

President:

Michael Crawford

President-Elect:

Consuelo Lopez Springfield

Past President:

Stephanie King Norton

Membership Coordinator:

Ann Dingman

Publicist:

Dora Valentin

Secretary/Treasurer:

Kari Fonstad

General Executive Members:

Heidi Lang

Gebriel Lefebber

May Lee Moua-Vue

Jane Schimmell

Graduate Student Representative:

Consuelo Contreras

Undergraduate Student Representative:

Becky Krueger

SPA WEB ADDRESS:<http://www.ohrd.wisc.edu>

Frontline

VOLUME 9, ISSUE 3

JANUARY/FEBRUARY

SPA Conference Highlights

 by Consuelo López Springfield, Conference

In many ways, the SPA Spring Conference is a place of border crossings. We cross campus (and come from afar) to share meals, ideas, and experiences. As administrators, advisors, students, researchers, and planners share perspectives, we cross hierarchical barriers. We explore cultural wars in our institutional "buffer zones" while examining tools to meet the needs of emerging student populations who utilize their unique legacies to gain equality through education.

"SPA," as Chancellor John Wiley writes to SPA members, builds "bridges between departments, divi-

sions and units." Celebrating 50 years of creative collaboration on campus, this year's SPA Conference brings us together to glean insight into new technologies and to find creative ways to set professional goals. It provides an opportunity to meet colleagues who cross the social divide through service learning, attempt to close gaps between "town and gown," and offer strategies for cross-cultural competency. Together, we will explore self-growth through strategic planning and attempt to "renew" our

spirits. Graduate education, social justice work, the growth of Latinos in higher education, federal legislation, financial aid and challenges to Affirmative Action are topics of importance to all of us. With the help of Carolyn Calloway-Thomas, Professor of Communication and Culture, African-American and African Studies at Indiana University, we'll join in an interactive discussion of communicating across cultures. As she points out, "Under Cherry Trees, There are No Strangers." Please join us on Friday, February 17, 2006, at the Pyle Center. To register, visit www.ohrd.wisc.edu/spa



Carolyn Calloway-



SPA AWARDS 2006

CELEBRATING 50 YEARS OF SPA'S LEAD-

NOMINATE YOUR COLLEAGUES TODAY!

 By Stephanie

The SPA Awards Nomination Packet is now available on our web site at: www.ohrd.wisc.edu/spa - click on "SPA Awards Committee". Think about colleagues you work with, classified staff, academic staff, and faculty that really go above and beyond what is expected of them as it relates to student services, and nominate them for one or more of the recognition opportunities available. All award recipients receive a plaque or certificate and a monetary award. These awards are made possible by the Office of the Chancellor, the Norman Bassett Foundation, Ineva Reilly Baldwin and Ira Baldwin Endowment for Student Services, the Offices of the Dean of Students, and the SPA membership.

All of the awards have specific criteria, however, if you feel your candidate meets the criteria for more than one award, please nominate the person for the categories that seem like the best fit. The following awards will be presented this year: The Chancellor's Award, the Norman Bassett Awards, Award for Excellence In Student Affairs, Leadership in Social Justice Award, SPA Frontline Award, and the SPA Campus Impact Award. With the support of the Offices of the Dean of Students, we have created the "Leadership in Social Justice" award to be given for the first time this year. We have also restored the SPA Frontline Award to its original intent of being specifically for classified staff.

All criteria and instructions can be found on our web site at: www.ohrd.wisc.edu/spa.

The deadline for nominations is **Friday, March 17, 2005**. If you have any questions regarding the SPA Awards, please contact Stephanie King Norton, Awards Committee Chair, at smking2@wisc.edu or 265-4163.



SPA SOCIALS

**Wednesday, 2/22,
11:30am, Lunch at Caspian
Café on University
**Tuesday, 2/28, 7:30am,
Breakfast at Mickie's Dairy
Bar
1511 Monroe Street

SPA AWARDS

Mark your calendar for the SPA Awards Luncheon on Wednesday, April 19 in Gordon Commons. We will celebrate the achievements of our award winners as well as SPA's five decades of creative leadership in student personnel work. Invitations will be sent in mid-March.

