2012 Annual Diversity Conference

Cultural Diversity Resources

“Together Building Strength.”

October 30th, Tuesday
North Dakota State University, Memorial Union
Mission:
Building Communities that Value Diversity.

Vision:
Serving as the intercultural bridge that strengthens bonds and facilitates understanding among diverse communities.

Goals:
1.) To increase the understanding of the value of diversity in our communities.
2.) To create opportunities by eliminating barriers to community participation.

“Society is unity in diversity.”
George H. Mead

In 1993, Fargo-Moorhead area leaders held several community forums to identify community issues needing urgent attention. It was determined that the community needed to embrace its increasing ethnic diversity and assist diverse populations in overcoming barriers to community participation. Leaders wanted to ameliorate intolerance of all kinds, increase understanding of the value of diversity, and develop a permanent system wide framework aimed at celebrating the ever-increasing cultures of the community. With this in mind, action to develop a proactive regional diversity project, to cover four cities (Fargo, West Fargo, Moorhead and Dilworth) in two counties (Cass County, ND and Clay County, MN) began.

A project development team was formed to develop the mission and long-term goals; to coordinate involvement from key stakeholders in the community; and to seek funding for the project. Cultural Diversity Resources (CDR) was established in 1994 as the Cultural Diversity Project and incorporated with its new name, Cultural Diversity Resources, in 1998 as a 501 (C) 3 tax exempt nonprofit organization.

Cultural Diversity Resources, Inc. is a proactive regional diversity initiative to address the challenges and opportunities of increased cultural and ethnic diversity in the Fargo-Moorhead metropolitan area in North Dakota and Minnesota.

Leah Smiley President, Society for Diversity
www.societyfordiversity.org

Leah Smiley is the Founder and President of the Society for Diversity, the largest and #1 professional diversity and inclusion membership association in the U.S.

Mrs. Smiley formed the Society for Diversity in 2009 to coordinate education and resources for professionals in the field of diversity and inclusion. Since then, Mrs. Smiley has acquired members in 28 states and created the first national professional credentialing program through the Institute for Diversity Certification. Currently certifying entire diversity departments for the world’s leading employers, the renowned Institute for Diversity Certification is the only nationwide diversity education and certification program with 800 testing centers.

As a prolific and engaging speaker, Mrs. Smiley has facilitated presentations at several national diversity conferences and trained over 10,000 professionals and executives throughout the world. Mrs. Smiley has also consulted with over 85 companies including Fortune 500s, schools, and nonprofits. Her more than 15 years of corporate human resources experience and 10 years of expertise in diversity, have propelled her to the forefront of traditional and social media outlets with feature stories in The Indianapolis Star, The Indianapolis Business Journal, Franchising World Magazine, The Lexington Herald Leader, The Philadelphia Tribune, The Philadelphia Business Journal, and more. She has also been on national and international radio and television programs.

Mrs. Smiley currently resides in Indianapolis with her husband and children, and has a Political Science degree from Hampton University.

Rory Beil

Rory Beil is the Director of the Cass Clay Healthy People Initiative for Dakota Medical Foundation.

It is a community-wide collaboration established to transform communities to make active living and healthy eating the easy choice. As part of the initiative Rory directs the StreetsAlive! open streets physical activity festival, has spearheaded efforts that have led to six school districts, serving 27,000 students, to significantly rewrite and improve their wellness policies, and helped develop the GoFar Childcare education and incentive program promoting active play and healthy eating.

Prior to this he directed MeritCare’s Exercise Physiology, Lifelong Fitness, and Speed Strength programs for twelve years. Rory is certified through the American College of Sports Medicine as a Health and Fitness Instructor and through the National Strength and Conditioning Association as a Strength and Conditioning Specialist.
Dr. Polly Fassinger has been affiliated with North Dakota KIDS COUNT for nine years, serving as both a part-time research analyst and program director.

