

NIU Unity Conference 2013



Empowering Students with Paulo Freire's Pedagogy of Hope

September 28, 2013



**Northern Illinois
University**

Learning Today, Leading Tomorrow

Welcome to the 2013 NIU Unity Conference!

The NIU Latino Student Alliance (LSA) is proud to host the 2013 NIU Unity Conference during Latino Heritage Month. This event is a campus-wide collaborative effort to celebrate unity and diversity, as well as feature Freireian inspired social justice work.

NIU President Doug Baker recorded a special welcome for conference attendees. Dr. La Vonne Neal, dean of the College of Education, will provide opening remarks.

The 2013 NIU Unity Conference committee is proud to feature Keynote Speaker, Dr. Antonia Darder, Leavey Presidential Chair of Ethics and Moral Leadership at Loyola Marymount University, Los Angeles, CA, and is Professor Emerita of Education Policy, Organization, and Leadership at the University of Illinois – Urbana-Champaign.

This conference will include many engaging and dynamic workshops that will aim to inspire and empower participants. There will be a strong focus on social justice education, liberatory pedagogy, and ethnic studies.

The final piece of the conference will include a Skyped address by Jose Gonzalez, ethnic studies educator and advocate, followed by a forum discussion on the current state of the movement to support ethnic studies education.

Conference Schedule

8:00-9:00

- Registration & Light Refreshments
- Location: Campus Life Building

9:00-10:45

- Welcome Conference Participants:
Dr. La Vonne Neal, Dean of the NIU College of Education

- Keynote Address: Dr. Antonia Darder
"Critical Leadership for Social Justice and Community Empowerment: A tribute to Paulo Freire"

- Location: Carl Sandburg Auditorium

11:00-12:00

- Breakout Session 1

12:15-1:15

- Lunch
- Location: Campus Life Building

1:30-2:30

- Breakout Session 2

2:45-3:45

- Breakout Session 3

4:00-5:00

- Ethnic Studies Forum:
Guest - Jose Gonzalez
Ethnic Studies Educator and Activist
featured in the documentary "Precious Knowledge"
Skype from Tuscan, Arizona
- Location: Carl Sandburg Auditorium

5:00-6:00

- Closing Remarks
- Location: Carl Sandburg Auditorium



"I am honored to have been asked to give the welcome address and to introduce Dr. Darder at the Conference Saturday morning. My talk will focus on the College of Education's Diversity Strategic Plan -- its impetus, its creation by faculty and staff, and its on-going implementation. I will also discuss why it is critical that NIU continue to embrace diversity." – Dr. La Vonne Neal, dean of the NIU College of Education

Keynote Address
Dr. Antonia Darder
*Critical Leadership for Social Justice and
Community Empowerment:
A Tribute to Paulo Freire*



Antonia Darder, Ph.D.

Dr. Antonia Darder is an internationally recognized Freireian scholar. She holds the Leavey Presidential Chair of Ethics and Moral Leadership at Loyola Marymount University, Los Angeles, CA, and is Professor Emerita of Education Policy, Organization, and Leadership at the University of Illinois – Urbana-Champaign. Her scholarship focuses on issues of racism, political economy, education, social justice, and society.

More recently, Dr. Darder has worked to articulate a critical theory of leadership for social justice and community engagement. Prof. Darder is the author of *Culture and Power in the Classroom and Reinventing Paulo Freire: A Pedagogy of Love*, named outstanding book in curriculum for 2001-2002 by the American Educational Research Association. She is also co-author of *After Race: Racism after Multiculturalism*.

