

# **SAMPLE PROGRAM PROPOSAL**

## **CSPA 2005 Conference**

**September 25-27, 2005 \* Clarion Hotel, Rochester, NY**

**Name of Presenter:** Mr. Luis Inoa

**Title of Presenter:**

**Institution:**

**Years as Full-Time Professional:**

**Do you have previous presentation experience?**

**Mailing Address of Presenter:** NYU, New York, NY 10000

**Name of Co-Presenters (if any):** None

**Title of Program:** A look Within: English Tongue...Latin Soul

### **Program Abstract (80-word limit).**

As the student population at colleges and universities become more diverse, student affairs practitioners must continue to develop multi-cultural competencies. The first step in developing multi-cultural awareness, knowledge, and skills is self-reflection. This dynamic presentation demonstrates how 'a look within' can be expressed and understood through a variety of art forms, including music, poetry, and photography. Participants will be encouraged to consider personal family history and prejudices, and the impact that these values and experiences have on identity development and the establishment of a world view.

### **A program description:**

[Introduction – purpose / rationale; Relevant conceptual / theoretical bases; Method of program presentation; Program Outline; Learning Objectives and Outcomes; Closing/Evaluation]

In the summer of 1997 I took a “Diversity in Higher Education” class. The class introduced the notion of multi-cultural competence and required students to think critically about their lives and how they see the world around them. Over the last 7 years I have taken this process of self-reflection and assessment and created a visually and audibly appealing presentation about developing this most critical of competencies.

In the book *Multicultural Competence in Student Affairs* (Pope, R. L., Reynolds, A. L., & Mueller, J. A. 2004 (1st ed.). San Francisco: Jossey-Bass) the authors challenge our profession to further develop the sensitivity and awareness in validating multicultural issues and to develop the skills needed to serve all of our students. This all starts with an understanding one’s own

heritage, culture and personal story and how this influences our world view and daily interactions. My presentation is a very public and honest dialogue with myself about those influences.

Many identity models, from Erikson to Helms, focus on the psycho-social process of defining the self. I offer to the profession a single case study to further the conversation on that process: my story. While I claim to be only an expert in my own story I recognize that for many of my colleagues the presentation allows for an inside look at not only identity development but to racial and ethnic identity development.

At the start of the presentation I encourage individuals to think about their lives not as a portrait but as a mural. I want participants to not just look at the story of their lives but of their parents and grandparents and possibly even before then. I continue on through the developmental stages of childhood and adolescence and the places and lessons I learned about masculinity, sexuality, socio-economic status and race. The story continues into my years as a college student, eventual administrator, husband and father. The session is concluded with a brief question and answer period.

The participants will have an opportunity to answer and share through an art project the following questions:

- Where am I from?
- The one thing I claim to be...?
- The most influential person in my life?
- Isms I want to unlearn?

All of this is set to music, while a power-point presentation with meaningful quotes and images plays in the background. Central to the presentation is the use of spoken word (performance poetry). Selected poems are used to illustrate very real stories, thoughts and emotions.

**Intended Audience:** Graduate Professionals / New Professionals

**Desired room set-up:** Classroom

**Audio Visual Needs:** None