North Dakota KIDS COUNT is dedicated to providing accurate and current information on children’s well-being and Dr. Fassinger has been instrumental in creating numerous reports and publications on the children and youth of North Dakota.

In addition, Dr. Fassinger currently holds the position of Director of Institutional Research at Concordia College. She received her Ph.D. from Michigan State University. In her 25 years as a faculty member at Concordia College, she taught sociology classes in family, gender, and human sexuality. She has received two national awards for her research, one from the American Sociological Association and one from the National Council on Family Relations.

Karen Olson is a research analyst with North Dakota KIDS COUNT. For the past 18 years she has worked to facilitate the public’s access to data and information needed to make decisions, design and implement programs, and invest in communities across the state; actions that will positively impact the well-being of children and families.

Karen received her Bachelor’s degree from North Dakota State University and was Information Specialist for the North Dakota State Data Center from 1992 through 2011. She served on review panels for both the 2000 and 2010 Decennial Census in Washington, D.C. A major focus of her research has involved assisting Dr. Richard Rathge in documenting the shifting population of the Great Plains in general and North Dakota in particular. Aside from her interest in the well-being of children, her current research also focuses on housing demands in North Dakota.

Joshua A. Boschee, M. Ed., was born and raised in Minot, ND. He attended North Dakota State University where he obtained his Bachelor’s in Political Science and Masters in Education Leadership.

He has held a variety of roles in local higher education institutions for the past nine years, currently serving as the Assistant Director of Leadership and Organizations at Minnesota State University Moorhead.

Joshua is considered a leader within the LGBT community locally and regionally, even being recognized by the Fargo Forum as one of 20 under 40 for his work in community awareness and public policy issues relevant to the LGBT community. In collaboration with a broad coalition of elected officials, religious leaders, community organizations and individual citizens during the 2009 ND legislative session, Joshua worked to amend the ND Human Rights Act and ND Fair Housing Act to include sexual orientation and gender identity as protected from discrimination in employment, housing, public accommodations and credit transactions. He was appointed by Mayor Dennis Walaker and is serving his second term on the Fargo Human Relations Commission, is the Chair of Fargo-Moorhead Pride, serves on the Fargo Theatre Board of Directors and is an active volunteer with the Pride Collective & Community Center.

Donald Asher is an internationally recognized author and speaker on the topics of careers and higher education.

He works with students from high school through graduate school, and works with educators all over the country. He has spoken internationally on globalism, the international skillset, and cross-cultural communications in China, India, Ireland, Germany, Mexico, Canada, South Korea, and Morocco.

He has been a contributing writer at the San Francisco Chronicle, MSN home page, the Wall Street Journal’s CollegeJournal.com and CareerJournal.com, Dow Jones’s National Business Employment Weekly and Managing Your Career magazines, and many other outlets. Asher was named a “Career Mastermind” in 2011 by the award-winning web portal QuintCareers. He is the author of 12 books in all, including the best-selling guide to the graduate admissions process, Graduate Admissions Essays, a career guide named business book of the year in a national column, Who Gets Promoted, and the ground-breaking book on the job market, Cracking the Hidden Job Market.

He holds the Master’s of Human Resources and Organization Development from the University of San Francisco, the Master of Arts in human development from Fielding Graduate University in Santa Barbara, and the Bachelor of Arts in philosophy and religion from Reed College in Portland, Oregon.
The debate about the benefits of diversity training has respectable points on each side. Nevertheless, it is the Society for Diversity's position that diversity training is still needed, as there are many organizations that do not have a diversity strategy in place, or have recently started a conscious effort in diversity and inclusion. Therefore, the question is not whether to use diversity and inclusion training; the key lies in HOW to employ a diversity and inclusion training strategy that fits your organization's needs.