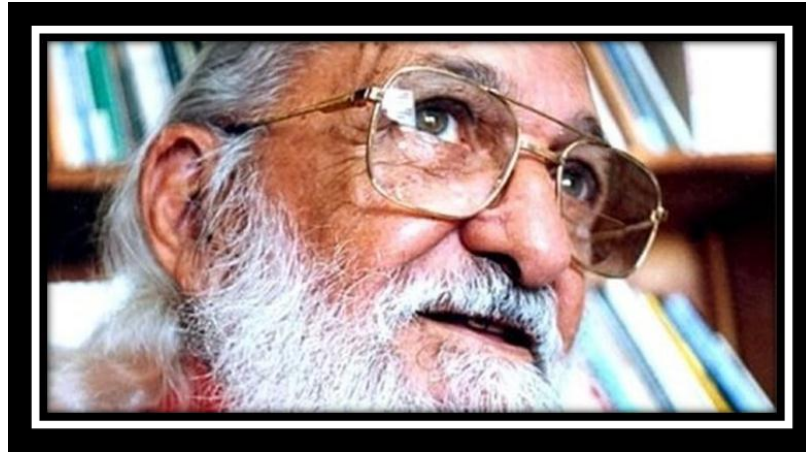
She is the editor of *Culture and Difference* and co-editor of *Latinos and Education, The Latino Studies Reader: Culture, Economy and Society*, and *The Critical Pedagogy Reader*, considered a premier

text for its use in foundations courses. This year, the 20th anniversary edition of *Culture and Power in the Classroom* was released, as well as *A Dissident Voice: Essay on Culture, Pedagogy, and Power*, a twenty-year retrospective of her writings, which includes her poetry.

Beyond her scholarly efforts, Prof. Darder is an activist and visual artist, who has participated in a variety of grassroots efforts tied to educational rights, worker's rights, bilingual education, women's issues, environmental justice, and immigrant rights. In the 1990s, she convened educators from across the state to establish the California Consortium of Critical Educators (CCCE), a member supported radical teachers' organization committed to an educational vision of schooling intimately linked to social justice, human rights, and economic democracy.

In 2005, she established a radio collective with students and community members who produced *Liberacion!*, a public affairs radio program on WEFT. As a member of the Urbana-Champaign Independent Media Center, she was active as a community journalist with the *Public I*. In 2007, she worked with graduate students on an award winning documentary, "Breaking Silence: The Pervasiveness of Oppression" that examines the persistence of inequality at the university. Prof. Darder was born in Puerto Rico and raised in East Los Angeles, CA. As a young single mother of three, she completed her studies in nursing at Pasadena City College. She attended California State University Los Angeles and then Pacific Oaks College where she studied human development with a focus on Marriage and Family Therapy. She earned her doctoral degree in Philosophy of Education from Claremont Graduate University.

Antonia's scholarship has been deeply influenced by her acquaintance with renowned Brazilian educator Paulo Freire, whose ideas on schooling and society profoundly shaped the direction of her early work. Today, Antonia is motivated to persist in the struggle for universal human rights by her four granddaughters and the other children of our time, who will be forced to contend with the world we will leave behind.



Paulo Freire (1921-1997)

"Thank you Paulo: for having been present in the world, for having given us *Pedagogy of the Oppressed*, for having taught us how to read the world, and for challenging us to humanize the world"
Donaldo Macedo (2000, p. 26).

Paulo Reglus Neves Freire (1921-1997), a Brazilian educator, will be remembered as a revolutionist whose theories influenced, and continue to influence, educational and social movements globally. Peter McLaren (2000) claims Freire "was one of the first internationally recognized educational thinkers who fully appreciated the relationship among education, politics, imperialism, and liberation" (p.1). Freire led an adventurous and courageous life, traveled throughout the world teaching others about his pedagogical ideas of liberation, and made every effort to make this a more civil and compassionate world to live in.

Freire was born into a middle-class Brazilian family, however, as a young boy, his family was severely impacted by an economic depression in Brazil. The family became so poverty stricken, Freire cites the pangs of hunger during his childhood as the motivating force to devote his life to ending oppression. As a result of his childhood struggles, he developed a deep respect for the poor and other marginalized groups.

Though most noted for his work with illiterate adults, Freire authored numerous books and articles on pedagogical theory that will undoubtedly remain classic educational tools for teachers and students worldwide. Perhaps Freire's most famous book is *Pedagogy of the Oppressed* (1970), which he wrote in 1968 while he was in exile. Carlos Alberto Torres (2009) writes, "I am convinced that *Pedagogy of the Oppressed* represents the most important

contribution to the educational philosophy of the second half of the twentieth century, just as John Dewey's *Education and Democracy* marks the first" (p. 3).

