In 1968, Congress and President Lyndon passed a law authorizing and requiring the President to issue a proclamation designating the week including September 15 and 16 as National Hispanic Heritage Week. On August 17, 1988 President Ronald Regan passed a law expanding National Hispanic Heritage Week to a month long celebration, September 15 through October 15. September 15 was chosen as the starting point for this month-long celebrating because it is the anniversary of independence of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. All five countries declared their independence in 1821. Along with these, Mexico celebrates its independence on September 16, Chile on September 18 and Belize on September 21. Ultimately, National Hispanic Heritage Month celebrates the long and important presence of Hispanic Americans in North America.

Emporia State University, the Hispanic American Leadership Organization (HALO) is hosting its second annual Hispanic Heritage Month Extravaganza 2011 Series. There will be a Latin American Zumba session with Amy Hayden, a display of select books from a national heritage month book list at William Allen White Library, guest lecturer “The Cuban Guy” for the Lecture Series and more! HALO’s mission for the 2011 Series is to promote the celebrations and traditions of those American citizens who trace their roots back to Spanish speaking nations, advocate the history of Hispanic Americans, recognize the achievements and contributions of Hispanic Americans in the United States, celebrate the long standing presence of Hispanics in North America and to provide an opportunity to focus attention upon the Hispanic community in Emporia. Don’t miss out on these exciting events! Visit www.emporia.edu/csi/rso/halo to learn about the events that will take place this year.

Written by: Manuel Requenes
The Michael Tilford Conference on Diversity and Multiculturalism is named in memory of the late Dr. Michael Tilford, who passed away on November 6, 1996. Dr. Tilford was the WSU representative on the Regents Diversity and Multiculturalism Committee from its onset in 1994 until his death.

In 1969, Dr. Tilford was one of 100 African-American educators from across the country who received Ford Foundation Grants for advanced graduate study. He was appointed Dean of the Graduate School of WSU in 1988 and Associate Vice President for Academic Affairs in 1994. Dr. Tilford chaired many organizations, and his committee work showed his commitment to the education of students traditionally underrepresented at the university level.

The 2011 Michael Tilford Conference provides an opportunity for faculty, staff and administrators at the Kansas Regents’ institutions to approach diversity in higher education by examining the challenges and opportunities in Kansas through state issues such as:

1. Identifying the changing demographics for students entering into higher education,
2. Examining the role of faculty, staff and administrators in responding to these demographic changes,
3. Understanding the implications of these changes in terms of policy, curriculum, teaching methods, and recruitment and retention, and scheduling a meeting time (institutional-based) to move us forward on each campus.

Registration: There is no registration fee to attend the conference, but pre-registration is required. The Conference Planning Committee is looking forward to a great representation from ESU. If you have any questions, please do not hesitate to contact Kathryn Harth (kharth@k-state.edu) at 785-532-2495. Thanks for your continuing support.

For more information please contact: Dr. Sheryl Lidzy: slidzy@emporia.edu.

Conference Dates: October 24th –25th, 2011

For many students, the transition to college can be difficult. For those that are from non-traditional backgrounds, the transition can be even more challenging. The Eagerly Dedicated to Grow and Excel Program was created to help students with these challenges. The office of Multicultural Affairs has spent the last two months innovating the EDGE Program to better serve the current needs of students. Focus points of the program include, but are not limited to, tutoring, mentoring, and seminars that promote not only academic success, but personal development. The EDGE program is open to any current ESU student who is looking to prosper academically and beyond!

Calvin Bruner is the contact person for this program. cbruner1@emporia.edu

EDGE Testimonial

In the Fall of 2009, I was a first year college student from an urban school district and had several things to learn about college. A friend invited me to join her to a meeting; with nothing better to do I decided to go along. The meeting was for the Eagerly Dedicated to Grow and Excel Program (EDGE). I found that joining my friend that night was one of the best decisions I made my freshman year of college. The EDGE Program helped me by giving me tutoring and tools to be a successful college student. With the help of the EDGE Program, I ended my freshman year with 3.6 grade point average. One of the best things about the EDGE Program was it not only helped me succeed, but I later was able to be an EDGE tutor/mentor and help others. - Brittany Riggs, Junior — “Secondary Education English”

National Coming Out Day

National Coming Out Day (NCOD) was founded on October 11, 1988 by Robert Eichberg and Jean O’Leary marking the anniversary of the 1987 march on Washington for Lesbian and Gay Rights. Since then, on or near every October 11, thousands of gay, lesbian, bisexual and transgender people and allies celebrate NCOD; with workshops, speak-outs, rallies and other kinds of events all aimed at showing the public that LGBT people are everywhere.

