [www.collab.org](http://www.collab.org). Please complete all sections of the form and return it with full payment. If using the online registration form, simply complete, print, sign, and mail or fax it with your payment.

Remember to indicate your preferences for concurrent sessions; this helps the conference staff with scheduling and helps presenters plan accordingly. **Save \$40 when you register by the Early Bird postmark deadline, October 24!**

## CONFERENCE REGISTRATION REFUND POLICY

Registration fees paid in advance are refundable (less a \$50 cancellation fee) if written notice is received by **November 11, 2005**. Refunds cannot be made after that date unless the request is accompanied by written notification from a licensed medical professional. All refunds will be issued after the conference.

## CONFERENCE CANCELLATION POLICY

It is very unlikely that the conference would be cancelled due to inclement weather. We are bound by hotel policies and are still billed for catering and room charges; therefore, we regret that we cannot reimburse registrants in the event of bad weather.

## HOTEL ACCOMMODATIONS (\$94 SINGLE OR DOUBLE)

Make your hotel reservations by contacting the Sheraton Bloomington Hotel, 7800 Normandale Boulevard, Bloomington, MN 55439, (888) 625-5144. **To receive the discounted conference rate, make your reservations by October 18, 2005 and identify yourself as a Collaboration conference participant.** To guarantee your room for late arrival, the hotel requires payment for the first night or credit card confirmation of your reservation. If you must cancel your reservation, please do so prior to 6:00 p.m. on the scheduled day of arrival or you will forfeit the first night's room and tax deposit.

## VISIT THE CONFERENCE BOOKSTORE

The University of St. Thomas will provide a bookstore during the conference, including an assortment of books related to the conference theme and other topics in higher education. This is a great opportunity to stock up on resources to support improved teaching and learning. The bookstore will take checks and major credit cards.

2356 University Avenue West  
Suite 230  
St. Paul, MN 55114

Phone: (651) 646-6166  
Fax: (651) 646-3162  
Email: [collab@collab.org](mailto:collab@collab.org)  
Web: [www.collab.org](http://www.collab.org)

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**THE COLLABORATION** for the Advancement of College Teaching & Learning is a regional alliance of public, private, and tribally-affiliated colleges and universities that supports and promotes outstanding college teaching and learning. Institutions in Iowa, Minnesota, North Dakota, South Dakota, and Wisconsin are eligible for Regional Membership; those outside the five-state region for Affiliate Membership; and higher education system offices and nonprofit educational organizations other than campuses for Associate Membership. For more information, contact The Collaboration.

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