Freire believed critical literacy should be used to empower people to end oppression. Michael Apple (1999) describes Freire's work:

Our task is to 'name the world,' collectively to build an education that is both counter-hegemonic and is part of the larger terrain of struggle over what counts as literacy, who should control it, and how critical literacy (what he calls conscientization) was connected to real struggles by real people in real relations in real communities (p. 5).

Freire had a "proactive sense of teaching" (Hamilton, 1999, p.176). In Freire's model, "the teacher becomes facilitator, the traditional class becomes a cultural circle, the emphasis shifts from lecture to problem-posing strategies, and the content, previously removed from the learners' experience, becomes relevant to the group" (Schugurensky, 1998, p. 18). He was a progressive educator who challenged traditional methods of teaching and encouraged educators to address injustices in society through liberatory educative practices.

Integral to the success of Freire's work and life was the emotion of love. He firmly believed that love is "the emotional element that drives a person forward in any humanizing activity" (Mayo, 2001, p. 385). Throughout his writings, he emphasized the

importance of love and education: “I could never think of education without love and that is why I think I am an educator, first of all because I feel love...” (Freire, as cited in McLaren, 2002, p. 253). Most scholars write about Freire’s insistence that education for liberation must be motivated by love of humanity for it to be authentic.

Freire’s love for humans and the world was the driving force of his pedagogy of hope. Antonia Darder (2002) writes, “There is no question that Freire’s greatest contribution to the world was his capacity to be a loving human being” (p. 35). Freire’s love was revolutionary. It was unique. It was gentle. Cornell West (1993) writes that Freire “dares to tread where even Marx refused to walk - on the terrain where the revolutionary love of struggling human beings sustains their faith in each other and keeps hope alive within themselves and in history (p. xiv). Freire believed his ideas of liberation presented throughout his work could only be implemented by educators motivated by love. McLaren (2000) writes, “For Freire, pedagogy has as much to do with the teachable heart as the teachable mind” (p. 161).

Freire encouraged those in the educational process to remain open-minded, and to realize learning is a never-ending process. Freire (1994) wrote, “The more tolerant, the more open and forthright, the more critical, the more curious and humble they (educators) become, the more authentically they will take up the practice of teaching” (p. 67). Darder (2002) writes of Freire, “He believed that humility is the quality that allows us to listen beyond our differences, and thus represents a cornerstone in developing our intimacy with democracy” (p. 48). Freire reminded educators that they can relearn new ways of thinking about what

they already know, as well as learn new things from students and other educators (Mayo, 2001). bell hooks (1994) writes, “In so much of Paulo’s work there is a generous spirit of open-mindedness that I feel is often missing from intellectual and academic arenas in U.S. society” (p.54).

According to Freire, hope, inspired by love, is an ontological need, essential to our knowing and being. In his book *Pedagogy of Hope: Reliving Pedagogy of the Oppressed* (1994), Freire presents his readers with an understanding of hope which is neither static nor solely emotional. In this writing, hope is an active force which is imperative to the success of problem-posing education and the conscientization process (critical consciousness). Conversely, hopelessness is a “concrete entity” (Freire, 1994, p. 8) created by economic, historical and social forces of oppression and is intensified in the absence of a “critical knowledge of reality” (Freire, 1994, p. 30).

Addressing injustices requires a shift in our educational language as well as an emphasis on critical thinking and liberatory education. Henry Giroux (2002) writes, “Educators, scholars, and policy makers can make an important contribution politically and pedagogically in the current crisis in revitalizing a language of resistance and possibility” (p. 1157). Using Freire’s ideas as a foundation, social justice educators can develop their own language of resistance and hope to inspire their students to seek solutions to social, economic, and political inequalities currently found in the United States.

