Morning Keynote Address: Evaluating Truthfulness and Detecting Deception

Presented by: David Matsumoto, PhD

The ability to evaluate truthfulness and assess credibility is a crucial skill for many professionals whose jobs require interviews, interrogations, information collection and reaction elicitation of others. In this talk I will introduce participants to findings from state-of-the-art research on the role of emotion and nonverbal behavior in evaluating truthfulness and detecting deception. I will dispel myths about the relationship between some kinds of nonverbal behaviors and lying, as well as discuss why people lie, why some lies succeed and others fail, and different techniques for perpetrating lies.

Objectives:

At the end of the session, participants will be able to:

1. discuss recent research on non-verbal behavior.
2. explain how to detect truths and lies better from demeanor.

Dr. David Matsumoto, Director of Humintell, is a renowned expert in the field of microexpressions. Prior to his work at Humintell, Matsumoto worked with The Ekman Group, where he provided unique training in the fields of facial expression, gesture, nonverbal behavior, emotion and deception to private and public companies as well as various government agencies.

Since 1989 Matsumoto has been a Professor of Psychology at San Francisco State University. He is also the Founder and Director of SFSU’s Culture and Emotion Research Laboratory. The laboratory focuses on studies involving culture, emotion, social interaction and communication.

In 2009, Matsumoto was one of the select few to receive the prestigious Minerva Grant; a $1.9 million grant from the US Department of Defense to examine the role of emotions in ideologically-based groups.

In addition to his work at Humintell and San Francisco State University, Matsumoto is the author of numerous books and articles. He also serves as the Editor-in-Chief for the Journal of Cross-Cultural Psychology and is an Editor of the Culture and Diversity Section for the Social and Personality Psychology Compass. Matsumoto is also an Editorial Board Member for Personality and Social Psychology Review, Asian Journal of Social Psychology, Asian Psychologist, Journal of Nonverbal Behavior, Motivation and Emotion, Cognition and Emotion, Human Communication, Journal of Comparative Family Studies and Archives of Budo.

Matsumoto is also the head instructor of the East Bay Judo Institute in El Cerrito, California. He holds a 7th degree black belt and well as class A Coaching and Referee Licenses. He has won countless awards, including the US Olympic Committee’s Coach of the Year Award in 2003. In addition to holding various positions within the United States Judo Federation and USA Judo, Matsumoto served as the head coach of the 1996 Atlanta Olympic Judo Team and was the Team Leader for the 2000 Sydney Olympic Judo Team.
Luncheon Keynote Address: Beyond America’s Borders: Principle, Advocacy, and Cultural Divide

Presented by: Michael Guest

Ambassador (ret.) Michael Guest is Senior Advisor to the Council for Global Equality, a coalition of 18 human rights and LGBT advocacy organizations seeking stronger U.S. support for LGBT equality at home and abroad. Ambassador Guest co-founded the Council in September 2008.

Until December 2007, Ambassador Guest enjoyed a 26-year career as a U.S. Foreign Service officer, excelling in a range of senior-level duties including as Ambassador to Romania, Deputy Executive Secretary, and Principal Deputy Assistant Secretary for Legislative Affairs, and Dean of the Department’s Leadership and Management School. He retired from the Department in 2007 in protest of personnel policies that discriminated against partners of gay and lesbian Foreign Service employees. Ambassador Guest subsequently was chosen to serve on President Obama’s State Department Transition Team, identifying (inter alia) remedies to these policies, which the Obama Administration since has adopted.

Ambassador Guest’s numerous State Department awards include five Superior Honor Awards, the prestigious Charles E. Cobb Award for Initiative and Success in Trade Development, and the American Foreign Service Association’s Christian A. Herter Award, given to a Senior Foreign Service Officer in recognition of intellectual courage, initiative, and integrity in the context of constructive dissent. He also has received a Leadership Award from the National Gay and Lesbian Task Force.

Ambassador Guest is on the Board of Directors for Out & Equal and is a member of the Advisory Network for Galeforce Capital. He holds an MA in Foreign Affairs from the University of Virginia and a BA in History and Political Science from Furman University. He and his partner of 14 years, Alex Nevarez, reside in Washington, DC.

Panel Discussion: Unconscious Bias: Intent, Impact, and Inequities in the Law

Presented by: Judge Ronald Adrine, Judge Melody Stewart, Hugh McKay & Barbara Danforth, Moderator

A panel of experts will discuss implicit biases in the legal decision-making process. This forum will include a lecture based on research from John A. Powell, Director, Kirwin Institute for Race & Ethnicity looking at the conscious and unconscious mind; Jerry Kang’s work on implicit biases against racial minorities; and the Cornell Law Review article, Blinking on the Bench, How Judges Decide Cases. Following the lecture, a moderated panel of attorneys and judges will discuss the real world implications of racial bias in the courtroom. The forum will conclude with a question and answer period.

Judge Ronald Adrine  After passing the bar in 1973, Judge Adrine worked in a number of legal capacities, including Assistant Prosecuting Attorney for Cuyahoga County, Ohio, Senior Staff Counsel for the U. S House of Representative’s Select Committee on Assassinations, and as partner in his father’s law firm, Adrine & Adrine, LPA. In 1981, He ran for and won a seat on the bench of the Cleveland Municipal Court. He has been re-elected four times to full six-year terms, without opposition, most recently in November of 2005. In December of 2008, and again in December of 2009, his peers elected him to serve as the Administrative and Presiding Judge of his court.

The Judge chaired the Ohio Commission on Racial Fairness and served on the Interpreter Services Subcommittee of the Ohio Supreme Court’s Racial Fairness Implementation Task Force. He currently
Hugh McKay, Partner-in-Charge of the Cleveland office, has extensive experience representing corporate clients and financial institutions in complex commercial litigation in state and federal courts. He has successfully represented several Fortune 500 companies in major litigation. Mr. McKay has been listed in The Best Lawyers in America® and is recognized as an Ohio Super Lawyer® by the publishers of Law and Politics and Cincinnati Magazine.

In 2006, Mr. McKay became President of the Cleveland Bar Association. His involvement with the CBA extends back more than 20 years and includes serving on the Board of Trustees; Chairing the 1998 Nominating Committee; Co-chairing the Eighth District Judicial Conference in 1999 and 2003; and speaking at, chairing, or serving on numerous panels and CBA seminars. One of Mr. McKay’s largest initiatives while President is his “3Rs” (Rights, Responsibilities, and Realities) program, a partnership between the CBA and the Cleveland Municipal School District. The 3Rs prepares students for the Ohio Graduation Test (OGT), teaches appreciation of the U.S. Constitution, and provides practical career counseling to encourage students to go on to higher education following high school graduation and to maximize their potential. Seven hundred attorneys in teams of five are visiting classes at 21 Cleveland high schools and East Cleveland’s Shaw High each month throughout the 2006-07 school year.

Judge Melody Stewart Elected to the Ohio Court of Appeals - Eighth Appellate District in 2006, Judge Melody Stewart has over 20 years of combined administrative, legal, and academic experience in a number of private and public settings. She has been an administrator for a health care management company, a music teacher, a civil defense litigator, and a law school administrator and professor.

Judge Stewart earned a Bachelor of Music degree from the College-Conservatory of Music, University of Cincinnati. She subsequently obtained her Juris Doctor degree as a Patricia Roberts Harris Fellow from Cleveland-Marshall College of Law, Cleveland State University and completed her Ph.D. as a Mandel Leadership Fellow at Case Western Reserve University, Mandel School of Applied Social Sciences.

After practicing law as an assistant law director for the cities of Cleveland and East Cleveland, Judge Stewart worked as a lecturer, an adjunct instructor, and an assistant dean at Cleveland-Marshall College of Law before joining the faculty. Her primary teaching areas were ethics and professional responsibility, criminal law, criminal procedure, and legal research, writing and advocacy. She also taught at the University of Toledo College of Law and at Ursuline College, and was Director of Student Services at Case Western Reserve University School of Law.

Judge Stewart has served on many boards of trustees and been a member of various professional and community organizations. In addition, she was a Volunteer Magistrate Judge for the Cuyahoga County juvenile diversion program and was a commissioner and chair of the Board of Planning and Zoning for the City of Euclid. Judge Stewart is admitted to the state and federal courts in Ohio, the District of Columbia bar, and the United States Supreme Court.

Under Barbara J. Danforth’s 15-year leadership as President and CEO of the YWCA Greater Cleveland, the YWCA has advanced its relevance in the community, serving the needs of women at all stages and places in
their lives. Ms. Danforth draws upon her social work background and juris doctorate education to facilitate the YWCA mission of eliminating racism and empowering women.

Ms. Danforth’s motto is “a career ladder can be climbed in heels,” and her innovative leadership of the YWCA has demonstrated her commitment to helping professional women advance their careers. In 2004, Ms. Danforth launched the YWCA Women’s Leadership Initiative including Leadership Boot Camp and Momentum. The objective of these training programs is to give women greater traction for a more efficient and effective climb up their career ladders.

During her tenure at the YWCA, Ms. Danforth has fostered program growth and development in three additional core areas – early childhood education, educational programming for at-risk youth and a racial inclusion initiative. In 2007, Ms. Danforth headed a strategic planning process that resulted in the development of a program for young women aging out of foster care. The goal of this program is to provide education, employment and life skills that enable successful, independent living.

Ms. Danforth is an authority on women in leadership and gender differences in the workplace and frequently speaks on these topics at corporations and universities. She is a sought-after executive coach and corporate consultant, and the only trainer certified in Ohio to conduct the GenderSpeak Workshops.

In 2008, Ms. Danforth was recognized as one of three “Women Who Give Back” by Kaleidoscope Magazine and one of “The Influentials – 50 People Changing Northeast Ohio,” by Cleveland Magazine. She has also been honored as a 2004 Rainmaker by Northern Ohio Live Magazine, a 2004 Athena Award recipient presented by Inside Business Magazine, and a 2004 participant on the Perspectives of Women in Business hosted by SBN Magazine. In 2001, she was recognized by Crain’s Cleveland Business as a Woman of Note.

**Panel Discussion: What Partners Can Do to Keep Minorities and Women in their Law Firms**

Presented by: Thomas Barnard, Robyn Minter Smyers, Karin Kaminski, Inajo Davis Chappell (moderator)

Partners from four of Cleveland’s top law firms will discuss the culture and climate best practices required for recruitment and retention of a diverse workforce, with special attention on millennials, cultural/racial minorities and women.

**Thomas H. Barnard**’s practice focuses on all aspects of labor and employment law, including complex employment litigation, jury trials, administrative hearings, collective bargaining and arbitrations. Tom also has considerable experience representing government entities. Tom is consistently named in Best Lawyers in America, Labor and Employment Law (1991-2010), and was inducted into the College of Labor and Employment Lawyers in 1998. From 2004 through 2009, Tom was recognized as an Ohio Super Lawyer, including being named one of the Top 100 attorneys in Ohio and Top 50 attorneys in Cleveland. He is designated by Chambers USA as the “Star Individual” in Ohio in Labor and Employment and has been named a Leading Lawyer for 2009 by Inside Business Magazine. Mr. Barnard has also been included in the 2006, 2007, 2008 and 2009 editions of Who’s Who Legal.

Tom previously held significant governmental positions with the U.S. Department of Labor (1968-1971); Deputy Counsel for Litigation, Labor Management Laws, 1970 and Special Counsel to the Solicitor, 1971. Tom also is a frequent national speaker on labor and employment matters and is an Adjunct Professor of Law at Case Western Reserve University School of Law.

**Robyn Minter Smyers** Robyn is a partner in Thompson Hine, LLP’s Real Estate and Corporate Transactions & Securities practice groups and the chair of the firm's diversity initiative. She focuses her practice on commercial real estate acquisitions and sales, development, financing, leasing and corporate transactions. She regularly represents and advises real estate investment trusts (REITs), real estate investment funds, public and private real estate development companies, commercial lenders, retailers and other
corporations. The coordination of complex transactions, including ground-up development deals and multi-site, multi-state acquisitions and divestitures, are her forte. Her practice has a special focus on shopping center deals and urban redevelopment projects.