For more information please contact: Austin Schopper: aschoppe@emporia.edu
The Hispanic American Leadership Organization of Emporia State University

Since 1996, the Hispanic American Leadership Organization (HALO) of Emporia State University has been executing a variety of traditional, social and cultural programs throughout campus and the Emporia community. Since the organization’s start, HALO has brought several speakers to campus, hosted large celebrations for important holidays including Dia de los Muertos, Cinco de Mayo, and Hispanic Heritage Month and organized plenty of socials for its members. But it was not until spring 2010 when HALO’s new leadership took their offices and spent the entire summer reviewing and evaluating their past progress and how to restructure and revamp the organization. Because of their hard effort, HALO is stronger and more efficient than ever before. Within the last year and a half, HALO has increased its presence on the ESU campus and Emporia community. HALO designed a membership drive to include all students on campus, designed the Hispanic Heritage Month Extravaganza 2011 Series in order to promote the purposes and objectives of National Hispanic Heritage Month on campus and the Emporia community, sponsored a number of community service projects and fundraisers including Hispanic Leadership Day with Emporia High School, the School Supplies Collection Drive for William Allen White Elementary, sent leaders to Si Se Puede and collaborated with the Emporia “Hispanics of Today and Tomorrow” community organization to host a number of taco feeds in order to raise funds for the organization.

Where did all of this new leadership come from? After one year, how was HALO able to grow and expand so quickly? A majority of their new leadership came from their participation in two leadership conferences that were both hosted by the United States Hispanic Leadership Institute. The HALO Executive Board traveled to Omaha, NE for the regional conference in October 2010 and to Chicago, IL for the national conference in February 2011. During these conferences, board members gained numerous new contacts for speakers and workshops, gained more leadership resources and ideas, listened to a series of guest speakers from a wide variety of backgrounds, and networked with other collegiate leaders from around the nation including some from our Regent Schools. But the most memorable outcome of participating in these two leadership conferences was Diversity Week 2011. Right when the HALO Executive Board returned from Chicago, they spent a whole month organizing and designing this week-long program. For that week, HALO executed seven different programs that included a rally for the DREAM Act, brought a rap and hip-hop artist from Kansas City to perform, sponsored a benefit concert to help raise money to send to Japan when the horrible earthquake occurred, and showed a cultural movie at the Sigma Tau Gamma Fraternity house. Long story short, it was a complete success!

For more information on HALO, contact:
Manuel Requenes
mrequene@emporia.edu

October 29th, 2011
7:00pm.
Albert Taylor Hall

For more information, contact: Rodney Solomon rsolomon@emporia.edu
New Research on The Benefits of Diversity in College and Beyond: An Empirical Analysis

Patricia Gurin, Professor of Psychology, University of Michigan

A racially and ethnically diverse university student body has far-ranging and significant benefits for all students, non-minorities and minorities alike. Students learn better in such an environment and are better prepared to become active participants in our pluralistic, democratic society once they leave school. In fact, patterns of racial segregation and separation historically rooted in our national life can be broken by diversity experiences in higher education.

These are not assumptions but rather conclusions built on strong evidence derived from three parallel empirical analyses of university students, as well as from existing social science theory and research. The new research was conducted last year at the University of Michigan and will be used as part of my testimony as an expert defense witness in the lawsuits brought against the University's admission policies.

An objective reading of the research, the most broad and extensive series of empirical analyses ever conducted on college students in relation to this issue, will answer many questions that have lingered during our nation's debate over the merits of diversity in higher education. Primary among those is whether the need to ensure diversity constitutes a compelling government interest and whether admission policies that help ensure diversity are thus essential.

Students come to universities at a critical stage of their development—a time during which they define themselves in relation to others and experiment with different social roles before making permanent commitments to occupations, social groups, and intimate personal relationships. In addition, for many students college is the first sustained exposure to an environment other than their home communities.

Higher education is especially influential when its social milieu is different from the environment from which the students come and when it is diverse and complex enough to encourage intellectual experimentation. Students learn more and think in deeper, more complex ways in a diverse educational environment.

Extensive research in social psychology demonstrates that active engagement in learning cannot be taken for granted. In fact, much "thought" is actually the automatic result of previously learned routines; most people do not employ effortful and conscious modes of thought very often. For an educational institution, the challenge obviously is to find ways to engage the deeper, less automatic mode of thinking.

Complex thinking occurs when people encounter a novel situation for which, by definition, they have no script, or when the environment demands more than their current scripts provide. Racial diversity in a college or university student body provides the very features that research has determined are central to producing the conscious mode of thought educators demand from their students.