Excerpts from *Paulo Freire's Pedagogy of Hope: An Autoethnography in a Social Justice Classroom* (2013) by Molly A. Swick

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Breakout Session 1

Holmes Student Center

Breakout Session 1 11:00-12:00	Dr. Simon Weffer (Room 506)	Dr. LaVerne Gyant (Capitol North)	Huskie Scholars: Diana Alday & Lucero Martinez (Lincoln)	Jeanne Meyer, J.D. (Capitol South)
	Chris Wise, Brandon Hunter & James Miene (Room 305)	Debbie Anderson & Jessica Ibares (Room 306)	Dr. Tammy Holmes (Room 505)	Dr. Laura Johnson Dr. Pedro Albizu Campos High School Faculty & Students (Room 405)

Race in Nuestra Comunidad

Room 506 – Fifth Floor (Holmes Student Center)

Dr. Simon Weffer

Assistant Professor of Sociology and the Center for Latino and Latin American Studies
Northern Illinois University/CLAS

This session is a presentation and discussion about issues of Race, Ethnicity, and Skin Color in the Latino community.

"Who do I turn to?" The Role of Cultural Centers and the Experience of Students

Capitol North – Main Floor (Holmes Student Center)

Dr. LaVerne Gyant

Director of the Center for Black Studies
Associate Professor
Adult & Higher Education
Northern Illinois University

This session will focus on the importance of cultural centers as they relate to the retention and success of students of color at PWI.

Project on Civic Reflection: "I am Asleep in America, too"

Lincoln Conference Suite – Second Floor (Holmes Student Center)

Lucero Martinez, AmeriCorps VISTA

Diana Alday, Graduate Student
OSEEL; College of Education and Latino Student Alliance

It is said that diversity plays an important role in the lives of Americans today, but how true is it? This Project on Civic Reflection (PCR) will focus on diversity and how we view it during our everyday lives. This PCR brings NIU students, faculty, and staff together in a meaningful discussion revolving around a piece of literature or media that they can relate to their civic engagement experiences.

Who Gets In - Affirmative Action in Higher Education

Capitol South - Main Floor (Holmes Student Center)

Jeanne Meyer, J.D.
Director of Student Conduct
Northern Illinois University

In a series of recent cases, the U.S. Supreme Court has raised the bar for Institutions that consider race in admissions. How will this new standard effect diversity on campuses? This session will include a discussion of the court decisions and the potential impact of these decisions on admissions.

Who Constructed Your Truth? The Dominant Culture and Where You Fit In

Room 305 - Third Floor (Holmes Student Center)

Chris Wise, Brandon Hunter, and James Miene
Graduate Students
Adult & Higher Education
Northern Illinois University

In this session, we will examine the ways that the dominant culture maintains its position in society through policy and practice. It will include a discussion on how Critical Theory can empower those who may not even realize that policies are developed to minimize their power.

Transforming Learning Spaces by Promoting Social Consciousness through bell hooks's Engaged Pedagogy

Room 306 - Third Floor (Holmes Student Center)

Debbie Anderson & Jessica Ibares
Graduate Students
Adult & Higher Education
Northern Illinois University

This will be an interactive workshop that will provide participants an opportunity to examine bell hooks's ideas of Engaged Pedagogy. This involves using the classroom as a space to raise social consciousness for the purpose of promoting equality, freedom, and opportunity for all people regardless of race, culture, gender, sexual orientation or any other difference.

The Monkey on My Back

Room 505 – Fifth Floor (Holmes Student Center)

Dr. Tammy Holmes
Instructor and Faculty
Northern Illinois University

Explored are study abroad programs that teach important intercultural skills, with transformation occurring within students when they realize that they can see the world from a different cultural viewpoint. Three aspects of study abroad programs will be discussed: involvement, benefits, and transformation.

**To Live and Help to Live: Critical Pedagogy and Social Justice Education at
Dr. Pedro Albizu Campos High School, Humboldt Park, Chicago**
Room 405 – Fourth Floor (Holmes Student Center)

Dr. Laura Ruth Johnson
Associate Professor
Northern Illinois University
Dr. Pedro Albizu Campos High School staff, teachers, and students

This session aims to provide insight regarding the ways that critical pedagogy can be implemented into secondary education in an urban community setting by sharing and discussing the work of Dr. Pedro Albizu Campos Alternative High School, an alternative high school with a 40 year legacy of serving the educational, social, and cultural needs of youth in Chicago’s Humboldt Park, a largely Puerto Rican community. The school is premised on the axiom of “Live and Help to Live,” which emphasizes giving back to one’s community. This session will detail various ways that the school has incorporated critical teaching and learning into its curriculum, as well as describe how staff have used a critical pedagogy and social justice-oriented framework (Freire, 1970), to shape school policies. Presenters will include administrators and teachers responsible for the design and implementation of these programs, alongside current students at the school, who will offer their perspectives regarding how particular aspects of the school have contributed to their learning and development.