Prior to joining the firm, Robyn was an attorney in the real estate department of Paul, Weiss, Rifkind, Wharton & Garrison in New York. In 1995, Robyn clerked for Justice Albie Sachs on the Constitutional Court of South Africa. From 1991-1992, she was a Benjamin Trustman Traveling Fellow in South Africa, where she worked for Archbishop Desmond Tutu.

Kerin Lyn Kaminski’s practice areas are litigation involving employment matters, title issues, commercial disputes, negotiable instruments, restraint of trade, creditors’ rights and bankruptcy, trusts and probate, real estate, and construction. She received her law degree from Cleveland-Marshall College of Law, Cleveland, Magna Cum Laude and has won a number of awards including Super Lawyers - Nationwide Corporate Counsel (2008 - Present), Ohio Super Lawyer 2009, Crain’s Women of Note, 2007. Kerin has also been active in diversity advocacy and women’s issues. She led the Cleveland Metropolitan Bar Ass to host its first Diversity summit.

Inajo Davis Chappell is a partner at Ulmer & Berne, LLP. Inajo chairs the Firm’s Nonprofit Group. She represents for profit businesses as well as public institutions and nonprofit entities. Her legal expertise focuses on various aspects of corporate law and corporate governance, general business transactions, and commercial real estate acquisition, development, construction and financing. She has served as bond and company counsel to a variety of government and corporate clients. Inajo has particular expertise representing school districts in the provision of educational programming and services to disabled students. An active civic and community volunteer, Inajo serves on the boards of several nonprofit organizations.

Panel Discussion: What Law Firms in Cleveland Need to be Doing About Diversity/Inclusion in Order to Improve Business

Diversity and Inclusion has evolved from addressing historic discrimination through Affirmative Action/EEO compliance, to a recognition that racial, gender and other diversity also enhances business outcomes if properly managed. Unfortunately structural legacies of overt discrimination still exist. The general counsels of four major Cleveland area organizations will discuss the cases for supplier diversity and what law firms seeking to do business them can do to address the remnants of structural discrimination, and enhance their business prospects.

Mark M. McGuire is executive vice president and general counsel of Eaton Corporation, an $11.9 billion global diversified power management company.

In this role, he is responsible for all general legal matters involving the company, its product groups and related trade regulation, and intellectual property issues. McGuire also supervises Eaton’s global communications and public and community
affairs departments, serves as counsel to the board of directors, and advises the board on legal and governance matters.

McGuire joined Eaton in December 2005 from International Paper Company, where he held positions of increasing responsibility beginning in 1992. Prior to becoming vice president and deputy general counsel in 2003, he served as associate general counsel, general counsel - Europe, and senior legal counsel to the corporate development function.

McGuire holds a law degree from the University of Virginia School of Law, where he was a J. Hardy Dillard Fellow.

Geralyn (Geri) Presti is presently employed as general counsel, senior vice president and secretary at Forest City Enterprises, Inc., one of the nation’s largest publicly traded real estate companies. Her areas of law practice include real estate, development and financing, corporate and securities law. Presti is a frequent speaker on topics related to real estate development and financing, corporate governance, in-house corporate law practice, diversity and community involvement.

In addition to her law practice and overseeing a legal department of 35 members, loss prevention, insurance and risk management departments (regulatory compliance), Presti participates in the Company’s leadership meetings, strategic planning and mentoring.

Presti received her Bachelor of Music degree from Ohio University and her joint Master of Social Science Administration and Juris Doctor program degrees from Case Western Reserve University.

David W. Rowan has served as Chief Legal Officer and Secretary of the Cleveland Clinic since June 2005. In 2006 he was also appointed as its Chief Governance Officer and serves on the Clinic’s Board of Governors. From 1995 to 2005, Mr. Rowan served as General Counsel and Secretary of the Cleveland Clinic while remaining a partner in Squire, Sanders & Dempsey, LLP. Mr. Rowan received his J.D. magna cum laude from Georgetown University Law Center in 1978 and a B.A. summa cum laude from the University of Toledo in 1975. Mr. Rowan joined the law firm of Squire, Sanders & Dempsey, LLP upon graduation from law school and became a partner in 1987. Mr. Rowan served on the Squire, Sanders & Dempsey Management Committee from 1993-1996. He left Squire, Sanders to become the Chief Legal Officer of the Cleveland Clinic in 2005. The 30 attorney law department is responsible for all legal matters of the Cleveland Clinic and its Health System.

Geoffrey S. Mearns was appointed Interim Provost of Cleveland State University on January 28, 2010. He joined the University on July 11, 2005 as Dean of the Cleveland-Marshall College of Law. In addition to his administrative responsibilities, Mearns has taught a federal criminal investigations seminar and criminal law. Prior to his appointment as Dean, Mearns was a practicing lawyer for more than 15 years. His practice focused on federal criminal investigations and prosecutions and complex commercial litigation. While in private practice, he was also actively involved in pro bono work.

Before commencing private practice in 1998, Mearns had a distinguished nine-year career as a prosecutor with the United States Department of Justice. During his tenure with the Justice Department, he was an Assistant United
States Attorney for the Eastern District of New York, where he was Chief of the Organized Crime and Racketeering Section. In that position, he was responsible for investigating, prosecuting and supervising cases against members and associates of organized-crime families charged with racketeering, murder, extortion, bribery and obstruction of justice. Mearns was also the First Assistant United States Attorney for the Eastern District of North Carolina. From 1997 to 1998, as Special Assistant to the United States Attorney General, he participated in the prosecution of Terry Nichols, one of two men convicted for bombing the Oklahoma City Federal Building.

Mearns received his undergraduate degree from Yale University in 1981 and his law degree from the University of Virginia in 1987. After graduating from law school, he clerked for the Honorable Boyce F. Martin, Jr., of the United States Court of Appeals for the Sixth Circuit.

Panel: Graduation Not Incarceration: Ending the School to Prison Pipeline

Presented by: Vanessa K. Coteral, Edward Little, Janice Eatman Williams, & Shakyra Diaz (moderator)

The school to prison pipeline is an issue of growing concern around the country. Born out of harsh zero tolerance policies, which criminalize school based behavior and made worse by No Child Left Behind policies which push children out of the classroom and into the juvenile justice system. This session will provide advocates, educators, parents, and students a like with practical strategies for ending the pipeline to prison in their school districts.

Objectives:

At the end of the session, participants will:

1. understand the history of the school to prison pipeline
2. understand how the school to prison pipeline works
3. understand the impact of the pipeline, particularly on children of color and children with learning disabilities.
4. learn about various strategies for ending the pipeline to prison in their schools.

Speakers:

Vanessa K. Coteral, Esq. is the Child and Youth Law Program (CYLP) Director at the Legal Aid Society of Columbus, where she has built a program that provides direct representation to youth at the Legal Aid Society of Columbus. As the CYLP Director, Vanessa created a medical-legal collaboration for children, which places attorneys on-site at Nationwide Children’s Hospital to address the civil legal needs of patients. In order to advance CYLP’s goal to enforce the rights of central Ohio’s most vulnerable youth, Coteral also established projects in the areas of foster care rights and juvenile justice. Because of increasing concerns about the school-to-prison pipeline, Coteral formed a partnerships between the Legal Aid Society of Columbus and the Franklin County Public Defender’s Office through which CYLP addresses the underlying civil legal needs of children who come into contact with the juvenile court.

Edward Little - A Criminal/Juvenile Justice professional who takes a solutions oriented approach to work. Mr. Little currently serves with the Cuyahoga County Department of Justice Affairs and Department of Workforce Development - Office of Offender Reentry and aids in the expansion, realization and is responsible for programmatic oversight and operations of a $2.355 million County wide comprehensive Reentry Strategy. His expertise includes having 22 years of in-depth knowledge and experience in the area Criminal Justice, Strategic Planning, Racial & Social Justice, Policy Analysis and Legislative Advocacy, Mentoring of At-Risk-Youth, Offender-Reentry, Juvenile Crime Prevention/Intervention, and Workforce Development/Economic Development. Mr. Little has traveled the country as a consultant for several federal research projects and other initiatives dealing with workforce development, offender reentry, youth violence prevention and intervention, youth gangs and prison gangs, the role of the family in the African American Community, domestic violence and criminal justice related issues.
Janice Eatman Williams has been an advocate and activist for access and excellence in education for youth for more than 25 years. Her services have been shared thru the years while employed at Tri-C Metro Campus, Vocational Guidance Services, the (now) Cleveland Metropolitan School District and other institutions and, currently, the Center for Civic Engagement & Learning at Case Western Reserve University where she directs campus to community based Education Service Learning Programs. She devotes her time to many organizations and efforts whose mission is the empowerment of youth and community. She received her undergraduate degree from Northwestern University in Evanston, IL and is a graduate of the Weatherhead School of Management and the Mandel School at Case Western Reserve University. Ms. Eatman Williams is and has always been proud to call the City of Cleveland home.

Shakyra Diaz oversees the organization’s statewide educational programming, various coalition building efforts, and its award-winning summer internship program.

A native of the Dominican Republic, Shakyra has been a resident of Cleveland for over 24 years. She attended Cleveland public schools and upon graduation from East High School, sought her Bachelor of Arts in Communication Sciences and Sociology from Case Western Reserve University. Armed with a background in mass media/multicultural communication, gender studies, and social inequality, she entered the work force committed to giving back. She focused her career in the non-profit arena, specifically working with young people.

She has served as both project director and program coordinator for Youth Opportunities Unlimited, and as retention specialist and education specialist for Case Western Reserve University's Upward Bound Program.

Shakyra is passionate about racial equity, immigrant rights, juvenile rights, drug law reform, criminal justice and women’s rights as a result of her own experiences and of those with whom she has come in contact. While at the ACLU, she has developed educational programs that give a voice to community concerns around the state. Some of those programs have examined hip-hop as a form of political activism, reproductive health care access for Latinas, in-effective gang initiatives, failed and biased drug law policies, selective law enforcement, youth and police relations, the school to prison pipeline, and anti-immigrant policies to name a few. She has worked in developing new publications and curriculums.

Panel Discussion: From The Student Perspective

Presented by: Oliver Jamison, Stacy Smith, Katerine Moner, & Sohinee Dutt

Diversity is a fact of life in the United States, but few of us understand what is like to be in the minority, to look around and not see many others that look like us. What is that experience like? What are the challenges and positive aspects of being a minority student or from an under-represented group? Four such students, will share their thoughts and experiences. The discussion will center on challenges identified by the presenting students and from the extant research, support faculty can provide, and strategies that have been successful in recruitment and retention of minority /under-represented students.

Objectives:

At the end of the session, participants will be able to:
1. Identify two stress points for a student who is a member of a minority or from an under-represented group.
2. Identify two actions that could ease the stress of a student who is a member of a minority or from an under-represented group.

Speakers:
Currently enrolled in the Accelerated Option of the CSU School of Nursing and a Robert Wood Johnson New Careers in Nursing Scholar. Oliver Jamison spent most of his life in the Cleveland area. He graduated from Shaker Heights H.S., and received a B.S. in Chemistry from The Ohio State University. While at O.S.U. he studied Russian for a year and a half. “My interest in it never faded, and I can’t wait until I have the time and money to visit Russia. I also like rock climbing, and I jog regularly”. Oliver is a man entering nursing, a historically female profession with only 5-10% men.

Currently enrolled in the Accelerated Option of the CSU School of Nursing and a Robert Wood Johnson New Careers in Nursing Scholar. Stacy Smith has a degree in chemistry and is interested in nurse anesthesia. She moved from the business world to nursing and manages school and a family with two small children.

Currently enrolled in the Accelerated Option of the CSU School of Nursing and a Robert Wood Johnson New Careers in Nursing Scholar. Katerine Moner is of Hispanic descent, and the first in her family to attend college.