This is particularly true at the University of Michigan because most of the University's students come to Ann Arbor from segregated backgrounds. For most students, then, Michigan's social diversity is new and unfamiliar, a source of multiple and different perspectives, and likely to produce contradictory expectations. Social diversity is especially likely to increase effortful, active thinking when institutions of higher education capitalize on these conditions in the classroom and provide a climate in which students from diverse backgrounds frequently interact with each other.

These ideas are confirmed by my research in which I examined multi-institutional national data, the results of an extensive survey of students at the University of Michigan, and data drawn from a specific classroom program at the University of Michigan. It is clear from all three analyses that interaction with peers from diverse backgrounds are compatible with the interests of the broader community.

These effects continued after the students left the university setting. Diversity experiences during college had impressive effects on the extent to which graduates in the national study were living racially and ethnically integrated lives in the post-college world. Students with the most diversity experiences during college had the most cross-racial interactions five years after leaving college.

Taken together, the results of these original analyses are compelling. There is a consistent pattern of positive relationships between diversity in higher education and both learning and democracy outcomes. This pattern holds across racial and ethnic groups and across a broad range of outcomes. Indeed, the benefits of diversity are evident at the national level after four years of college, and five years after leaving college in the studies of Michigan students.

This consistency is unusual in my experience as a social scientist and leads me to conclude that a university composed of racially and ethnically diverse students is essential not only to the intellectual well-being of individual students but also to the long-term health of our American democracy. Full article: http://www.diversityweb.org/digest/sp99/benefits.html
October 2011

### Black Student Union
- **10/6** Board Meeting 7:30pm (MU Greek Room)
- **10/13** General Meeting 7:30pm (MU Greek Room)

### HALO
- **10/5** Board Meeting 6:30pm / General Meeting 7:00pm
- **10/12** Board Meeting 6:30pm
- **10/26** Board Meeting 6:30pm / General Meeting 7:00pm

### PRIDE
- **10/5** LGBTQQAAIIFOP: WHAT?? Class (PH 303)
- **10/12** Business Meeting 7:30pm (MU Greek Room)
- **10/19** Discussion on Identity 7:30pm (MU Greek Room)
- **10/26** Business Meeting 7:30pm (MU Greek Room)

### Black Women's Network
- **10/5** Board Meeting 4:30pm (MU Greek Room)
- **10/12** General Meeting 5:00pm (MU Greek Room)
- **10/26** Board Meeting 5:00pm (MU Greek Room)

### Harmonious Voices of Praise
- **10/4** Bible Study 5:30pm / Rehearsal 6:30pm
- **10/11** Bible Study 5:30pm / Rehearsal 6:30pm
- **10/18** Bible Study 5:30pm / Rehearsal 6:30pm
- **10/25** Bible Study 5:30pm / Rehearsal 6:30pm

## Using History as a Lesson for Tomorrow

**Written by Brittany Riggs**

Throughout the Emporia State University campus, Multicultural Affairs noticed one thing about the student organizations, a lack of collaboration. It seemed that several organizations stayed within their own “clique,” and didn’t realize the opportunities for networking around them. This summer, the office of Multicultural Affairs wanted to find a unique yet educational way to create a multicultural event that would help to bring organizations together. The Brown vs. Board of Education Leadership Retreat was designed to do just that.

In Topeka, KS, Linda Brown was required to attend Monroe Elementary (now Brown vs. Board of Education Historical Site), rather than Sumner Elementary, which was down the street from her home due to separate but equal laws. Linda Brown’s father sued the school district; his case was consolidated with four other similar cases in the United States which became what we all know as Brown vs. Board of Education. On May 17th, 1954, the United States Supreme Court found segregation of public schools to be unconstitutional. The Brown vs. Board of Education decision was the beginning to the long journey of creating equality in not only public schools across the United States, but as a whole.

The goal of the Retreat was to give students more information about the case itself, but also to create connections and cross boundaries between different organizations on campus. The participants that attended the retreat were a diverse group from registered student organizations such as, but not limited to: Hispanic American Leadership Organization, Sigma Alpha Lambda, Black Student Union, Associated Student Government, and Alpha Sigma Alpha.

We found the retreat in its entirety to be a success. When sharing his thoughts on the retreat, student Micheal Torres said, “The retreat not only showed me how blind I still was toward the civil rights movement, but how much I have to learn about other cultures in the world.” Multicultural Affairs is looking forward to providing more activities similar to the Brown vs. Board of Education Retreat that can not only help to make our campus a more diverse and accepting environment, but bring a more cohesive and collaborating atmosphere.
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If you would like your Multicultural event(s) publicized in “ESU Multicultural Affairs”, please contact the Center of Student Involvement at: multicultural@emporia.edu