Breakout Session 2
Holmes Student Center

Breakout Session 2 1:30-2:30	Dr. Kerry Burch (Capitol South)	Andres Hajar (Room 506)	Jasmine Johnson & Renee Meszaros (Room 305)	Dr. Rufina Cortez (Room 306)
	Susana Das Neves (Room 505)	Dr. Joseph Flynn (Room 405)	Dr. Rey Ty (Capitol North)	“Storming the Gates” Documentary Screening (Carl Sandburg Auditorium)

**A Freirean Analysis of the "Military-Industrial Complex":
Or, What is a Generative Theme?**
Capitol South - Main Floor (Holmes Student Center)

Dr. Kerry Burch
Associate Professor
Northern Illinois University

This presentation will show how Freire's concept of a generative theme can be applied to an American context. I argue that Eisenhower's 1961 farewell address, in which he warned the nation about the "dangers" of this "new conjunction of power" can be usefully interpreted as a generative theme because sequestered inside the phrase are a set of contradictions. These contradictions will be identified and developed as a means for "making education" out of this iconic phrase in American political culture.

Applying Freire in the Classroom
Room 506 – Fifth Floor (Holmes Student Center)

Andres Hajar
Fellow
Western Illinois University

This workshop will show the way educators can apply Freire's teachings in their classrooms. I will offer my experience in teaching underprivileged and oppressed groups, such as undocumented immigrants in El Paso, Texas, or inner-city youth at the CHANCE program at NIU, to illustrate the ways Freire's pedagogy can transform individuals. I effectively applied Freire's teachings in my classroom in different and creative ways. This workshop will demonstrate the practical ways any educator can teach Freire's pedagogy of the oppressed in an effective manner.

Two Americas: A Look at Social Class in Education
Room 305 – Third Floor (Holmes Student Center)

Jasmine Johnson
Renee Meszaros
Graduate Students
Adult & Higher Education
Northern Illinois University

This will be a workshop in which participants will engage in an active simulation of the classic board game Life. Participants will try to succeed and overcome obstacles in this interactive game as they encounter real life situations in regards to race, socioeconomic class, and discrimination. Using pop culture, group discussion and critical analysis, we hope to have participants leave with a better sense of reality and thought provoking discussion about social class in the American education system.

No, Really, Where Are You From?
Transcending Racial Microaggressions through Liberatory Praxis
Room 306 – Third Floor (Holmes Student Center)

Dr. Rufina Cortez
Independent Researcher
University of Illinois

Educational settings should create community that helps develop a deeper understanding of oneself to discover and possibly define one's role and commitment to society. This workshop will stimulate conversation about creating environments in educational settings that are inclusive of all students regardless of class, race, gender, or sexual orientation such that one can systematically transcend racial microaggressions.

This is Me! Undocumented, Unafraid, Educated

Room 505 – Fifth Floor (Holmes Student Center)

Susana Das Neves
Academic Advisor
Northern Illinois University

This session will address the unique needs and characteristics of undocumented students. Emphasis will be given to resources, access, transition, and success strategies to succeed in the pursuit of higher education.

Summer of '13: Another Coming of Age of Race in American

Room 405 – Fourth Floor (Holmes Student Center)

Dr. Joseph Flynn
Associate Professor
Department of Leadership, Educational Psychology, & Foundations
Northern Illinois University

This session will critically reflect on issues related to race in popular culture during the summer of 2013 and how they challenge notions of white privilege in the United States.

Education for Justice

Capitol North – Main Floor (Holmes Student Center)

Dr. Rey Ty
Training Coordinator
International Training Office at Northern Illinois University

Determined by socio-economic relations, justice is a norm important in social and political consciousness. However, because of its universal significance, justice is also relatively independent of specific economic or political life. A gap exists, as while many educators use justice as a concept in teaching and learning, many do not even have a basic definition. This presentation provides implications to educational policy and practice.