Currently enrolled in the accelerated option of the CSU School of Nursing and a Robert Wood Johnson New Careers in Nursing Scholar. Sohinee Dutt has a degree in biology and statistical methods, and is interested in nurse anesthesia. She recently married her high school sweetheart in a traditional ceremony in India. She loves traveling and learning about other cultures.

**Legal Ethics and Personal Bias**

Presented by: Susan J. Becker, PhD

Attorneys take on many different functions in our society. When making hiring decisions as an employer, deciding whether to represent a new client, negotiating a business transaction or a litigation settlement, or serving as a mediator, arbiter or judge, attorneys routinely encounter and interact with “the other” – that is, people who possess one or more distinct characteristics that the attorney does not share. These distinctions may be based on race, gender, religion, ethnicity, physical abilities, sexual orientation, socio-economic status, political views or myriad other factors. And like all human beings, attorneys often hold preconceived notions about “the other.” The question is therefore raised as to if and when such preconceived notions cross the fine line between appropriate observations and inappropriate bias that runs afoul of the attorney’s ethical and fiduciary duties. For example, is it appropriate for an attorney to refuse a court appointment based on the ethnicity of the would-be client? Is it appropriate for a male litigator to address a female adversary as “dear” and “sweetie” in an effort to distract her when she is deposing his client? Is it appropriate for plaintiff’s attorney who claims his client’s permanent injuries prohibit the client from ever returning to work to request that the judge’s disabled law clerk not be in the courtroom whenever the jury is present? This 75-minute interactive program will examine various Ohio Rules of Professional Conduct that touch on the subject of bias and prejudice (e.g. Rules 1.7, 1.14, 1.18, and 8.4) and other disciplinary authorities that have wrestled with the issue of bias and prejudice in the legal profession.

Susan Becker, PhD received her undergraduate degree in journalism with highest distinction from Eastern Kentucky University in 1977, and worked as reporter and photographer for four years before starting law school. She graduated magna cum laude from Cleveland-Marshall College of Law in 1983 and clerked for the Honorable Judge Robert Krupansky of the U.S. Court of Appeals for the Sixth Circuit from 1983-1985. She then joined the general litigation group of Jones, Day where her practice areas included products liability, employment law, and commercial litigation at administrative agency, trial and appellate levels. During her five years at Jones, Day Professor Becker litigated cases in state and federal courts in Ohio, Texas, California, New York, Montreal, and other jurisdictions in North America.

Professor Becker joined the full-time faculty of Cleveland State University Cleveland-Marshall College of
Law in 1990, obtained tenure in 1994, served as associate dean from 1996-1999, and was promoted to full professor in 2004. She was appointed to a three year position as the Charles R. Emrick Jr.-Calfee Halter and Griswold Professor of Law in the fall of 2007. Teaching areas include Civil Procedure, Remedies, Contracts, Pretrial Practice, Legal Ethics, and Sexual Orientation and the Law. Her published scholarship focuses on civil litigation practice, civil justice reform, and sexual minorities and the law. The ABA published her first book, Discovery of Current and Former Employees in 2005, and Lexis/Nexis published her newest work, the Law of Professional Conduct Ohio, in November, 2007 (co-authored with Jack Guttenberg and Lloyd Snyder).

Professor Becker has served on the Supreme Court of Ohio’s Commission on Rules of Practice and Procedure for the past five years and has chaired the Commission’s Civil Rules Subcommittee since January 2006. She has been a member of the Rule Advisory Committee and the Advisory Group for the U.S. District Court for the Northern District of Ohio since 1995 and was Co-Chair of the Advisory Group’s Committee on Professionalism from 1999 to 2005. She has served as a member of the Ohio American Civil Liberties Union (ACLU) Board of Directors since July, 2004, and was elected to Board’s Executive Committee in November 2007. Professor Becker was also Vice President of Ohio Human Rights Bar Association (OHRBA) from 1998-2000. She also maintains a modest pro bono legal practice.

The Gods Must Be Crazy: Working with Conflict Across Differences

Presented by: Philip R. Belzunce, PhD & Lalei Gutierrez, PhD

Derived from the movie, The Gods Must Be Crazy, we will explore the Cultural underpinnings and embodiment of experience over time (Ground Sequence Levels) of such human values such as “Respect” or “Trust”. We will appreciate the impact of one’s own culturally-loaded lens from which different OTHERS are perceived and experienced in co-created patterns that reinforce cultural “dramas” overtime. We will discuss its implications for the diversity professional, particularly when challenging value differences impact them on a core experienced level. We will stimulate thinking out of the box, experiencing beyond one’s comfort zone, to offer a perspective of the transcendant value of the diversity profession.

Objectives:

At the end of the session, the participant will be able to:

1. appreciate development of embodiment of culture (Ground Sequence 5): formation of values, social constructs of identity, body structure and creative adjustments that form cultural collective world view resistances.
2. simulate experiences of migration, immigration, commerce, education in culture with support of embodying props provided.
3. explore learnings related to the Ground development of multiple realities and conflicts and value of flexibility in embodied perspectives and dialogue.

Speakers:

Philip R. Belzunce, Ph.D., D.A.P.A., SMFT, APP is a psychologist/psychotherapist and organizational humanistic consultant who works with business, schools, religious, government, hospitals. He is an international lecturer and trainer. Dr Belzunce is a married Catholic Priest, faculty of the Gestalt Institute of Cleveland and part-time Cleveland State University. He is Diplomat in Psychotherapy (D.A.P.A.), a Supervisor in Marriage and Family Therapy (SMFT), a Polarity therapist (APP), Reiki Master, Certified Healing Tao Instructor and hypno-therapist and most importantly, an eternal student of life. He is also the author of five books including: **What Really Matters is the Heart,** **Heart Shadows,** and **Once upon a Doggie**
Lalei E. Gutierrez, Ph.D., R.P.P., S.M.F.T. is a holistic psychologist, an approved supervisor for the American Association of Marriage and Family Therapy, a Registered Polarity Practitioner, a life and wellness coach, a body process therapist, a holistic health educator, and a certified healing Tao Instructor and Reiki Master. She is a faculty member of the Gestalt Institute of Cleveland’s programs “Couples/Family She is also a part-time faculty member of the Diversity Management Program at Cleveland State University.

In her integrative and holistic practice with individuals, couples, families, professional groups, and organizations, her range of interests and expertise include bridging Eastern and Western approaches, and the integration of body-mind-spirit and diversity processes in therapy, consultation, mentoring, holistic health education, and life and wellness coaching.

Immigration Issues in the Workplace

Presented By: Marian Brumbaugh

Immigration continues to be one of the most divisive issues in the United States, especially for businesses. In today’s challenging economy, immigrants have sometimes been used as scapegoats by those who have been unable to find jobs or have been downsized. At the same time, the growing global marketplace has increased the demand for skilled immigrants in many sectors of the workforce. In addition, more and more immigrants to the U.S. come from widely varied cultures, requiring employers to understand and manage a growing number of ethnic backgrounds.

This session, led by a local immigration attorney, will explore the challenges immigrants face in the workplace, what employers can do to promote an inclusive environment for immigrants, and the benefits that companies may gain from doing so.

Objectives:

At the end of the session, the participant will be able to:

1. Understand the current state of immigration law and policy, and what issues they may pose to workers and employers.
2. Understand the legal responsibilities employers may have in regards to immigrant workers and how they work in real life.
3. Learn about the role of businesses in promoting inclusion and understanding of immigrants in society.
4. Learn the benefits that an inclusive environment can provide to businesses and why immigrants are vital to our economy.

Marian C. Brumbaugh is a well-known immigration attorney based in Cleveland, who has represented a variety of clients on issues ranging from employment to deportation. She has been an attorney for over 25 years, and is a graduate of Cleveland-Marshall College of Law. Ms. Brumbaugh is passionate about immigrant’s rights, as she herself immigrated to the United States from the Netherlands. In her spare time, she often speaks to local public interest groups about her experiences as an immigrant, and the struggles immigrants currently encounter in the legal system.

Appreciative Inquiry as a Diversity Change Technology

Presented by: Carla Carten, PhD
The intent of Appreciative Inquiry (AI) is to generate new ways of knowing and new forms of social arrangements, and to use this knowledge to promote dialogue that will lead to greater effectiveness and integrity of social systems. AI refers to both a search for knowledge and a theory of intentional collective action. It seeks to discover and develop the vision and will of the group, organization or society as a whole, through a process that affirms our capacities of mind and imagination as well as our social capacity for conscious choice and cultural evolution (Cooperrider, 1990; Ludema, Carten, 1997). The AI process creates an opportunity for people to engage in open conversation and challenges us to examine ideas and knowledge that we may take for granted. It inspires us to lift our assumptions of what we think we know in order to explore what it is that we do know and what others know. As a philosophy and methodology, Appreciative Inquiry can create a foundation for being curious and staying in a learning versus judging mode in order to support the competencies necessary as a diversity change technology: awareness of one’s own cultural world view, attitude towards cultural differences, knowledge of different cultural practices and worldviews, and cross-cultural skills (Martin, Vaughn, 2007). As a technology AI can create opportunities for dialogue across human difference by valuing differences in communication and supporting a framework to explore and assess the impact and intent of communication as opposed to being triggered into negative behaviors that may be experienced by miscommunication across human difference.

Objectives:

At the end of the session, the participant will be able to:
   1. Understand Appreciative Inquiry as a philosophy and a methodology
   2. Understand the core competencies of Diversity Management
   3. Bring awareness to the theory and practice of Appreciative Inquiry as a Diversity Change Technology on multiple levels of human system: intrapersonal, interpersonal, group, organizational, societal

Speaker:

Carla Carten, Ph.D. has fifteen years of experience as an independent Organizational Development Consultant where her concentration has been in the areas of building cross-cultural collaborative partnerships, diversity and inclusion training, and research and practices for eliminating healthcare inequity. Dr. Carten has recently served as the Associate Director of Diversity in the newly formed Office of Diversity at the Cleveland Clinic. Previously she served as Assistant Professor, Department of Psychology, Diversity Management Program, Cleveland State University. Dr. Carten continues to be a faculty member of the Diversity Management Program and a member of Cleveland States’ Center for Health Equity. Dr. Carten holds a Doctor of Philosophy degree in Organizational Behavior from Case Western Reserve University, Cleveland, Ohio, a Masters of Science degree in Organizational Development and Analysis from Case Western Reserve University, Cleveland, Ohio, and a Bachelor of Science degree in Communications, from Miami University, Oxford, Ohio.

Valuing Diversity in the Classroom Through Culturally Relevant Pedagogy

Presented by: Diane G. Corrigan

This session will focus on the knowledge, skills and strategies needed for positive communication and successful teaching in culturally diverse classrooms, P-12. Cultural competence begins with awareness of the unique backgrounds, traditions, knowledge and literacies of each child in our classrooms. It is necessary to move beyond awareness to understanding and further to skill building to become proficient in this area. Participants will be engaged in discussions and multi-sensory learning experiences as well as view and discuss video clips and scenarios of culturally diverse classrooms. They will have the opportunity
to practice specific skills and identify appropriate classroom applications. Participants will have strategies and activities for their personal and professional development as well as for their students and classrooms.

