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Alfonso Lopez-Vazquez
Oregon Health Sciences University

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Cultural Democracy in Higher Education Beyond the Deficit Model of Compensatory Education

Alfonso Lopez-Vazquez

Oregon Health Sciences University

Promoting cultural democracy in the teaching, service, and research missions of higher education is being advanced as a model to integrate and empower minorities to become agents of change.

Most intervention services to recruit and retain minorities in higher education are based on the deficit model of compensatory education. This model has perpetuated institutional ethnocentrism and alienation of minorities within the institution and have denied minorities their proper role as agents to promote self-determination in their respective communities. Promoting cultural democracy in the teaching, service, and research missions of higher education is being advanced as a model to integrate and empower minorities to become agents of change.

PRESENTER

Alfonso Lopez-Vazquez is director of Multicultural Affairs at Oregon Health Sciences University, where he has worked since September 1995. He served in a similar position at the University of Nebraska Medical Center for seven years.

Lopez-Vazquez was Assistant to the Dean of Engineering at Texas A&I University 1982-88. He is Senior Associate with IEC Enterprises, a diversity human development training corporation, through which he has served as a consultant to numerous federal agencies and private corporations.