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TOWARD A "NEW DIVERSITY" AND THE REVITALIZATION OF THE "CAMPUS SPIRIT:" A "BANDUNG 2000" CONFERENCE FOR STUDENTS, STAFF AND FACULTY

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In this session, "New Diversity" programs are designed and proposed, aimed at enabling minority staff, students and faculty the kind of "cultural inoculation" needed to be able to address the concerns which plague most campuses.

In 1954, the first ever "Bandung Conference" was held in Bandung, Indonesia. What was significant about this conference was that only "nations of color" were allowed, and among the many subjects discussed was what to do about the "colonial powers," every single one of them European.

Here, 46 years later, there is again a need for a "cultural purging" of stereotypes, prejudices, discrimination and a need for people of color to follow the words of Carmichael and Hamilton (1970) when they wrote in "Black Power: the Politics of Liberation in America": "Before a group can enter open society, it must first close ranks."

Diversity, to date, has not allowed people of color to "close ranks" and formulate strategies, which would, indeed, allow for true diversity. With whites in power, the people of color who are "put in charge" are those individuals whom they (whites) feel most comfortable with and, for the most part, these are individuals who do not represent the best interests of African-Americans, Latinos, Asians or Native Americans on campus. In fact, the opposite may be the result: the "special assistant to the Chancellor for Diversity" or the "Dean for Multiculturalism and Diversity" may not have the trust of staff or students, may not understand what is needed in the nearest low-income (minority) community and may, indeed, have a mindset that more approximates that of the whites in

charge than of the persons of color whom all purport to want to "include." Karenga (1967) said it best when he wrote, "White doesn't represent a color; it represents a mentality that is anti-black."

In this paper, "New Diversity" programs are designed and proposed, aimed at enabling minority staff, students and faculty the kind of "cultural inoculation" needed to be able to address the concerns which plague most campuses. These "New Diversity" programs being proposed are geared toward returning to the '60s (sans violence) when minority student groups were empowered, faculty and students worked jointly on projects which benefited both groups, the campus was a bridge to the concerns of the community (and vice-versa), and administrators went to bat to acquire monies to finance important conferences, travel, forums and activities which reflected the kind of "diversity" that today's campuses fall far short of accomplishing.

Therefore, the "New Diversity" programs rely on tradition, but again, as one cultural nationalist wrote: "To go back to tradition is the first step forward."

In this collectivist paper, "New Diversity" will be operationally defined as, "those procedures, policies and paradigms which promote racial and ethnic development while at the same time operating with the goal of cross-cultural campus unity between students, staff, faculty and administrators."

Programs falling under the purview of "New Diversity" will be discussed. These will include, but not be limited to: (1) "Communiversities Programs and Minority Communities;" (2) "Re-energizing Minority Student Organizations Without Using Student Fees;" (3) "Creating a Campus "Cultural Calendar" for Faculty, Staff and Students;" and (4) "Using 'Cultural Inoculation' as a Recruitment and Retention Tool."

Presenters:

Matthew C. Stelly is a doctoral student in the Department of Urban Education at the University of WisconsinMilwaukee. He holds Bachelor's degrees in Black Studies and Urban Studies, and Master's degrees in Urban Studies and Political Science, all from the University of Nebraska at Omaha. Stelly is the former editor of the Milwaukee Courier newspaper, a former talk show host on WNOV-AM radio in Milwaukee and a host of his own television show in Omaha, "North Omaha Focus." Stelly has taught at Milwaukee Area Technical College, both the University of Nebraska and the University of Nebraska at Omaha, and has worked as a minority student advisor at Cornell College in Mt. Vernon, Iowa. Stelly is the winner of two national essay contests, sponsored by the National Urban League (1981) and the National Council on Black Studies (1986), and has more than 500 newspaper articles in print.

Harriet D. Washington is completing her Master's degree in Public Administration with an emphasis in Urban Studies at the University of Nebraska at Omaha. She holds a Bachelor of Arts degree in Political Science from the same institution. Ms. Washington works for the probation department for the Federal government, and has traveled extensively around the country.

Carlos Talkington is working on her degree in Elementary Education, and holds a bachelor's degree in Criminal Justice from the University of Nebraska at Omaha, and an Associate's degree in Liberal Arts from Metropolitan Community College. Ms. Talkington has extensive background in community development, having worked in a number of agencies including the nationally recognized Omaha Housing Authority.

Michel Payne is an African-American male, born and raised in Omaha, who attended the Omaha Public Schools and played college football at the University of Nebraska at Omaha. During a four-year stint in Vietnam, he met others who had also played college football. Payne is completing his Bachelor's degree in General Studies at the University of Nebraska at Omaha and plans to teach elementary education in several years.