Objectives:

At the end of the session, participants will be able to:
1. Define cultural competence and culturally relevant pedagogy
2. Examine urban classrooms and their implications for cultural competence
3. Provide experiences and strategies to help teachers come to understand and implement culturally responsive teaching practices

Speaker:

Diane G. Corrigan is an Associate Clinical Professor in the department of Curriculum & Foundations at Cleveland State University (CSU). She teaches and supervises students in the Master of Urban Secondary Teaching (MUST) program which prepares students to teach successfully in urban districts while earning a Master of Education degree and Ohio teaching license. Ms. Corrigan also works with the Office of Field Services as a supervisor of pre-service teachers and a coordinator of partnerships between Cleveland State University College of Education and Human Services and local urban and suburban school districts. Ms. Corrigan is the coordinator of the site team for the Conflict Resolution Education in Teacher Education (CRETE) program at CSU and has provided instruction in Conflict Resolution Education (CRE) to university faculty, supervisors of student interns, teachers in local school districts and pre-service teachers. Her teaching, clinical supervision and research are focused on social justice, urban communities, conflict resolution and student achievement. Diane Corrigan was recognized as the Outstanding College/University Supervisor of the Year, 2006 by the Ohio Association of Teacher Educators and received national recognition as the Distinguished Clinician in Teacher Education, 2007 by the Association of Teacher Educators. She was awarded the Claudia A. Balach Research Award by the American Educational Research Association (AERA) for her work with the faculty of the Cleveland School of Science and Medicine at John Hay School focusing on the African American Male Achievement Gap at their school.

Conflict Resolution Education in Teacher Education (CRETE): Strategies for Resolving Conflicts in Schools and Communities

Presented by: Diane G. Corrigan, Anne Price, PhD & William Newby, PhD

This session will present the Conflict Resolution Education in Teacher Education (CRETE) program. The mission of the CRETE project is to provide pre-service teachers, school based teaching mentors, university faculty, K-12 students and school/community personnel with critical skills and knowledge of conflict education and classroom management necessary for cultivating constructive communication and positive and safe learning environments for children. The key components of Conflict Resolution Education will be presented and participants will have the opportunity to develop and practice these skills.

Objectives:

At the end of the session, participants will be able to:
1. Identify and practice the skills of Conflict Resolution Education.
2. Identify situations in schools, communities and work places where CRE skills can be applied.
3. Discuss the impact of CRE in schools and communities.

Speakers:
Diane G. Corrigan is an Associate Clinical Professor in the department of Curriculum & Foundations at Cleveland State University (CSU). She teaches and supervises students in the Master of Urban Secondary Teaching (MUST) program which prepares students to teach successfully in urban districts while earning a Master of Education degree and Ohio teaching license. Ms. Corrigan also works with the Office of Field Services as a supervisor of pre-service teachers and a coordinator of partnerships between Cleveland State University College of Education and Human Services and local urban and suburban school districts. Ms. Corrigan is the coordinator of the site team for the Conflict Resolution Education in Teacher Education (CRETE) program at CSU and has provided instruction in Conflict Resolution Education (CRE) to university faculty, supervisors of student interns, teachers in local school districts and pre-service teachers. Her teaching, clinical supervision and research are focused on social justice, urban communities, conflict resolution and student achievement. Diane Corrigan was recognized as the Outstanding College/University Supervisor of the Year, 2006 by the Ohio Association of Teacher Educators and received national recognition as the Distinguished Clinician in Teacher Education, 2007 by the Association of Teacher Educators. She was awarded the Claudia A. Balach Research Award by the American Educational Research Association (AERA) for her work with the faculty of the Cleveland School of Science and Medicine at John Hay School focusing on the African American Male Achievement Gap at their school.

Professor Anne Price joined the CSU Early Childhood Education Department as a Clinical Faculty in 2005. Primary teaching responsibilities include teaching Child Development and supervising early childhood student teachers. In addition to teaching responsibilities Professor Price works as a liaison to the office of Field Services and the on-campus child care facility.

William Newby, PhD is a career educator. He has been working in classrooms, schools and colleges as a teacher, administrator, and academic advisor for the last 42 years. Throughout his career he has worked to create and support collaborative communities of students and colleagues. He believes the best teaching and professional practice is intentional, focused, informed and creative.

LGBT Issues in the Workplace

Presented by: Carrie Davis & Mark Fiala

While non-discrimination laws against LGBT people are evolving at the federal, state and local levels, businesses are surprisingly leading the change to create more open and inclusive workplaces in order to remain competitive in attracting both employees and consumers. Some businesses are becoming the strongest advocates for broadening the protection for LGBT people and overturning legislation against the LGBT community...because it makes good business sense to do so.

This session, led by legal and business experts, will provide participants with an understanding of the current and long-term landscape of LGBT non-discrimination laws, and provide examples of how
companies are changing internally as well as driving for change externally to be more inclusive and competitive.

Objectives:

At the end of the session, participants will be able to:

1. Understand the current state of LGBT non-discrimination laws nationally and locally
2. Know about emerging trends in LGBT non-discrimination laws
3. Understand the role businesses are playing in driving for more inclusive work environments and government regulations to attract and retain talent in a global economy
4. Know how businesses are adapting their work environments and business development activities to be more competitive for talent and customers

Speakers:

**Carrie Davis** is a lobbyist and staff attorney for the ACLU of Ohio. Ms. Davis's areas of interest include education, civil rights, and Internet law. She has worked for two special education law practices and worked as a legal intern with the Office for Civil Rights at the U.S. Department of Education. Ms. Davis published several articles on First and Fourth Amendment rights online through The Internet Law Journal, of which she also served as Editor-in-Chief. Prior to pursuing her law degree, Ms. Davis spent time as a Congressional Aide and Outreach Coordinator to U.S. Rep. (and now Senator) Debbie Stabenow of Michigan and interned as a lobbyist with the Feminist Majority in Washington, D.C. Ms. Davis has a BA in philosophy and public policy from Albion College and a JD from Case Western Reserve University.

**Mark F. Fiala, CEBS, SPHR** is the President of Organizational Architecture, Inc. and brings over 15 years of strategic human resources leadership to provide solutions to business' needs in talent management. As a member of senior management himself, Mark has led the Human Resources function in both privately-held and public companies with revenues exceeding $500 million.

Prior to Organizational Architecture, Mark held senior human resources positions in the retail, specialty chemical and mortgage industries. Additionally, he has experience in the insurance and health care industries. Mark earned his bachelors degree in Political Science from Cleveland State University and his MBA from Ohio State University.

**Legal Professionalism**

Presented by: Frank DeSantis

This presentation will include several case studies of circumstances which require decisions by practicing attorneys in situations that implicate ethical rules and professionalism ideals in the context of everyday practice. The topics may include, among others, professionalism issues associated meta-data, discovery, brief writing and reporting attorney misconduct. The attendees will be asked to consider fact situations in small group setting to evaluate the circumstances and provide personal view points on resolution of the issues presented. This exercise will be followed by a discussion by the presenter of the ethical rules and professionalism considerations attendant to the various case studies.
Frank DeSantis is a trial lawyer with experience in complex civil and business litigation, including experience litigating cases (both plaintiff and defendant) in the following areas: securities, commercial (including contract and employment litigation, shareholder disputes, trade secrets, etc.); tax, construction tort litigation; product liability actions; class action suits; and school law.

Frank has extensive experience in professional negligence matters, including legal malpractice, accounting negligence, breach of fiduciary duty, lawyer disciplinary proceedings and attorney ethics. Along with serving as the Firm's Ethics Counsel since 2003, he has also served on the Ohio Supreme Courts Board of Commissioners on the Unauthorized Practice of Law (including two years as its Chair), and was a member of the Cuyahoga County Bar Association Certified Grievance Committee for many years (including two years as its Chair). Frank has also served as an expert in legal malpractice cases on behalf of both plaintiff clients and defendant attorneys and has lectured often on ethics and professionalism issues.

Frank also participates in the firm's Tax Controversy practice. After obtaining a Masters in Business Administration and a concentration in tax law in law school, he was accepted in 1980 for the Honors Program with the Office of Chief Counsel, IRS. As a trial lawyer in the Cleveland District Counsel's Office of the IRS, Frank represented the Service in many trials before the United States Tax Court. Frank was also the first trial lawyer assigned to participate in the Utility Industry Specialization Program. In that capacity, he was involved in several significant tax disputes involving Fortune 500 companies including a two week trial involving potential revenue impact for the government of over $500 million per year. Since leaving the IRS, Frank has been involved in numerous Tax Court and United States District Court lawsuits on behalf of taxpayers.

And Still I Rise: Lessons From A Black Female Administrator

Presented by: Joanne Kilgore Dowdy, Awilda Hamilton & Sandra Golden

This presentation addresses the findings from a qualitative research project about a Black woman scholar, the first non-white, female to serve as chair of a department and the Associate Dean of the college before she retired in 2010. The themes found across the three interviews that were conducted with the lead participant and the interview with each of her two mentors, include the method of administration that she espouses, the role of women as leaders, the philosophy of culture and its impact in organization, words of wisdom to upcoming leaders, and the legacy that she has left behind as a leader in the college.

Objectives:

At the end of the session, participants will be able to:
1. Explain the importance of emotional intelligence
2. Understand the value of team members
3. Describe the importance of mentorships

Speakers:

Joanne Kilgour Dowdy, PhD is a Professor at Kent State University, Ohio. A graduate of the Juilliard School in the theatre division, Dr. Dowdy continues to use her drama training to prepare teachers for the literacy classroom, and as a performer who facilitates writing development through interactive workshops. Her major research interests include documenting the experiences of Black women involved in education from adult basic literacy to higher education. She has written and edited seven

Awilda Hamilton, PhD came to Kent State University in 1990 and is an associate professor of Educational Administration in the College and Graduate College Education, Health and Human Services. Previously, she served as a program coordinator, special assistant to the dean, Associate Dean for Academic Affairs, and chair of the Department of Educational Foundations and Special Services. From 2004-2005 she was an American Council on Education Fellow at the University of Central Florida. Until recently, she was principal investigator for funded projects totaling approximately $800,000 annually. Her teaching areas in educational administration span both K-12 and higher education with a focus on supervision, assessment, professional development, and organizational leadership. She is a member of the Kent State University Foundation Board of Trustees and has provided volunteer service to a number of school, community and civic organizations including the Lillian and Betty Ratner School, Links Incorporated, and United Way Services. She holds a doctoral degree in Educational Administration from the University of Akron, M.Ed. in Elementary Education from Ohio University, and B.S. in Microbiology from Howard University.

Sandra Golden, PhD is an Assistant Professor of Teacher Education. She teaches undergraduate and graduate courses. Dr. Golden earned her Ph.D. in Curriculum and Instruction from Kent State University. In addition, she has a certificate in Diversity Management from Cleveland State University and the National Training Lab in Applied and Behavior Sciences. She has written several articles in refereed journals and has a chapter in *Readers of the Quilt: Essays on Being Black, Female, and Literate* (Understanding Education and Policy). Dr. Golden has also co-edited a book with Dr. Joanne Dowdy titled: *Connecting the Literacy Puzzle: Linking the Professional, Personal, and Social Perspectives* (in press: Hampton Press, Inc., expected date of publication Spring 2010). Sandra has made more than 20 presentations for local, state, and national organizations. Sandra received her Ph.D. from Kent State University and both her M.A. in Psychology and M.Ed. in Adult Learning and Development from Cleveland State University.

**Fitting the Literacy Puzzle Together: Black Women’s Literacy Experiences**

Presented by: Joanne Kilgore Dowdy & Sandra Golden

International scholars are not a new phenomenon at Kent State University. The introduction of the IREX grant that brings scholars from the Middle East and African countries began in 2007 and this inaugurated a fresh approach to multicultural education in the College of Education, Health, and Human Services. A collaboration between a secondary education teacher from Morocco, a professor from Trinidad and Tobago who teaches at Kent State University, and another professor from Ohio, USA, has brought about a chapter in a collection of essays on women and literacy and a visit to Morocco where teachers in seven cities received instruction in student-centered literacy methods inspired by arts-based pedagogy.