WHAT'S INSIDE:

- Spotlight
- Freedom Fest Information
- Friday Field Days
- Glory Road—Book Review
- WUFIP
- Diversity: A Compelling State Interest



Leslie Winters, Residence Life Coordinator



What is your idea of perfect happiness?

Perfect happiness to me is being surrounded by friends and family discussing current events, joking and laughing, over

a good meal.

Which talent would you most like to have?

I would love to play a musical instrument.

Who are the heroes in your life?

My mother is my she-ro. She was determined to make sure I had everything I wanted in life and had the best education. She always knows the right thing to say when I am stressed about decision making. She is my best friend.

What is your most treasured possession?

I have a pound puppy my mother gave me in seventh grade. I slept with it up until I graduated college.

What is your most marked characteristic?

My laugh has got to be the thing I am known

for. It is loud and I put my body into it. You just can't help but laugh once I really get going.

What is the quality you most like in a person?

Someone who possesses passion. It can be for anything work, education, family, etc.

What is your motto?

Never Procrastinate! It bites you in the butt later.

Friday Field Days by Kari Fonstad

Have you ever wondered how other campus units run? Have you ever wanted to pop in and meet the staff of another office? Are you looking to make personal and professional connections in other areas of the university? Try Friday Field Days!

Friday Field Days, co-sponsored by SPA and MACAA (Madison Academic and Career Advising Association) is an opportunity for campus offices to open their doors to the university community. Each volunteer site will host a two-hour open house for visitors to meet the staff, take a tour, and ask

questions. To date, our volunteer sites include McBurney Disability Resource Center, Adult and Student Services, and International Student Services...just to name a few!

Friday Field Days will be held February 24, March 3, and March 10.

Watch your email for more detailed schedules as the date nears. Specific schedule information will also be available at the SPA Conference on February 17, 2006.

Mark your calendars and plan to attend Friday Field Days!



SPA Forum

DoIT Tech Store Show'n'Tell

February 20, 2006

12:00 pm to 1:00pm

Computer Sciences Room

1150A

1210 W. Dayton

"Glory Road" Film Review by Consuelo Lopez Spring-



On Martin Luther King Day, when communities come together to pay homage to the struggle for full citizenship rights for all Americans, I saw *Glory Road*. This new sports film is unique in that it is not only about winning a national basketball championship but also, and more importantly, breaking down barriers of segregation. We follow the arduous road of an integrated underdog team struggling to win the NCAA national championship by starting five African American players for the first time in history. While it traces the challenges faced by Don Haskins, who coached Texas Western's (now UTEP) men's basketball team for 38 years and whose autobiography recently came out in print, the contributions of his players to hold their course amid overt racism is the subtext of *Glory Road* and what gives it a special place in today's social consciousness.

Set in a collapsed timeline between 1962-1966, director James Gartner uses background images of "Jim Crow" — from education to sports—on television screens and in social spaces like restaurants, hallways, and sports arenas. We glimpse news reports of death and devastation in Vietnam and the powerful voice of Martin Luther King, calling out of those dark and troubling times for respect, justice, and unity. At a time when the Black Panthers held the imagination and dreams of many and LBJ pursued anti-poverty programs, each player yearns for the spotlight and the opportunity to prove to the world what he can do. Haskins, played brilliantly by Josh Lucas, emerges as a man driven, not by dreams of social justice, but by a desire to build a powerful team. His determination takes him from coaching a girl's high school team to taking over a financially-strapped men's college team located on the

Freedom Fest An Artful Celebration of African American

The Madison Center for Creative and Cultural Arts presents **Freedom Fest: An Artful Celebration of African-American Heritage, four evenings of pride featuring movies, dance, poetry, theatre, music and poetry.**

February 11-The Magic of Words

An evening of poetry and a theatrical monologue features the works of such notable wordsmiths as Fabu Mogaka, Ken Haynes, Bill Redding, Rob Franklin and others. The evening also features from the Madison Repertory Company's production of *The Piano Lesson*, Cedric Young performing a dramatic monologue and interactive dialogue with the audience. Doors open at 7:00 p.m. Seating is limited. Admission is \$10, \$8 for students.

February 18-Pan-African Dance Party

A unique dance experience fusing American and African dances featuring BroDJ and Most Variety DJ Lasisi. Doors open at 8:00 p.m. Admission is \$5.

