Spotlighting the Issues
Saturday, September 27
10:45 AM – 11:45 AM

4 Knowledge Reclamation: Language & Land Rights Spotlight
Location: Tahoma Room

CHAIR: Douglas Cannon, Professor and Chair, Philosophy, University of Puget Sound
PRESENTER: Patricia Whitefoot

Patricia Whitefoot (Yakama) has an amazingly rich and varied set of experiences as a professional educator, from teaching in Ganado, Arizona on the Navajo Reservation to serving as the Supervisor of Indian Education for Washington State. She has worked at every level of Indian education, from Head Start to guiding University program development, currently serving on the Board of Directors of Heritage University. Currently, Ms. Whitefoot serves as the Director of Indian Education for the Toppenish School District on the Yakama Reservation. She successfully manages community partnerships with reservation school districts, the Yakama Nation, Heritage University, Yakima County, and the University of Washington in seeking resources to support Native students. The depth of Patricia Whitefoot’s experience in Indian education is exceptional, having served at different times as Superintendent, Principal, consultant, counselor, teacher, Program Director, School Supervisor, and visionary founder of many instrumental programs. She has won an array of awards for her work, and perhaps no better testament to her leadership can be found than the fact that the Potlatch Fund awarded her their Education Leadership Award in 2005, and the Award continues to bear her name as the Patricia Whitefoot Education Leadership Award.

5 Arts & Public Pedagogy Spotlight
Location: Norton Clapp Theatre

“Why Are the Arts the Last Thing We Should Cut? What Are the Blocks to Arts Education and How Do We Tear them Down?”

MODERATOR: Michael Benitez, Dean of Diversity and Inclusion, University of Puget Sound
KEYNOTE: Antonio Gomez, Community Outreach Coordinator, KCTS, Educator, Musician
PANELISTS: C. Rosalind Bell, Artist and Educator
Marita Dingus, Artist and Educator
Anne Banks, Arts Program Manager, Office of Superintendent of Public Instruction, State of Washington
Lisa Jaret, Arts in Education Program Manager, Washington State Arts Commission
Gilda Sheppard, Professor, The Evergreen State College, Tacoma

A distinguished panel of artists, educators, and administrators discuss the importance of the arts in our educational systems. Panelists will speak to the personal, pedagogical, empirical, and experiential reasons that the arts deeply matter to the work of education and justice. Attendees are encouraged to actively participate in a fast-paced, impassioned, and persuasive conversation about the vital role of the arts in teaching and learning.

This session will be preceded by music performed by a choir of students, the Race & Pedagogy Troubadours, from the Grant Center for the Expressive Arts under the direction of Carolyn Proehl.

6 Institutional Readiness and Transformation Spotlight
Location: Schneebeck Concert Hall

“Stories We Must Now Pass On: The Undersides of Transformation as the Messiness of Getting Ready”

SESSION INTRODUCER: Carolyn Weisz, Professor of Psychology, African American Studies Advisory Council, and Race and Pedagogy Initiative Leadership Team, University of Puget Sound
SESSION MODERATOR: Artee Young, J.D., Attorney, Educator, former Executive Director of The Evergreen State College Tacoma Campus
PANELISTS: Tom Hilyard, former Executive Director, Pierce County Community Services, and Community Partner Forum, Race and Pedagogy Initiative
Christopher Knas, Director and Professor, Education Program, University of Washington Tacoma
Rachelle Rogers-Ard, Manager and Professor, Teach Tomorrow, Oakland and Talent Acquisition Unit, HRSS, Oakland Unified School District
Jerry Rosiek, Associate Professor and former head, Department of Education Studies, University of Oregon

In order to get at matters at the heart of institutional transformation, this Spotlight Session will take a really sobering and vulnerable approach and stance, by exploring, exposing and questioning, what it really takes to get ready for transformation. Presenters will attend to the undersides and the messiness of making transformational institutional forms, demonstrating how such issues belong to the vital and frequently overlooked and under-articulated practice of getting ready. Bringing this kind of critical disposition to their presentations will help to orient participants in responding ethically and practically to the following Conference related questions. How can we make visible institutional mis-education and mis-actions and create new institutional forms that reset the conditions for transformational change? What forms of critical conscience are we called to imagine, learn, embody and enact as part of the project of readiness for transformation? What are the resources from which we may construct and create such readiness?