**Objectives:**

At the end of the session, participants will:

2. Learn about the IREX program at Kent State University
3. Interact with the co-editors in a discussion about their path as collaborators
4. Find out about steps to publishing their work in classrooms and/or with colleagues.
Speakers:

Joanne Kilgour Dowdy, PhD is a Professor at Kent State University, Ohio. A graduate of the Juilliard School in the theatre division, Dr. Dowdy continues to use her drama training to prepare teachers for the literacy classroom, and as a performer who facilitates writing development through interactive workshops. Her major research interests include documenting the experiences of Black women involved in education from adult basic literacy to higher education. She has written and edited seven books. Her first book is a volume co-edited with Dr. Lisa Delpit, entitled, *The Skin That We Speak: Thoughts on Language and Culture in the Classroom* (The New Press). Her second book, *GED Stories: Black Women & Their Struggle for Social Equity*, is published by Peter Lang. Her fifth book: *Ph.D. Stories: Conversations with My Sisters*, is published by Hampton Press and was awarded the 2009 American Educational Research Association Narrative and Research Special Interest Group’s Outstanding Book Award. *In The Public Eye*, was released in October, 2009 by Commess University press. *Connecting the Literacy Puzzle* will be released by Hampton Press in May, 2010.

Sandra Golden, PhD is an Assistant Professor of Teacher Education. She teaches undergraduate and graduate courses. Dr. Golden earned her Ph.D. in Curriculum and Instruction from Kent State University. In addition, she has a certificate in Diversity Management from Cleveland State University and the National Training Lab in Applied and Behavior Sciences. She has written several articles in refereed journals and has a chapter in *Readers of the Quilt: Essays on Being Black, Female, and Literate* (Understanding Education and Policy). Dr. Golden has also co-edited a book with Dr. Joanne Dowdy titled: *Connecting the Literacy Puzzle: Linking the Professional, Personal, and Social Perspectives* (in press: Hampton Press, Inc., expected date of publication Spring 2010). Sandra has made more than 20 presentations for local, state, and national organizations. Sandra received her Ph.D. from Kent State University and both her M.A. in Psychology and M.Ed. in Adult Learning and Development from Cleveland State University.

**Training Educators to Improve Their Culturally Responsive Dispositions and Behaviors: A sustained professional development program**

Presented by: Frank Feola, PhD

The purpose of this research was to analyze the influence of a sustained professional development program on substitute teachers' culturally responsive pedagogical development. Four substitute teachers from urban school districts participated in autodidactic cultural diversity development to learn about and implement culturally responsive pedagogy. Participants read nine excerpts from the culturally responsive teaching literature over 15 weeks and used an autoethnographic reflection form to analyze eight substitute teaching experiences. Case study and narrative inquiry methodologies informed data collection and analysis. Data analysis indicated that three of the four participants reported being more aware of their students’ cultures, increased their implementation of culturally responsive practices in the classroom, and felt the need to advocate for their students. This session will be particularly interesting to those who wish to train their employees to be more culturally responsive and to individuals who wish to learn how to become more culturally responsive educators.

Objectives:

At the end of the session, participants will be able to:

1. The student will define the individual facets of the culturally responsive pedagogical taxonomy, make connections between facets, and analyze relationships between them.
2. The student will consider the differences between the tolerance and respect and discuss those differences with the group.
3. The student will work with attendees in similar educational or professional contexts to tailor the autoethnographic reflection form to fit the experiences of full-time teachers, college faculty, school or university administrators, staff, etc.

4. The student will be able to assess the degree to which this program may be implemented in her or his school or workplace.

Speaker:

One of Dr. Frank Feola's passions is to improve the educational experiences of children in urban schools. To work toward that goal, he created a professional development experience—autodidactic cultural diversity development—to improve teachers' abilities to be more culturally responsive educators. In terms of his teaching experience, Dr. Feola has taught in K-12 settings as an English teacher and substitute teacher. His experience also includes community college, undergraduate, and graduate instruction. He has also held administrative positions in both urban proprietary and public higher education. Currently, he is working to help students build a bridge between their high school and college experiences as the Post-Secondary Enrollment Options Coordinator at Cleveland State University. Students in this program take college courses while they are still in high school.

Diversity and Equity in Education: Learning from the Past, Moving toward the Future

Presented by: Anne Galletta, PhD

This session will focus on a discussion of research concerning desegregation history and the implications for policies and practices attending to issues of diversity and equity in the current context of educational policy. It will address the challenges in the Cleveland area in sustaining diversity for some districts and for increasing diversity in others. While the session attends to a sobering policy climate as it relates to diversity and equity, it also underscores the necessity of this work in improving education and accomplishing important progress in human relations.

Objectives:

At the completion of the session, the participants will:

1. gain an understanding of current educational policy as it relates to racial integration in K-12 schools.
2. understand the ways in which school systems both facilitate and impede racial equality in terms of educational opportunities, academic outcomes, and relations of power between students of color and white students
3. be able to discuss the dilemmas and benefits associated with diversity in public education

Speaker:

Dr. Anne Galletta is assistant professor at the College of Education and Human Services at Cleveland State University. Her research focus is educational change and issues of equity within newly created small public high schools and within desegregated schools, particularly in terms of policy development, classroom practice, and social context. Dr. Galletta collaborates with community-based organizations and public school systems in conducting research designed to engage educators and the community in school reform as well as contribute to the literature on educational change. She uses a qualitative approach in her research, with particular strengths in ethnography, participatory action research, and oral history.

Get your employees to talk back! How we achieved an unprecedented 73% return rate on our D&I survey

Presented by: Karen L. Gilliam, PhD & Humberto Sanchez
The approach taken in implementing a diversity and inclusion initiative should be no different from any other large scale change process. Whether your organization started an effort in the past that has left ill feelings and low levels of trust or you are considering whether now - economic slowdown, layoffs, budget challenges, emotionally-charged subject, etc. - is a good time to initiate the process, the approach must be grounded in a change management framework. There are several change management models and dozens of available tools that help change agents, for example, to:

- Reinforce the need, business case and rationale for change
- Avoid or minimize resistance
- Deliver the right communications (and training), for the right persons, at the right time.

The Northeast Ohio Regional Sewer District (NEORSD) has adopted a particular framework, from which we will provide a brief overview on key components; facilitate an exercise on the use of one tool; and demonstrate how we used lessons learned in implementing a successful, that is a 73% response rate, employee diversity and inclusion survey.

Objectives:

At the end of the session, participants will be able to:

1. Apply a change management framework in a diversity and inclusion initiative
2. Use a commitment matrix to inform a strategy designed to secure buy-in and to minimize resistance to change

Speakers:

Karen Gilliam, PhD is the Organization and Employee Development Manager for the Northeast Ohio Regional Sewer District. She has worked in the fields of human resources, training and organization development for over 20 years. Through her own consulting practice, Dr. Gilliam has designed and facilitated communication and diversity & inclusion workshops for both non-profit and for profit organizations. She has been published in HRfocus, the Diversity Journal, and in the International Leadership Association series Building Leadership Bridges. She has a bachelor's degree from Notre Dame College, a master's from Baldwin-Wallace, and a doctorate in Leadership and Change from Antioch University.

Humberto Sanchez, MBA was promoted to Director of Information Technology in July of 2008 after eight years with the Northeast Ohio Regional Sewer District. He has extensive experience in strategic planning, and technology and information management over his more than 20 years of project management and project leadership. Mr. Sanchez holds a Masters in Business Administration from Cleveland State University, and a Bachelor of Science degree in Computer Engineering from Case Western Reserve University.
Rites of Passage as an Effective Tool for African American College Students’ Academic Success

Presented by: Lathardus Goggins, II, EdD

Participants will discuss the effectiveness of the rites of passage model towards African-American students’ persistence at and graduation from a State University in Northeast Ohio. Academic STARS (Students Achieving and Reaching Success) uses an African-centered rites of passage model to bridge first-year full-time African-American students to the University and to organize student services. The relationship between participation in Academic STARS and final accumulative GPA, retention, and graduation of African-American students will be examined. In addition, participants will consider how the rites of passage model can be used at their respective institution or agency. This session will be particularly interesting to those who are responsible (or have concern) for African-American student retention, graduation rates, and/or overall academic success.

Objectives:

At the end of the session, participants will be able to:
1. Identify how the rites of passage model can be used for overcome assessment
2. Conceptualize one’s own programs and services in a rites of passage process

Speaker:

Dr. Lathardus Goggins II has worked with “at-risk” youth as a Prevention Specialist and has worked more than 17 years in Higher Education. Currently, Dr. Goggins is an Assistant Professor jointly appointed to the departments of Educational Leadership and Social Work at the University of North Carolina at Wilmington, where he is working to establish the African-American Male Applied Research Center.

A School District’s Approach to Supporting Diversity: Culturally and Linguistically Competent Supports for Students, Families, and Staff

Presented by: Eric Gordon & Jeffrey Poirier

To provide optimal conditions for learning, schools should foster safe, supportive environments for diverse students, families, and staff. During the past two years, the Cleveland Metropolitan School District (CSMD) has actively worked to improve these conditions and uses the term “Humanware” to identify some of its strategies for becoming a premier school district. Humanware addresses the conditions for learning, so that every student is academically, behaviorally and socially equipped to succeed. At the core of this framework are culturally and linguistically competent schools that are safe, welcoming, and supportive for students, families, and staff from all backgrounds. This presentation will highlight some of CMSD’s strategies to enhance student connectedness, achievement, and well-being and illustrate their important linkage to district and school improvement. For example, we will discuss the district’s efforts to provide professional development opportunities to support the cultural and linguistic competence of its staff.

Objectives:

At the end of the session, participants will be able to:
1. To understand cultural and linguistic competence as a framework for enhancing services and supports for all CMSD students.
2. To understand the CMSD’s approach and practices for improving school climate and outcomes, in particular a cultural and linguistic competence training-of-trainers

Speakers:

Eric S. Gordon is the Chief Academic Officer of the Cleveland Metropolitan School District (CMSD). Having taught in the New Orleans Public Schools and the Toledo Public Schools and having served as a high school principal in urban, rural, and suburban school districts, Mr. Gordon brings a rich background to CMSD. Under his leadership, CMSD has engaged in the development of a three-tiered academic improvement model that focuses on both traditional academic achievement strategies and also on dramatically improving the conditions for learning for students and families (known in Cleveland as “Humanware”). Early academic measures of achievement since implementing this three-tiered approach are promising with first year data demonstrating dramatic gains in student achievement. In addition to his work with the CMSD, Mr. Gordon was selected to serve as faculty for the 2009 Harvard Graduate School of Education’s “Critical Issues in Urban Special Education” program, where he presented on culturally responsive conditions for learning as a key practice for the successful service of students with disabilities, and, as a scholar-practitioner, Gordon was one of 100 education, civic, and policy leaders invited to attend the 2009 Forum of the Collaborative for Academic, Social, and Emotional Learning (CASEL) to begin framing a national strategy for making social and emotional learning central to school reform. Mr. Gordon holds both a bachelor’s and a master’s degree from Bowling Green State University in Bowling Green, Ohio.

Jeffrey M. Poirier, M.A., PMP, is a Senior Research Analyst with academic training in public policy analysis and more than 10 years of experience studying equity-related education and social issues, and managing a range of projects. He has contributed to research on alternative education; children’s mental health; conditions for learning; educational equity and finance; indicators of community well-being; international education; and juvenile justice and delinquency prevention. Jeff currently serves as Project Director of a consultation project with the Cleveland Metropolitan School District to examine and enhance its conditions for learning for all students. He had a core role managing and carrying out AIR’s assessment of the district’s conditions for learning and providing guidance on its mental health and human supports and services for students. Among other responsibilities, he serves on the Cultural Competence Action Team (CCAT) of the Technical Assistance Partnership for Child and Family Mental Health. This partnership helps communities build infrastructure and create a community system of care. He co-leads the CCAT’s Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, and Two-Spirit (LGBTQI2-S) Learning Community and serves as Workgroup Coordinator of a federally led National Workgroup to Address the Needs of Children and Youth Who Are LGBTQI2-S and Their Families.