"Storming the Gates: The Struggle for Access to Higher Education in Illinois"

Carl Sandburg Auditorium – (Holmes Student Center)

ENLACE - Cohort 6/ Northeastern Illinois University
Documentary Screening

A film produced by the Illinois African American and Latino Higher Education Alliance (IALHEA) to commemorate the accomplishments of Latino and Black students in higher education.

Breakout Session 3

Holmes Student Center

Breakout Session 3 2:45-3:45	Nicole Buras (Capitol South)	Dr. Rey Ty (Capitol North)	Rosa Campos & Susan J. Roach (Room 306)	Dr. Thomas Roberts (Room 506)
	Dr. Michelle Bringas Macy Gray (Room 505)	Deyci Ramirez, Jaemin Robertson & Krystle Everett (Room 305)	Thomas Joseph (Room 405)	Dr. Gabriel Cortez ENLACE Cohort 6 Panel (Carl Sandburg Auditorium)

Improvisational Games to Facilitate Communication: Workshop on Moving Beyond Social Status

Capitol South – Main Floor (Holmes Student Center)

Nicole Buras
Graduate Teaching Assistant and Doctoral Candidate
Adult & Higher Education
Northern Illinois University

This session introduces improvisational philosophies and approaches to communicate across various social statuses. Improv promotes listening and contributing information promoting team equality, known as “yes, anding”. The interactive workshop focuses on: 1.) Understanding basic improvisational philosophies. 2.) Experience with engaging in improv activities. 3.) Example "Improv games" participants may adapt to learning environments.

Early Freire, Scientific Freire, and Mature Freire: Complete Ontological and Epistemological Rupture or Partial Shifts?

Capitol North – Main Floor (Holmes Student Center)

Dr. Rey Ty
Training Coordinator
International Training Office at Northern Illinois University

I reject the mainstream view that Freire made one all-important definitive contribution to popular education. Althusser’s application of the theory of epistemological breaks (2006) informed this research. Based on a deconstructive re-reading and survey of Freire’s important literature, this research traced the diachronic changes in Freire’s thought: Christian, Marxist, and postmodern. The results of this research have implications to research and practice in adult, continuing, extension, and community education and action.

Literacy for Change: Reading the World Critically to Promote Social Justice

Room 306 - Third Floor (Holmes Student Center)

Rosa Campos & Susan J. Roach
Graduate Students
Adult & Higher Education
Northern Illinois University

Using Freire's ideas as a framework, this interactive session will focus on defining critical literacy and analyzing its relevance in the current educational system in the United States. As a group, we will explore the relationship of language and power inside and outside of the classroom and how language can be used to promote social justice.

Latin American Plants' Contributions to Cognition

Room 506 – Fifth Floor (Holmes Student Center)

Dr. Thomas B. Roberts
Emeritus Professor
NIU Honors Program at Northern Illinois University

Psychoactive plants of the Americas provide ways to think beyond our usual default mind body state. We will consider several plants, their cultural uses, and possible implications for cognitive enhancement.

Combating the Model Minority Stereotype

Room 505 - Fifth Floor (Holmes Student Center)

Dr. Michelle Bringas
Director of the Center for Asian American Studies
Macy Gray
President of Asian American Association
Northern Illinois University

Asian American student populations are the second fastest growing ethnic population at colleges and universities. It is becoming increasingly important to develop the cultural competencies necessary for working with this population and to understand how to move past traditional stereotypes that we may not be fully aware of or understand. This session will provide an overview of how certain stereotypes for Asian Americans emerged historically and how these stereotypes can shape our thinking and responses. Presenters will use images and photos to help describe stereotypes of Asian Americans. This session will also help participants reflect on their own experiences with stereotypes and gain insight for seeing students for who they really are.

Critical Race Theory as a Framework for Education

Room 305 – Third Floor (Holmes Student Center)

Deyci Ramirez, CHANCE Bilingual/Bi-Cultural Counselor
Jaemin Robertson, Graduate Hall Director at Housing and Dining
Krystle Everett, Teaching Assistant for the Center for Black Studies
Northern Illinois University

The purpose of this session is to engage students, faculty, staff, and community members to critically think about the everyday encounters they have as it relates to interacting with people of similar and different racial backgrounds within higher education.