February 25-Sounds of Freedom

An evening of poetry, music and song featuring the Hanah Jon Taylor Artet with bassist Yosef Ben Israel from Chicago; Atimevu Drum and Dance Ensemble and a special bass solo performance by Dr. Richard Davis. Doors open at 7:00 p.m. Seating is limited. Admission is \$10, \$8 for students.

The Madison Center for Creative and Cultural Arts is a non-profit, grassroots arts organization serving the entire Madison community. For more information regarding Freedom Fest or other events at the MCCA please call 251-2787 or stop by 306 W. Dayton.

What's WUFIP? By Gwen Drury



pull the emerging vision together.

In a nutshell, the project involves two parts. First, is replacing the current Union South with a more functional, warm, student-magnet type of building. The students have specified that they want a cutting-edge, "Green," sustainable building. It could be the first LEED-certified campus Union building in the country! They want a timeless, enduring style and lots of natural materials. They want up-to-the-minute communication technology. And, they like the vision in the campus master plan of having this new building linked up with a multi-modal transit station built by the University, bringing together improved bus, bike and pedestrian routes as well as linking with the county's proposed light rail and the city's proposed trolley. Everything about this building will be about making healthy connections! The second part of the project involves historically restoring while technically modernizing Memorial Union. This well-loved old building needs major repairs and desperately needs to be made wheelchair accessible! New student lounge space on the lakefront and expanded Hoofers' space are also part of the mix. Visit www.union.wisc.edu/WUFIP for more details and to check out the drawings so far! *Here's an extremely important point: the actual design work has not been done yet, and student input will be key all throughout the entire project!*

Students are not being asked to fund the entire project, but their vote of support will be a crucial springboard for private fundraising. The enhanced Union facilities will also have enhanced revenue-producing capacity. Additionally, the Union will pursue state and federal sources of funding for historical structures. If any such funds can be secured, the amount of the project funded by students will be reduced.

So, what are the students doing to create this new chapter in our campus history? Wisconsin Union Directorate is sponsoring a Signature Drive, from February 1 through March 1. They will be collecting over 2000 student signatures, to get a referendum placed on the ballot, so students can vote on whether

to fund this project. They will be staffing Signature Drive tables in each Union, and visiting a wide array of student groups' meetings. There are easier ways to get a referendum on the ballot, but a signature drive is the most democratic way. The election will be held at the end of March.

The referendum will ask students to support this project, which could be built by 2008, by paying \$96 per semester in segregated fees. (Once the bonds are paid off, the seg fee would be reduced by \$96.)

Some things to think about:

-Only the students of today will be able to make the decision to get a new, green building built and Memorial Union restored for only \$96 per semester. Building costs escalate year by year. If students don't vote for this referendum this year, students of the future will be faced with paying a higher price to get the same thing.

-How likely is it that students of the future will be happy that they have an even older, more worn and still non-accessible Memorial Union to contend with? And how about an unchanged, except more worn, Union South? It's hard to imagine thousands of alumni pledging funds to help restore a building that they called cold and sterile while they were students. Instead, students are imagining a new, forward-thinking, green building to draw people together and help create even stronger connections and community on campus.

This project is complex, but this article is short. We hope that SPA folks will want to educate themselves about all of the issues involved. Watch for upcoming input forums and even a symposium on March 21: a chance to really "sift and winnow."

For more information, contact Janell Wise, President of the Wisconsin Union: president@union.wisc.edu.

As everyone in SPA knows, this campus has a long history of students leading the way on lots of crucial campus initiatives. It's happening again, and it's a truly historic moment for this campus. WUFIP (short for Wisconsin Union Facilities Improvement Planning) is being led by some amazing students, and the planning is just getting started.

A couple of years ago, the administration of the Wisconsin Union had put together a master plan for future of the Union's buildings. Last spring, the student body narrowly rejected a referendum on the ballot in the ASM elections, to fund that project. That referendum failed by 185 votes.