Cultural Competency: Capitalizing on the Strengths of Different Cultures in a Multicultural Society

Presented By: Devi Gursahaney

We all agree that the face of business has changed significantly during recent years due to tremendous progress in technology, transportation, and shifts in political policies throughout the world. As a result of these changes, it is not unusual to find businesses with culturally blended teams of workers and/or multicultural customers. According to the latest U.S. Census report, one in every three Americans belongs to a racial/ethnic minority group. This deepening ethnic texture challenges all of us to not only appreciate and embrace cultural differences, but to become knowledgeable about cultural diversity and its impact on business. Employers are now looking for employees who have critical competency: the ability to work with people that are different from them. This hands-on program leads participants through a discussion of what culture is and why it is important to understand important “cultural markers” and “cultural profiles”. The aim of the program is to help participants better identify both their own cultural
programming as well as that of their coworkers in order to succeed in specific business cultures around the world.

Objectives:
At the end of the session, the participant will be able to:

1. Explain the business advantages of having a multicultural workforce
2. Understand the concept of culture, cultural similarities and differences, and how cultural markers impact our behavior and our interactions in the workplace.
3. Learn the importance of the maxim, “One size does not fit all”
4. Provide an opportunity to participants to identify their own cultural preferences and then understand the perceived advantages and disadvantages to those preferences
5. Provide tips for creating a more inclusive and supportive environment based on cultural differences
6. Understand the key elements necessary in handling international customers with knowledge, integrity, and confidence.

Speaker:

With a gentle smile and a spirit of compassion, Devi (Devyani) Gursahaney has provided human resources training and consulting in India and the U.S. She is fluent in Gujarati, Hindi, both national languages recognized in India, and English. Her transnational experiences guide her understanding of the global challenges and opportunities organizations face today. Her unique approach to organizational development and staff training combine a cross-cultural perspective with a strong commitment to introducing compassion in the workplace.

Devi addresses the issue of cultural competence from a unique perspective which acknowledges the respect for each individual and their differences and at the same time places culture within the context of an interwoven network of relationships - between language and tradition, tradition and history, history and economics, etc. Devi insists that cultural competence has to be interwoven into the organizational system in order to achieve, improved access to care, quality of care, and, ultimately, over all positive outcome.

Devi has Masters Degrees in Social Work and Organization Development. She incorporates a multi-disciplinary and creative approach with “Eastern Flair” into her training sessions.

Devi can be reached at 330-650-4274 or 330-256-2022 or devyani14@hotmail.com.

A Phenomenological Study on the Effectiveness of Diversity Training on Healthcare Workers

Presented By: Samuel H. Hancock, EdD, LPC

The research questions for this study focused on what meaning the trainees were able to attach to diversity training and the essence of their experience relative to the following four areas: the impact on their behavior towards others who were different, their acceptance of those differences, their knowledge of how to deal with issues of difference and whether or not the training enhanced their understanding of how to work more effectively through issues of difference. Five themes, knowledge, behavior, self-revelation, thinking, and enjoyment emerged. These data revealed that the training session had a significant impact on the knowledge, behavior, acceptance and understanding of the study participants during and after the training session. This session should be of particular interest to Doctoral Students, Diversity Trainers, Healthcare Providers, Professors, Nurse Practitioners, Social Scientists and anyone who is interested in helping individuals and organizations to work toward becoming more Culturally Competent or Proficient.

Objectives:
At the end of the session, participants will be able to:

1. Determine the meaning attached to the diversity training.
2. Explain the essence of the training experience.
3. Describe the impact of the training on knowledge, understanding, acceptance and behavior toward those who are different from them.
4. Explain how much EBL (Evidence Base Learning) or TOL (Transfer of Learning) did trainees feel had taken place.

Speaker:

Samuel H. Hancock Ed.D., L.P.C., is the former Assistant to the President for Institutional Diversity and Assistant Professor in the Department of Medicine at the University of Toledo in Toledo, Ohio where he worked for 13 years. He is currently the founder and CEO of Hancock, Hancock & Associates LLC a Management and Consultant firm. He earned his Master’s degree in Rehabilitation Counseling and Doctoral degree in Leadership Education and Policy Studies from Bowling Green State University. He is also an International Consultant and has presented papers or conducted workshops in Hawaii, Canada, Nevada, Louisiana, Illinois, and Colorado and throughout the state of Ohio. Dr. Hancock is an ordained Deacon, Licensed Professional Counselor and worked in private practice as a therapist for three years.

**IDEA and Diversity: In the Classroom and Beyond**

During our presentation, we will review the history of the IDEA and other civil rights statues, explain major outcomes and goals and discuss recent legal developments.

Speakers:

Attorney Franklin J. Hickman has focused his career on legal issues affecting persons with mental disabilities since his graduation from the University of Pennsylvania School of Law in 1973, where he received the Wiley C. Rutledge Memorial Award.

Frank’s first major case established the right of indigent persons in Ohio to have legal counsel provided at public expense at their civil commitment proceedings.

During his nine years as a member of the Law Reform Unit of the Legal Aid Society of Cleveland, Frank brought numerous successful class actions establishing and defining the treatment rights of patients in psychiatric hospitals and state institutions for the mentally retarded, and of inmates with psychiatric problems. He was founder and director of the Cleveland Bar advocacy project which sponsored education programs for the private bar and conducted extensive advocacy work in the establishment of group homes.

Since going into private practice in 1981, Frank has focused his practice on families with members who are mentally and/or physically impaired as well as the agencies and county boards throughout the state which provide services to
persons with mental illness or mental retardation or substance abuse problems.

He has represented families in special education cases since 1975 in negotiations, mediations, due process proceedings and cases in all courts, including the U.S. Court of Appeals for the Sixth Circuit. He spends a major part of his practice on cases under the Individuals with Disabilities Education Act (IDEA), which defines and protects rights of children who need special education.

Susan C. Hastings leads the Squire & Sanders, LLP Labor & Employment Practice Group. Her practice focuses on private and public sector labor and employment law and education law. She has been listed in Chambers USA: America’s Leading Business Lawyers each year since 2006, The Best Lawyers in America since 2005 and in Ohio Super Lawyers since 2004. For the last four years she has been listed as one of the top 50 women lawyers in the state by Ohio Super Lawyers. She represents private and public sector employers in all facets of labor and employment matters including personnel decisions, executive contracts, reductions in force, collective bargaining, arbitration and administrative hearings before federal and state agencies. Ms. Hastings is also an experienced trial lawyer in federal and state courts, having successfully defended a range of employment litigation matters including claims brought under the Equal Pay Act, Title VII, the ADA, the FMLA, the ADEA and actions brought under comparable state and common laws for employment discrimination, wrongful discharge and intentional infliction of emotional distress.

Ms. Hastings is also experienced in the area of education law, representing boards of education throughout Ohio in the areas of collective bargaining, contracts, special education, student discipline, Public Records Act, Open Meetings laws, ethics and constitutional law.

**Inclusion by Design: A European Model for Urban Development**

Presented by: Amy Hochadel

While the field of Diversity Management has seemingly burst into mainstream corporate America in recent years, European nations have also been managing the effects of globalization and increased migration in businesses and communities. European nations, under the umbrella of the European Union, have developed a collaborative and comprehensive set of priorities for social inclusion impacting the economic health and vibrancy of nations. The consortium of cities, known as EUROCITIES, has identified several social inclusion priorities that municipalities are implementing as policy makers, service providers, employers and buyers of goods and services. This presentation will provide a background of the government framework for diversity and social inclusion in Europe and look at several of the initiatives of EUROCITIES. Challenges, recommendations and good practices will be highlighted from several European cities. This presentation, as part of a larger research project, hopes to spur conversation for diversity integration into economic development plans of regional governments in urban cities.

**Objectives:**

At the end of the session, the participant will be able to:

1. Describe the overview of the government (European Union) model for diversity
2. Cite collaboration practices among Cities, EUROCITIES programs
3. List primary focus areas for European social inclusion
5. Describe opportunities for US integration
Amy M. Hochadel is currently Director, Office of Diversity, Cleveland Clinic, coordinating efforts around Supplier Diversity, Public Affairs, and Government Relations diversity initiatives. Amy has developed several initiatives to help increase the market share of local minority and women owned businesses doing business with Cleveland Clinic. She has over a decade of experience in community & government relations, and politics & public policy. Amy has been a guest lecturer at Case Western Reserve University, Cuyahoga Community College and Harvard University’s Kennedy School of Government. She began her career as a Union Organizer with the AFL-CIO, organizing textile factories in Louisiana. She has managed political campaigns for Congressional and Presidential candidates across the country as well as for British Members of Parliament. She was Special Assistant and Legislative Aid to Congressman Dennis Kucinich. In the City of Cleveland Mayoral Administration, Amy was Executive Staff to the Mayor and a Member of Cabinet. She is certified in Advanced Public Diplomacy from the University of Southern California’s Annenberg School of Communication, holds a Masters degree in Psychology, specializing in Diversity Management from Cleveland State University and a Bachelors Degree from Ohio University.

Restorative Justice

Presented by: Morris Jenkins, PhD

This workshop explores the perception of “justice” in the community. It examines culturally specific processes to deal with crime and delinquency in the community. A short exercise will illustrate creative approaches to show different ways, we as educators and justice professionals, view the concept of justice.

Morris Jenkins, PhD, is an Associate Professor in the Department of Criminal Justice. Dr. Jenkins received his B.A. from Claflin College, his J.D. from Stetson University College of Law, and his Ph.D. from Northeastern University. He is and has been involved in and with many community-based organizations. Dr. Jenkins has taught and trained students at every level, including elementary school and law and graduate students. Dr. Jenkins has trained thousands of young people and adults in law-related education (LRE), conflict resolution, and mediation. In addition, he has provided multicultural/diversity training to many police departments, probation departments, and corrections staff across the nation. Dr. Jenkins has taught a number of graduate courses in law and education, mediation and classroom management for teachers, administrators, and corrections personnel. His publishing and research interests include civic education as a means to violence prevention in communities, restorative justice, gangs, and juvenile justice policy. He has testified at a number of state legislative hearings on the topics of restorative justice, the constitutionality of highway safety initiatives, and gangs. Dr. Jenkins is and has been involved on various academic committees and community boards. Dr. Jenkins is still active in the community and is currently involved with programs that deal with homelessness, juvenile crime, and race relations.

Multicultural Competence—Common Denominations Across the Professions

Presented By: Brenda Johnson, PhD

This session will examine the common denominators among programs for professionals who work in multicultural settings. Programs as varied as physical therapy, nursing, organizational management, and military leadership development make use of the principles of multicultural perspective taking and this session will include discussion of the multidisciplinary roots of such programs, and consideration of the most essential elements. The tension between focusing on developmental goals and accountability for effectiveness will also be discussed.

Objectives:
At the end of the session, the participant will be able to:

1. Review the aspects of culture most pertinent to multicultural awareness and perspective taking—drawing on literature ranging from anthropology to developmental psychology, organizational psychology and sociology
2. Consider the tension between the developmental goals and the need for accountability and task completion that professionals face in multicultural settings with diverse clients and employees
3. Discuss the broader implications of a developmental perspective on educating professionals to work in settings with a diverse client and employee base

Speaker Biography:

Brenda K. Johnson earned her Ph. D. in Social-Organizational Psychology at Teachers College Columbia University. Her primary research interests are bias and discrimination in the workplace, and her teaching interests include conflict resolution theory and group dynamics. Her dissertation research examined the impact of beliefs on Whites’ reactions to interracial work situations. She has presented her empirical and theoretical work at the Academy of Management, the American Psychological Association and the International Critical Management Studies Conference. Brenda is also a certified small group consultant in the A.K. Rice Institute for the Study of Social Systems. Her research in organizations, as a research associate at the J.M. Huber Institute for Learning in Organizations, included studying communities of practice in the US Army, and networks in a global manufacturing organization.

Substance Abuse

Presented by: Karin Kaminski

This session will cover the physical implications and symptoms of addiction and in particular some of the brain reactions as well as the impact of addiction on the workplace. The presentation will include advice on what to do if a lawyer is addicted and how best to challenge the addiction. How recovery works and what it is will be reviewed. The discussion of all these topics will blend personal experiences with scientific study and research.