At the completion of this session, participants will have the following skills:
- Donald Asher

Learning Objectives / Applications:
1. What the problem really is ... an epidemic of unhealthy eating and physical inactivity in an environment that doesn't make the healthy choice the easy choice.
2. Why we need to change the healthy living environment if we hope to make it easy for individuals to make healthy choices.
3. What is currently being done in Cass and Clay county – work in schools, childcare, community, streets alive.
4. What can attendees do to help change the status quo.

10:30 a.m.-12:00 noon
“Getting students to survive, compete and thrive in all phases of college.”
- Donald Asher

Learning Objectives / Applications:
Success in college is no longer a guarantee for anybody, but it can be especially a challenge for first-generation, low-income, underrepresented and marginalized students. In this talk we'll learn about the particular challenges facing these students, simple interventions to improve outcomes, the role of the family as help-mate, or not, for the student, how to pay for college, and concepts we all can use to ensure student success. From the Imposter Syndrome to test anxiety to why summers matter as much or more than GPA, Asher has some words of wisdom for parents, educators and students themselves. Donald Asher works on educational access and equity nationwide.

At the completion of this session, participants will be able to:
1. Learn and understand challenges encountered by students and their families.
2. Apply interventions and strategies to ensure student success in all phases of college, personal and professional life.

Leah Smiley and Polly Fassinger & Karen Olsen

Learning objectives/applications:
- Rory Beil

- Donald Asher

Panelists

Continuing Education Units and Recertification Credits for Professionals in Human Resources (PHR, SPHR & GPHR) are available.

10:30-12:00 noon
“Make your environment support your healthy choices.”
- Rory Beil

Learning objectives/applications:
- Donald Asher

- Leah Smiley

“Learning the social, economic, health and educational cultures and values of Bhutanese and Somali” – Panelists

Provide a space for attendees to ask questions in a safe environment.

4:00-5:00 p.m. – Break

4:50 - 5:00 p.m. : Closing of Conference with door prizes

12:15 - 1:15 p.m. : Lunch Keynote Speaker

7:30 a.m. - 1:30 p.m. : Registration

8:45 - 10:15 a.m.
“Reinventing Diversity Training with Measureable Impact for your Organization” – Leah Smiley

Learning objectives/applications:
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Therefore, the question is not whether to use diversity and inclusion training; the key lies in HOW to employ a diversity and inclusion training strategy that fits your organization's needs. The Society for Diversity’s discussion on “Reinventing Diversity Training” will share learning approaches being used at nonprofit, for-profit, educational and government agencies around the world, as well as provide easy-to-use tips to help you improve employee educational experiences, and measurably impact your organization's performance through diversity and inclusion training.

At the completion of this session, participants will have the following skills:

1. Learn and understand challenges encountered by students and their families.
2. Apply interventions and strategies to ensure student success in all phases of college, personal and professional life.
3. Provide a space for attendees to ask questions in a safe environment.
4. What can attendees do to help change the status quo.

Leah Smiley

Panelists

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“Getting students to survive compete and thrive in all phases of college.”
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8:45-10:15 a.m.
“Understanding and Addressing the Needs of Lesbian, Gay, Bisexual and Transgender Persons and Their Families.”
-Joshua A. Boschee

Learning Objectives/Applications:
We all have differing levels of understanding and support when it comes to our knowledge about sexuality and gender identity. Much progress has been made over the last decade in terms of addressing the needs of lesbian, gay, bisexual and transgender (LGBT) Americans, however there are still many challenges that they and their families face. As public opinion continues to shift in support of equality for LGBT people and their families it becomes possible for employers, schools, religious institutions and communities to have more open and honest dialogue about what it means to be an inclusive organization or community.