The Union Council, which is student-led, and the Wisconsin Union Directorate, which is made up entirely of students, decided to take the whole plan back to the drawing board and try it again – their way. This time, the entire effort revolved around learning what *students* think should be in this project. A web-based survey was sent to all 41,119 students with "listed" email addresses. The response rate was 13% - nearly 5,500 students filled out and sent in a 20 minute questionnaire. A series of focus groups (about 50 students) were held to gather more specific input. A Student Steering Committee and Wisconsin Union Directorate, as well as a Stakeholder's Committee made up of faculty and staff, had multiple meetings throughout the fall, and gave continuous feedback to the architecture & planning consultants who helped to

Film Review Continued

borderlands of Southwest Texas. As he moves his family to El Paso where they live in a student dorm, he learns that to pursue his dream, he must recruit strong talent by journeying to northern cities, plucking African American players from steel towns in Indiana and the streets of the South Bronx.

The film shows two separate Americas living side by side across the racial divide (with Latinos as a "buffer"). White team players, while upstaged by their more talented African American teammates, grow as they interact socially with African American and Mexican communities outside their campus. As Geoffrey Thompson, colleague and fine film critic, explains, "this movie also symbolized and signaled a preview of how the Black athlete would radically change the landscape of collegiate basketball."

While *Glory Road*, like most sports films, focuses on disciplining players into a championship team, it shows the painful effects of racial division as the team travels through Southern towns and confronts prejudice in sports coverage. The story culminates in the 1966 NCAA national championship game with an all-white Kentucky team which had Pat Riley, currently Miami Heat's coach, as a lead player. While the film stretches reality to fit the story (there were no confederate flags waived in Kentucky's stadium, Texas Western was already integrated in 1962, and it wasn't until 1964 that Haskins recruited the black players that would lead them to victory), it includes inviting and important aspects of African American home life and aspirations. Three poignant sequences, underlining the importance of mothers who encourage their sons' education and athletic recognition, form a counterpoint to Haskins' paternal role. In the final credits, where real-life characters speak, we learn that several players went on to teaching, coaching, and community roles. That solidifies our feelings that we rooted for the right team. I recommend watching *Glory Road* before "March Madness" starts. It offers excitement, pathos, humor, and stunning visuals. I intend to get the soundtrack, filled with mariachi and '60s songs.





Diversity: A Compelling State Interest By Consuelo Contreras

Changes in American society, reflected in changes in the demographic conditions and profile of the nation, impact the role, mission, staffing, and enrollment profile of American institutions of higher education. Within this rapidly changing environment, institutions of higher education have been particularly active in efforts to infuse a sense of diversity into all aspects of their educational role and mission, including the key issues of staffing and admissions decisions. In this regard, the higher educational community has been working to integrate diversity in a way that resonates with trends and conditions taking place among larger employers in the contemporary American work environment.

Noting this phenomenon, researchers frequently cite the presence of economic, social, political, workforce staffing, and global commercial trade as placing a premium on having and retaining a diverse workforce in order to remain competitive in the fast-paced and rapidly changing global economy (Friedman, 2005; Synnott, 2005). Changing demographic conditions and the pressure of international trade and global commerce further illuminate the need to integrate diversity into the workplace and into institutions of higher education.

It is within this unsettled condition that significant policy issues and structural tensions persist for those institutions that seek to find effective methods that advance the cause of diversity - that are inclusive to all populations.

Three legal cases provide the cornerstones regarding diversity and affirmative action guidelines in admissions policies for higher education. In 1978 the United States Supreme Court decided the first reverse discrimination case. In the *University of California v. Bakke*, the Supreme Court renders judgments that cause controversy and confusion regarding the use of affirmative action practices in higher education admissions. Justice Powell defends his diversity rationale regarding the creative results stemming from a diverse student body, which expose students to more ideas of students who represent the diversity of the nation. Twenty-five years later, the U.S. Supreme Court upholds the constitutionality of the University of Michigan's Law School's admissions program citing race as a compelling state interest. The *Grutter v. Bollinger* case upheld the admissions program at the University of Michigan Law School and *Gratz v. Bollinger* struck down the undergraduate admissions program. These three cases prove pivotal in reviewing the constitutionality of affirmative action programs for admissions in higher education (Synnott, 2005).

In-classroom and out-of-classroom opportunities that expose students to the socio-cultural and global factors (Synnott, 2005) that mirror societal trends are integral to their educational experience. Students need to learn the power dimensions, values, and communications styles that impact and intersect communication patterns (Garfield, 2005) between Americans and

internationals; predominant and minority populations; and gender and socioeconomic status lines.