Kerin Lyn Kaminski’s practice areas are litigation involving employment matters, title issues, commercial disputes, negotiable instruments, restraint of trade, creditors’ rights and bankruptcy, trusts and probate, real estate, and construction. She received her law degree from Cleveland-Marshall College of Law, Cleveland, Magna Cum Laude and has won a number of awards including Super Lawyers - Nationwide Corporate Counsel (2008 - Present), Ohio Super Lawyer 2009, Crain’s Women of Note, 2007. Kerin has also been active in diversity advocacy and women’s issues. She led the Cleveland Metropolitan Bar Association to host its first Diversity summit.

Cultural Competence in the Classroom

Presented by Souhail Kassabri

The presentation will focus on the classroom diversity, both ethnic and linguistic. Effective Instructional approaches and strategies will be discussed.

Objectives:
At the end of the session, the participants:
1. will learn how to effectively assess cultural/linguistic factors affecting educational progress.
2. will gain a variety of strategies to improve classroom participation and academic progress

The Enneagram, A Cross Cultural, Gender Neutral Tool for Understanding People

Presented By: Jan Kious

The Enneagram is a geometric figure that maps out the nine fundamental personality types of human nature and their complex interrelationships. It is a development of modern psychology that has its roots in spiritual wisdom from many different ancient traditions. The Enneagram of personality describes the motivation for behavior and the characteristic ways in which each type thinks, behaves and feels in accord with this motivation. Type, like temperament, is innate. We cannot change our core type, but we can change our level of functioning. The motivation and manifestation for each type is universal, transcending cultural and national boundaries, although it may be easier to live in a culture that values the behavior of your type rather than to live in one that does not.

This presentation will provide information on the history of the Enneagram and its development, briefly describe how the system functions and enable each participant to preliminarily “type” themselves.

Objectives:

At the end of the session, the participant will:
1. Gain knowledge of the history and development of the Enneagram.
2. Understand the Enneagram system including a description of each type, knowledge of the triads, levels of functioning, wings and direction of integration and stress.
3. Discover their own Enneagram type and explain their choice with examples of behavior, emotions or beliefs.

Speaker:

Janet Kious began studying the Enneagram with Don Riso and Russ Hudson of the Enneagram Institute in 2000. She was certified as an Enneagram teacher/trainer in 2004 and founded the Enneagram Institute of Cleveland that year. Jan has also completed training with the Enneagram in Business organization and is a senior member of the Enneagram in Business network. The mission of the Enneagram Institute is to advance research and spread knowledge of the Enneagram in Cleveland. Jan conducts courses for individuals, couples and families, leads spiritual retreats, teaches in the continuing education department of the Mandel School of Applied Social Science at CWRU and conducts trainings in organizations.

Diversity and Inclusion: Sustainable Change Through Appreciative Inquiry

Presented by: Jackie Lowe Stevenson

The power and value of diversity and inclusion is a transformative force to maximize the potential of people, product and profit by building the generative capacity for people and their institutions to “Do well by doing good”.

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Appreciative Inquiry is a paradigm and approach which builds capacity of knowledge, interpersonal communication and facilitation skills that can inform the work of diversity and inclusion by focusing on the highest potential and by discovering the best the system has to offer.

AI builds the cooperative capacity of individuals and their institutions to make transforming decisions and to turn problems into possibilities and creative solutions.

This interactive workshop will provide theory, practical experience and application, tools and techniques to apply the process of Appreciative Inquiry to diversity and inclusion education and facilitation optimizing positive and sustainable change.

Objectives:

At the end of the session, participants will:

1. Learn theory, knowledge and practice concepts from an appreciative inquiry and strength based approach as applied to diversity and inclusion for sustainable positive change.
2. Strengthen leadership, management and direct service interpersonal communication and facilitation skills in diversity and inclusion practice initiatives through building appreciative capacity and positive culture.
3. Build capacity to make transformative decisions and turn problems into possibilities that optimize differences for creative and sustaining solutions.
4. Understand the power and value of diversity and inclusion to maximize the potential of people, product and profit. “Doing well by doing good”

Speaker:

Jackie Lowe Stevenson MSSA, LISW is a consultant, coach, therapist and educator. She is the founder and CEO of Spirit of Leadership LLC. Jackie is an adjunct professor at the Mandel School of Applied Social Sciences at Case Western Reserve University, Entrepreneur-in-Residence at Lake Erie College and on the faculty of the Gestalt Institute of Cleveland. She is a past Director of the Mandel Jewish Community Center of Cleveland and of the Clinical Center of the Gestalt Institute of Cleveland. She teaches and lectures within the U.S. and in Turkey, Israel and Mexico.

Reading Emotions in Others (3 hour workshop)

Presented by: David Matsumoto, PhD

The ability to evaluate truthfulness and assess credibility is a crucial skill for many professionals whose jobs require interviews, interrogations, information collection and reaction elicitation of others. In this talk I will introduce participants to findings from state-of-the-art research on the role of emotion and nonverbal behavior in evaluating truthfulness and detecting deception. I will dispel myths about the relationship between some kinds of nonverbal behaviors and lying, as well as discuss why people lie, why some lies succeed and others fail, and different techniques for perpetrating lies. Participants will be able to see how good they are at detecting lies from truths, and learn about how they can train to detect truths and lies better from demeanor.

Dr. David Matsumoto, Director of Humintell, is a renowned expert in the field of microexpressions. Prior to his work at Humintell, Matsumoto worked with The Ekman Group, where he provided unique training in the fields of facial expression, gesture, nonverbal behavior, emotion and deception to private and public companies as well as various government agencies.
Since 1989 Matsumoto has been a Professor of Psychology at San Francisco State University. He is also the Founder and Director of SFSU’s Culture and Emotion Research Laboratory. The laboratory focuses on studies involving culture, emotion, social interaction and communication.

In 2009, Matsumoto was one of the select few to receive the prestigious Minerva Grant; a $1.9 million grant from the US Department of Defense to examine the role of emotions in ideologically-based groups.

In addition to his work at Humintell and San Francisco State University, Matsumoto is the author of numerous books and articles. He also serves as the Editor-in-Chief for the Journal of Cross-Cultural Psychology and is an Editor of the Culture and Diversity Section for the Social and Personality Psychology Compass. Matsumoto is also an Editorial Board Member for Personality and Social Psychology Review, Asian Journal of Social Psychology, Asian Psychologist, Journal of Nonverbal Behavior, Motivation and Emotion, Cognition and Emotion, Human Communication, Journal of Comparative Family Studies and Archives of Budo.

**Strategies for Success in Higher Education**

Presented by: Andrea Moss

The literature well documents the educational disparities that exist in postsecondary education. Despite increased access to college, minorities and first generation students continue to trail whites in college enrollment, retention, and graduation rates. Fortunately, there are effective systematic and programmatic approaches that close the higher education achievement gap. These troubling gaps will close if interested stakeholders make a long-term commitment to ensure equity in higher education.

**OBJECTIVES**

At the end of the session, the participant will be able to:

1. Describe the educational disparities that exist in higher education
2. Define strategies that can close the higher education achievement gap

**Speaker:**

Andrea Moss is working towards a Ph.D. in Urban Education at Cleveland State University. She holds a Bachelor of Arts in Chemistry from Lafayette College, a Master of Education in Curriculum and Instruction from Cleveland State University, and a Juris Doctor from Cleveland-Marshall College of Law. Her interest in diversity stems from 10 years of teaching in K-12, urban settings and clerking in several labor and employment law arenas. As a Research Associate in Undergraduate Studies, she has explored issues of diversity in higher education including enrollment, retention, and graduation rates.

**Legal Challenges to the School to Prison Pipeline**

Presented by: Dennis Parker

Zero tolerance policies and the educational challenges inherent in mainstreaming students with learning disabilities has led to a disturbing trend of incarceration of juveniles, the disproportionate number of
which are from racial minorities. This session will provide a legal framework to challenge policies and practices that funnel children out of the classroom and into the criminal justice system.

Objectives:

At the end of the session, the participant will:

1. understand the legal implications of the school to prison pipeline
2. learn about legal strategies being employed around the county to bring an end to the school to prison pipeline.

Speaker:

Dennis Parker joined the ACLU as the Director of the Racial Justice Project in June of 2006. Prior to joining the ACLU, Parker was the Chief of the Civil Rights Bureau in the Office of New York State Attorney General Eliot Spitzer. He spent 14 years at the NAACP Legal Defense and Education Fund. Parker has also worked with the New York Legal Aid Society. He teaches Race, Poverty and Constitutional Law at Columbia University's School Law Institute and is a graduate of Middlebury College and Harvard Law School.

A New Leadership Perspective

Presented By: Tracy H. Porter

As a career academic I am constantly looking for the best way to prepare my students for the unique challenges and opportunities which lay ahead of them in the business world. For a number of years the concept of globalization has filtered into the curriculum in the form of theories or case studies. However it does not appear to me that we are truly preparing these students for the many global challenges which lay ahead of them in their careers. Therefore the purpose of this session will be to address the changes I have seen in my own leadership style against the global leadership dimensions of global perspective, intercultural engagement, international literacy, and global citizenship in higher education.

Objectives:

At the end of the session, participants will be able:

1. To reflect on how well the concept of globalization has been incorporated into higher education.
2. To gain a clear understanding of how global education can be improved.
3. To clearly define what globalization means in higher education.

Speaker:

Tracy H. Porter is currently a visiting faculty member with the Department of Management and Labor Relations at Cleveland State University and has been in higher education for twelve years. Tracy has an extensive background in health care administration and has spent a number of years as a health care consultant. In addition Tracy is a graduate of Towson University, Johns Hopkins University and is a PhD candidate at Regent University.

Meeting the Educational Needs of Returning Veterans: A Case Study

Presented by: John Schupp, PhD.
Best Management Considerations for Records Management-Privacy, Search, Production and Retention

Presented by: Michael Sermersheim, Megan L. Pizor & Christine Williams

This session will be particularly interesting to attorneys who are concerned about best records management considerations for their clients. Business and government have particular concern as to protecting the privacy of their constituencies, preserving necessary information for business operations, and finding pertinent records when necessary. A comprehensive policy and program regarding records management is fundamental to building an effective records management program. Organizations that adopt comprehensive information policies and practice (information privacy, production, retention and destruction) are in a better position to maintain better customer/client relations, avoid penalties and damages for failure to maintain and produce these records when necessary.

Objectives:

At the end of the session, participants will be able to:
1. Adopt and implement corporate rules, regulations and practices for protecting information privacy.
2. Assess current requirements for preserving the privacy of sensitive information and preparing for future requirements.
3. Create protocols for searching information - necessary for investigations and lawsuits
4. Adopt and implement policies and practices for effective records retention programs

Speakers:

Michael D. Sermersheim is the founder and owner of MDS Consulting Group, LLC, created to provide management consulting to businesses regarding the business needs for information privacy, information security, management of information, and a broad array of compliance matters for businesses today. Mr. Sermersheim served as in-house legal counsel, at the University of Akron from 1976-2007. As Associate Vice President, Deputy General Counsel and Industrial Security supervisor, the focus of much of his practice was in the field of employment matters. He sought to continuously solve personnel matters as well as implement and participate in much mediation to avoid litigation and provide for better harmony in the workplace and on campus. He managed litigation with a strong view toward preventing the problems long before complaints arose. As a part of larger efforts to effect preventive law efforts, he provided vision and insight into significant expansion of HR Employee Training.

Megan Pizor is a legal consultant for Kroll Ontrack, where she advises law firms and corporate law departments on all facets of legal technology issues associated with electronic discovery and computer forensics. Ms. Pizor counsels attorneys on the intricacies of managing discovery requests for all forms of electronically stored information (ESI), providing comprehensive and detailed solutions to maximize litigation readiness and mitigate costs. She is an expert in litigation and investigatory matters where large quantities of e-mail, electronic documents and other computer data are involved.