Demystifying the Gothic Adolescent: Suspicion, Affirmation and Critical Pedagogy

Room 405 – Fourth Floor (Holmes Student Center)

Thomas Joseph
Instructor for the College of Education
Northern Illinois University

The presentation unpacks Paul Ricoeur's hermeneutic philosophy and the implications for critical pedagogy. To that end, the lived-experiences of Gothic, Emo, and Punk adolescents are demystified through Ricoeurian method to demonstrate the dangers of unexamined cultural symbol and to distinguish hegemonic ideology from utopian possibility.

Latin@sInHigherEd #GateStormers

Carl Sandburg Auditorium – (Holmes Student Center)

Dr. Gabriel Cortez
Assistant Professor
ENLACE Cohort 6
Northeastern Illinois University

An interactive Twitter enhanced panel discussion to explore the current status of Latin@s in Higher Education. The discussion will be led by Latino scholars and community leaders who will share insight on the challenges and strategies of success in graduate school. Panelist include graduate students from the ENLACE Fellows program at Northeastern Illinois University (NEIU). The session will be moderated by Dr. Gabriel Cortez, Assistant Professor of Educational Leadership and Development at NEIU.

Unity Conference & Celebration Committee



From left to right (back row): Lizy Garcia, Alyssa Thompson, Adam Lopez, Ivonne Uquillas, Diana Alday, Mark Soto;
(front row): Ulysses Diaz, Jessie Ibares, Molly Swick; (not pictured): Julio Ruiz, Susana Das Neves;
Program Design: Anabell Rodriguez; Teaching Assistants: Catie Holmes, Jason Thomas

Dr. Molly A. Swick, Co-Chair
Leadership, Educational Psychology & Foundations
Counseling, Adult & Higher Education
Northern Illinois University

Adam E. Lopez, Co-Chair
Graduate Student, History
Co-Adviser VALU After School Program
Northern Illinois University

Supported by NIU's:

- Latino Student Alliance
- Graduate School Colloquium
- Department of Leadership, Educational Psychology & Foundations
- College of Education
- COE External & Global Programs
- Department of Counseling, Adult & Higher Education
- College of Visual & Performing Arts
- College of Engineering & Engineering Technology
- Huskie Service Scholars
- Student Involvement & Leadership Development and Diversity & Equity
- Division of Student Affairs & Enrollment Management
- Office of Community Standards & Student Conduct
- College of Health & Human Sciences
- Student Engagement & Experiential Learning
- Student Support Services
- Document Services
- Student Association
- University Honors Program
- DREAM Action NIU
- Sol
- Women's Rights Alliance
- MEChA de NIU
- Center for Asian American Studies
- Center for Latino and Latin American Studies
- Center for Black Studies
- Black Male Initiative
- International Training Office
- Student Association for Education and Rehabilitation of the Blind and Visually Impaired
- Circular Energy Hoops
- LGBT Resource Center
- Women's Resource Center
- CHANCE Program

Unity Conference 2013

Schedule and Site Map

Unity Conference

Location: NIU Holmes Student Center (HSC) and Campus Life Building

Time	Activity	Location
8:00-9:00	- Registration & Light Refreshments	Campus Life Building
9:00-10:45	- Welcome Conference Participants: Dr. La Vonne Neal Dean of the NIU College of Education - Keynote Address: Dr. Antonia Darder <i>"Critical Leadership for Social Justice and Community Empowerment: A Tribute to Paulo Freire"</i>	Carl Sandburg Auditorium
11:00-12:00	- Breakout Session 1	NIU Holmes Student Center (HSC)
12:15-1:15	- Lunch	Campus Life Building
1:30-2:30	- Breakout Session 2	NIU Holmes Student Center (HSC)
2:45-3:45	- Breakout Session 3	NIU Holmes Student Center (HSC)
4:00-5:00	- Ethnic Studies Forum: Guest - Jose Gonzalez Ethnic Studies Educator and Activist featured in documentary "Precious Knowledge" Skype from Tucson, Arizona	Carl Sandburg Auditorium
5:00-6:00	- Closing Remarks	Carl Sandburg Auditorium