Reading and studying other cultures can be informative to students, yet interacting directly with people who are different from themselves can further move students to expand their critical thinking skills and have more effective communication with people from diverse backgrounds (Friedl, 1999).

American companies expanding outside of the U.S. seek to employ a culturally competent and diverse workforce. Having the skill to work with a racially diverse population is important since the U.S. population only represents about 5% of the world population. People need to be able to relate to the other 95% of the world. Due to outsourcing and having to find the most economical way to produce technology, or products, many American companies have expanded outside of the United States.



Friedman (2005) describes the era of globalization as dynamic and a process that involves the integration of markets, international systems and technology as unprecedented. These technologies enable corporations, individuals and national countries to reach around the world faster and more economically. Today, macroeconomics always includes the international economy. Companies must now work within a global context in determining how companies operate and ultimately determine what they produce. It is this sightedness that cannot ignore the importance of learning how to work with people who come from different backgrounds and learning how to value their different perspectives.

Corporations have been influential in revealing the intellectual vibrancy and advancement of ideas through diversity in background. Only by bringing together students, staff and faculty of different backgrounds can the rich intellectual potential of an institution be realized (Garfield, 2005). By creating a culture that values difference, intellectual complexities can be advanced and new knowledge created (Garfield, 2005).

The United States' competitive edge in the world economy depends on an educated workforce. As technology increases and other coun-

tries offer international programs for students, educating all segments of society becomes more important.

Part of a comprehensive analysis of the challenges and opportunities facing higher education in the 21st century by Duderstadt (2000) recognizes the importance of universities ability to change.

"A distinguishing characteristic and great strength of American higher education is the growing commitment over time to serve all segments of our pluralistic society. Higher education's broadening inclusion of talented students and faculty of diverse ethnic, racial, economic, social, political, national, or religious background, has allowed our academic institutions to draw on a broader and deeper pool of talent, experience and ideas than more exclusive counterparts in other places and times. This diversity invigorates and renews teaching and scholarship in American universities, helping to challenge long-held assumptions, asking new questions, creating new areas and methods of inquiry, and generating new ideas for testing in scholarly discourse." (Duderstadt, 2000, p. 192).

He argues that social and technological change will challenge universities yet can be opportunities for advancement. He notes that the university will be transformed. The question is "how and by whom?" One notable chapter in his book focuses on diversity and its impact on higher education. In this chapter he emphasizes that furnishing higher education to all people regardless of birth, race, color, and monetary ability is crucial to American democracy. Even today these values resonate deeply and are embedded in our nations promise to its citizens. However, it has been a value that has been espoused since the founding of this nation. One essential condition for the success of democracy noted by Thomas Jefferson and James Madison, cultivates the nations "natural aristocracy" through the institution of free public schools (Carcieri, 1997). Still, as a society we are only beginning to unveil the mysteries to the great benefit of appreciating and valuing difference.

Carcieri, M.D. (1997). Democracy and education in the thought of Jefferson and Madison. *Journal of Law & Education*, 26 (1), p 1-30.

Duderstadt, J. J. (2000). *A University for the 21st Century*. University of Michigan Press: Ann Arbor.

Friedl, J. (1999). *Needed: Documentation of How Affirmative Action Benefits All Students*. Change.

Friedman, T. L. (2005). *The world is flat*. New York, NY: Farrar, Straus, and Giroux.

Garfield, L. Y. (2005) *Back to Bakke: Defining the Strict scrutiny Test for Affirmative Action Policies Aimed at Achieving Diversity in the Classroom*. *Nebraska Law Review*, 83 (3), 631-84.

Synnott, M.G. (2005). *The evolving diversity rationale in university admissions: From Regents v. Bakke to the University of Michigan cases*.

A
PUBLICATION
OF THE
STUDENT
PERSONNEL
ASSOCIATION
(SPA)

Dora Valentin
SPA Publicist
University Housing
Tripp & Adams
Halls
International
Learning
Community

Phone:
608.262.1599
Fax:
608.265.8721
Email:
dora.valentin@
housing.wisc.edu