Prior to joining the Kroll Ontrack team, Ms. Pizor was the manager of client relations for Litigation Management, Inc., where she oversaw a department of attorneys and senior paralegals. In this role, she was responsible for assuring security and protection of information integrity and privacy, monitoring and assuring compliance with federal and multi-state records management laws, assisting with the coordination of litigation support workflow, and serving as a
business liaison to IT management. She worked closely with clients in the development and monitoring of comprehensive discovery strategies for the defense of large-scale litigation, ultimately assisting with the oversight of medical information discovery requests, document review, and production. Ms. Pizor has specific expertise in litigation support operations and is experienced in affirmative discovery strategic planning and project management. She also gained legal experience as an employee training & development specialist for the University of Akron, where she developed and delivered customized legal compliance training programs on topics such as Information Privacy and Security (FERPA, HIPAA, GLBA), Compliance with Public Records Laws, Ethics, and Employment Discrimination.

Ms. Pizor received her J.D. from the University of Akron School of Law and her B.A. from the University of Akron in Akron, Ohio. She is currently pursuing her MBA, with a focus in management of information systems. She is a member of the Akron Bar Association, Cleveland Bar Association, Ohio State Bar Association, American Bar Association, The Data Warehouse Institute, and the Defense Research Institute.

Christine R. Williams is a licensed attorney in Williamsburg, Virginia, with expertise in health care information and information security management.

Previously, Mrs. Williams served as Associate General Counsel for The University of Akron. In this role she focused on information security management and health care information. Mrs. Williams also drafted, reviewed, and edited many University agreements and worked closely with the University Rules, including drafting, editing, and filing the rules, as well as maintaining the on-line copy of the rules. She also assisted with researching, drafting and providing legal counsel to assist the University in complying with a variety of issues, including the recent patient privacy regulations and financial information security regulations.

Mrs. Williams has also served as a lecturer in The University of Akron School of Law, where she taught in the legal research and writing program. Upon request, Mrs. Williams has also been a guest speaker on topics such as Business Etiquette, Business Dress and Cocktail Party Management to classes in the School of Law and College of Business Administration.

Mrs. Williams was also an active member of the National Association of College and University Attorneys, the Akron Bar Association and The University of Akron Liaison Committee of the Akron Bar Association. Mrs. Williams also had been a member of the American Bar Association, Ohio Bar Association, and Jackson Township Rotary Club.

Mrs. Williams received her Juris Doctor from The University of Akron and received her Master of Business Administration and Master of Health Administration Degrees from The University of Florida in Gainesville. Before attending graduate school, she received her Artium Baccalaureus Degree from Ripon College in Ripon, Wisconsin.

Teachers as Leaders: Change Agents for Today and Tomorrow

Presented by: Marcy Levy Shankman, PhD

The purpose of this session is to explore the concept of teacher leaders, and more specifically the role that teachers can play as change agents. Participants will explore the concept of teacher leader (Crowther, 2009) and how teachers can bring about change in their classrooms, schools, communities, and, on a smaller scale, for specific individuals. Using the framework of emotionally intelligent leadership (EIL), participants will learn how to conceptualize the role of teacher leaders and what it means for teachers to intentionally engage in intentional efforts to bring about change. EIL emerges out of the integrated scholarship of Shankman and Allen (2008) and presents to teachers and trainers, administrators and managers, as well as students a relevant model for leadership development. Applying the EIL to the learning environment demonstrates how one can move from theory to practice and back to theory, with purpose and a larger goal in mind.
Objectives:

At the end of the session, participants will be able to:
1. explain the concept of teacher leaders and various definitions of change agents.
2. describe the framework of emotionally intelligent leadership.
3. identify individual strengths and limitations in the context of emotionally intelligent leadership.
4. apply their learning, experience, and perspective to real world opportunities to act as a change agent in a variety of contexts.

Speaker:

Marcy Levy Shankman, Ph.D. has been training and consulting in leadership development and organizational effectiveness with higher education institutions, non-profit organizations, and high schools since 1998. Dr. Shankman co-authored *Emotionally Intelligent Leadership: A Guide for College Students* (Jossey-Bass, 2008). A suite of complementary resources including the EIL Inventory and Facilitation and Activities Guide are to be published by Jossey Bass this July. In her consulting practice, she specializes in strategic planning, designing and facilitating leadership retreats, and presenting on topics related to leadership, including emotional intelligence and generational cohorts. Dr. Shankman teaches courses at Case Western Reserve University and Baldwin-Wallace College. Prior to establishing her training and consulting practice, she held professional positions with the Indiana University, the Hillel Foundation, and the University of Iowa. Currently residing in Shaker Heights, she is an active volunteer and always makes it a priority to be focused on the all-important role of mom.

**Challenges in International Healthcare Staffing**

Presented by: Elizabeth Stolkowski & Daniel Splain

Objectives

At the end of the program participants will:
1) Appreciate the intricacies of qualifying foreign candidates for licensure and practice in the United States;
2) Understand the legal and immigration aspects of international recruitment;
3) Recognize the need for cultural awareness programs to prepare indigenous employees to receive, orient and train the arriving recruit;
4) Appreciate the need for employment orientation programs designed to accommodate acculturation of the international recruit and,
5) Formulate ideas /ways to provide support systems to the foreign recruit and their families’ assimilation in the community.

Speakers:

Elizabeth de Leon Stolkowski joined the nursing faculty at CSU, Fall 2008. She was born in the Philippines and has resided in the United States for three decades. She earned a Bachelor of Science in Nursing at the University of the Philippines in Manila. Since arriving in the United States she has earned three Masters Degrees from Cleveland State University in Nursing, Education and Public Administration while working in the health Care field. She developed the first managed care utilization review program in the State of Ohio and is a
In 1989 she earned a Juris Doctor Degree from Duquesne University in Pittsburgh. She has served as President, Chief Operating Officer and General Counsel of several large managed care companies doing business in Illinois, Pennsylvania, Arkansas, Ohio, Indiana and West Virginia. In this capacity she has successfully completed over ten mergers and acquisitions. In 2002 she began her own company which recruits health care professionals from around the world to the United States and the Middle East. She has served as President of Nursing Resources International, Inc. with offices in Cleveland, Chicago, Manila and Cochin, India. The company does business in the United States and internationally in Panama, Costa Rica, Philippines, India, United Arab Emirates, Saudi Arabia, Qatar, Oman, England and Ireland. In addition to her teaching and business roles, she practices immigration law and is a member of the American Immigration Lawyers Association.

M. Daniel Splain is Chairman and CEO of Therapy Services International, Inc. (TSI) and Nursing Resources International, Inc. (NRI). He has over thirty years experience in the healthcare field. Both companies specialize in the recruitment of healthcare professionals to the United States from foreign nations. The companies are headquartered in Chicago and University Heights and have offices in Manila, Philippines and Cochin, India. Splain has been engaged in the international recruitment arena for ten years, and spends a great deal of time in India, Philippines and Central America recruiting physical therapists, occupational therapists, registered nurses and other providers of health care services. He began his healthcare career in Pittsburgh where he was a member of the Board of Directors of the Saint Francis Health System. In 1984, he became Senior Vice President of the St. Francis Health System and led the development of a number of for profit businesses including a three state managed care enterprise. Splain also served as President of Health Maintenance Organizations and insurance companies in Illinois, Arkansas and Ohio. Splain also hosted several award winning health-related talk radio shows on KQV (CBS) Radio in Pittsburgh. He is a graduate of the Defense Language Institute in Monterey, California and the University of Pittsburgh.

Diversifying a Faculty and Preparing a Faculty for Diversity

Presented by: William Trost

This presentation stresses the importance of understanding self. Self-awareness is essential to anyone hoping to address diversity issues. The journey to self-awareness is both difficult and ongoing. The presenter will discuss his own journey while giving the audience strategies to understand themselves. After self-awareness there is a need to heighten awareness of the world around. Again the presenter will use his personal journey as a lens into how to become more aware. With this background, the presentation moves into an examination of programs that have proven to be successful in addressing diversity. Two organizations that have positively impacted diversity in the schools are the Ohio Minority Recruitment Consortium and the Cleveland Area Minority Educator Recruitment Association. The goals and history of both will be examined. Finally, the presenter will briefly explore factors that anyone interested in addressing diversity issues will need to understand. Social networks and non-verbal communication will be two of the factors addressed.

Objectives:

Speaker:

Bill Trost is a lifelong resident of Northeast Ohio. He was born in Sandusky and moved to the Cleveland area to attend John Carroll University. Bill spent his entire education career working for the Shaker Heights City Schools. In a variety of roles...
there, he confronted, learned about, and worked with many race-related issues. Bill is an active member of many local, state, and national groups who work in the diversity field. In his personal life, Bill is married and has two adult sons. He is an avid bicyclist. Bill and his wife, Mary Ann, enjoy traveling, hiking, camping, and visiting their grandchildren.

**Culturally Responsive Pedagogy in China: Serving the Needs of Ethnic Minorities in Yunnan and Guangxi Provinces and the City of Chongqing**

Presented by: Lih-Ching Chen Wang, PhD and R.D. Nordgren, PhD

Although 91% of the People’s Republic of China’s population is ethnic Han, the nation has over 100 million people of non-Han ethnic groups whose education needs are now being explored by the Chinese government. The Confucius Institute at Cleveland State University, one of over 300 such institutes worldwide whose goal is to teach Mandarin language and Chinese culture, has been asked to offer input on how best to meet these needs based on US education theory and practice. The Institute proposes adopting and adapting the principles of culturally responsive pedagogy utilized in American K-12 teaching practice to Chinese schools serving large numbers of Yi, Hui, and/or Hani children and adolescents. This paper offers a brief review of relevant literature and an overview of the proposed plan of action the researchers at the Confucius Institute at Cleveland State have devised to implement in the southern provinces of the PRC.

Objectives:

At the end of the session, participants will be able to:

1. describe the educational objectives of the People’s Republic of China and how they compare and differ from the U.S., especially regarding the education of ethnic minorities.
2. explain how the presenters will adapt a U.S. educational practice to meet the needs of the PRC.
3. assess the existence and/or degree of implementation of culturally responsive pedagogy in their own schools or districts.
4. identify implementation concerns for this project and relate them to implementation of responsive pedagogy in their own schools or districts.

Speakers:

**Lih-Ching Chen Wang, PhD** is an Associate Professor of Education in the area of Educational Technology. She is a Fulbright Scholar and founding Director of the Confucius Institute at Cleveland State University (CSU). She works in the Department of Curriculum and Foundations within the College of Education and Human Services at CSU.

Her current duties center around helping classroom teachers learn how to better integrate many different technologies into their professional practice. Her main research interests focus on technology integration in teacher education, eLearning, and server applications in teaching and learning.

She has received numerous grants and awards from both internal and external sources. Dr. Wang is involved in various collaborative projects between CSU and institutions in Taiwan and China.

**R.D. Nordgren, PhD** is an Associate Professor of Urban Education at Cleveland State University where he’s taught 14 different courses in both teacher and principal preparation programs over the past 8 years. For 5 years, he co-coordinated the Master of Urban Secondary Teaching (MUST) program, and also chaired the counseling, adult education, and school administration department at CSU. For the past 2 years, he’s spent the bulk of time working for the President and Provost spearheading the University-wide accreditation for North Central Association.
Nordgren holds a bachelor’s degree in English Education, a master’s in Educational Leadership, and an Interdisciplinary PhD in School Management—all from the University of South Florida.

Nordgren’s research interests include smoothing school transitions, specifically high school to university. He is currently conducting research in Bedford schools on non-cognitive variables with Dr. Marius Boboc. In addition, Nordgren has a large research proposal with Dr. Lih-Ching Chen Wang and Dr. James McLoughlin, working with 6 Chinese universities and 4 school districts in the Southern Provinces of China. They and colleagues in China will develop programs to train teachers on how to incorporate culturally responsive pedagogy in the teaching of the children of China’s 120 million minorities. He is the author or co-author of 3 books, several book chapters, and articles.