At the completion of this session, participants will have the following skills:
Understand through this interactive session an outline of the progress made over the last decade for LGBT Americans.
- Joshua A. Boschee

Discuss the current state of LGBT equality in North Dakota and Minnesota.
- Joshua A. Boschee

Identify further opportunities for creating inclusive and supportive organizations and communities, and
- Joshua A. Boschee

Provide a space for attendees to ask questions in a safe environment.
- Joshua A. Boschee

Joshua A. Boschee
1:20-2:55 p.m.
“Competitive Advantage: Recruiting, Retaining & Recognizing a Diverse Workforce.”
-Leah Smiley

Learning Objectives/applications:
Generally, the Business Case for Diversity is supported by increased global competition for people. Whether the people are your senior executives, employees, customers, students, volunteers, or other vital components of your organization, these people are in high demand. Therefore, how you recruit, engage, recognize, and ultimately retain these people will directly affect your organization’s ability to compete today, and to sustain long-term growth.

At the completion of this session, participants will have the following skills:
Distinguish between an employer and an “employer of choice.”
Address strategies that will help you to target different demographic groups using a variety of tools.
Ascertain how to reduce turnover for all groups.
Discover best practices for recruiting and retaining diverse talent.

Additionally, the workshop will include a breakout session so that you can learn what your peers are doing.

1:20-2:55 p.m.
“Leadership skills: How to discover yours and work with others at all generational levels.”
-Donald Asher

Learning Objectives/applications:
What is your leadership style? Does it need to change as your career and your assignments evolve? How do Boomers view Millennials, and how do Millennials view Boomers? Does it matter? What happened to Gen X anyway? In this talk we’ll all learn more about how to be effective in our organizations, and how “What got you here won’t get you there.” From leadership without authority to those who abuse their power of position, we gain insight that we can use the next morning at work or school. Donald Asher has worked around the globe on career issues such as these.

At the completion of this session, participants will be able to:
Learn about your leadership style and others to work effectively with at all generational levels.
Apply skills to work with leaders with different levels of authority at diverse environments.

3:15-4:45 p.m.
“Learning the social, economic, health and educational cultures and values of Bhutanese and Somalis.”
-Panelists from Bhutan and Somalia

Bhutanese Presenters:
Kashi Adhikari, ESL Paraprofessional, West Fargo Public Schools, ND
Tika Adhikari, Bhutanese refugee

Somali Presenters:
Aaliya Mohamed, Concordia Student
Nasir Said, MSUM Student

Learning Objectives/applications:
The refugee resettlement program, for the Fargo-Moorhead metro area, has resettled many refugees from different countries for several decades. Currently, the predominant group of refugees resettled here are from Bhutan. In addition, both primary and secondary Somali refugees represent one of the fastest growing communities in the metro. Consequently, the community, educators, businesses and various service providers are eager to learn more about their cultures and values so that there are more effective and efficient services and resources.

At the completion of this session, participants will be able to:
Have statistics and general information about Bhutanese & Somali population in Fargo-Moorhead metro area, Cass County, ND & Clay County, MN.
Learn and understand their culture, family structure, educational levels, and health issues.
Compare and contrast between American culture with Somali and Bhutanese cultures.
Hold interactive discussions to better understand and address local issues, challenges and opportunities.

3:15-4:45 p.m.
“Common Trends in the Well-Being of Teens and Youth.”
-Dr. Polly Fassinger & Dr. Karen Olsen

Learning Objectives/applications:
How well are our children and youth doing? In order to address this question, this North Dakota KIDS COUNT presentation will provide an overview of trends in the well-being of teens and youth with respect to their at-risk behaviors (such as drug use, sexual behaviors, health behaviors), economic well-being (including poverty levels), education (including graduation rates and college attendance), and family structures and supports. In discussing each of these factors, we will focus on teens and youth in North Dakota, although data from NW Minnesota will be included when possible.

At the completion of this session, participants will have the following skills:
An overview of trends in the well-being of North Dakota teens and youth with respect to:
At risk behaviors (such as drug use, sexual behaviors, health behaviors)
Their economic well-being (including poverty levels and access to health insurance)
Education (including graduation rates, college attendance, and special needs students)
Family structures and supports
Each of these factors would be explored with state-wide data, with an eye to diverse populations (such as gender and race) when possible.
2012 Annual Diversity Conference Sponsors