



2016: Diversity Climate Change

Hosted by Indiana University Southeast



INDIANA UNIVERSITY SOUTHEAST
FULFILLING *the* PROMISE

Acknowledgements

The 2016 Diversity Research Conference would not be possible without the generous support and assistance of:

The Office of the Dr. Ray Wallace, Chancellor

The Office of Academic Affairs

The Office of Campus Life

The University Design Center

The School of Nursing

The Career Development Center

The Common Experience Program

We further wish to gratefully acknowledge and thank:

Dr. Ray Wallace, Chancellor

Dr. James Wimbush, Office of the Vice President for Diversity, Equity, and Multicultural Affairs, Indiana University

Dr. Uric Dufrene, Executive Vice Chancellor, Academic Affairs

Dr. Annette Wyandotte, Assistant Vice-Chancellor, Academic Affairs

Session Moderators: Veronica Medina, Diane Reid, Lisa Russell, Sridhar Ramachandran, Kagna Ouch Sampson, Linda Wells-Freiberger

Faculty, Staff, and Student Volunteers: Michael Abernethy, Suzie Curts, Ranida Harris, Sharon Jecker, Cathy Johnson, Judy Myers, Shane Thomas, D'Andrea Williams

Proposal Review Committee: Michael Abernethy, Doyin Coker-Kolo, Michael Jackman, Julie Mattingly, Sridhar Ramachandran

Our apologies for any accidental omissions to this list.

Sincerely,

Michael Jackman, Director

Julie Mattingly, Assistant Director



INDIANA UNIVERSITY

SOUTHEAST

Statement on Diversity

Diversity is the valuing and respecting of difference, including socio-economic status, race, religion, gender, gender identity, sexual orientation, disability, veteran status, cultural and international origin, and other groups traditionally underrepresented at the university and in society. We grow and evolve as a university through seeing equality and representation as a goal and human right for everybody. Indiana University Southeast is committed to recruiting students from diverse populations and to making the climate and curriculum welcoming and equitable. Students will leave the university with a raised level of awareness of the history of equality and difference and attain international awareness, so that their understanding of academic disciplines, society, and the workplace will be enhanced, and they will be receptive to and promote valuing and respecting difference in their lives and in the workplace.

DIVERSITY RESEARCH SYMPOSIUM

The Diversity Research Symposium (DRS) was co-founded in 2009 by Linh Nguyen Littleford (Associate Professor in the Department of Psychological Science) and Charles R. Payne (former Assistant Provost for Diversity, former Director of the Office of Institutional Diversity, and retired Professor of Secondary Education), both at Ball State University. The goals of the DRS are to:

- provide an educational environment in which faculty, staff, community members, and students from all disciplines who are interested in cultural diversity issues can learn, interact, share ideas, and network with one another.
- encourage members of academic institutions to infuse cultural diversity issues into their research, curricula, and professional development.

Organizing and hosting responsibilities are rotated every year among three universities (Ball State University, Indiana State University, and Indiana University Southeast). In selecting the symposium's theme, keynote speakers, and activities, the organizers highlight the diversity-related values and objectives at their respective institutions while achieving the goals of the DRS.

Save the Date: September 22-23, 2017. Hosted by Ball State University, Muncie, IN

 <p>B A L L S T A T E U N I V E R S I T Y</p> <p>EDUCATION REDEFINED®</p> <ul style="list-style-type: none">• 2014 DRS: From Research to Action• 2011 DRS: Applying Diversity Research Across Disciplines• 2009 DRS: Diversity Research and Writing Across Disciplines	 <ul style="list-style-type: none">• 2015 DRS: Community: Embracing All Identities• 2012 DRS: Building Community Through Diversity• 2010 DRS: Diversity Research and Teaching Symposium	 <p>INDIANA UNIVERSITY SOUTHEAST</p> <ul style="list-style-type: none">• 2016 DRS: Diversity Climate Change• 2013 DRS: Diversity & Inclusivity
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KEYNOTE SPEAKER, WORKSHOP FACILITATOR: LESLIE AGUILAR

DIVERSITY & INCLUSION CENTER



Leslie Aguilar

Leslie Aguilar has facilitated hundreds of workshops on diversity & inclusion, inclusive communication, cross-cultural communication, multicultural customer service, and cultural competence. She is author of the best-selling *Ouch! That Stereotype Hurts* and *Ouch! Your Silence Hurts* video-based training programs.

In addition, Leslie has authored or co-authored multiple books, articles, assessment instruments, and facilitator-led and online learning programs. Her commitment is to provide innovative and practical tools, resources, learning and consulting services in support of diversity and inclusion.

Prior to forming her own consulting group in 1992, Leslie worked fifteen years with The Disney Company in Guest Service, Guest Relations, The Disney University, and Disneyland Paris. She most enjoyed developing initial training programs for new projects such as Disney Vacation Club sales division, cast member orientation at Disneyland Paris, the Disneyland Paris counterpart program for European executives and managers living in the U.S. for two weeks to six months, as well as repatriation for U.S. staff returning from Paris.

Leslie holds a B.A. degree in Foreign Language. She was educated at the University of Valencia, Spain; the North American Cultural Institute, Guadalajara, Mexico; the University of Paris IV (Sorbonne), France; and Stetson University, Florida. She also studied at the University of Geneva, Switzerland, as a Rotary International Scholar.

Leslie served on the National Workplace Diversity Panel – Society for Human Resource Management (SHRM) from 2005 – 2008. Originally from Orlando, Florida, Leslie currently resides in east Tennessee where she enjoys painting as well as bike riding and hiking with her husband Frank.

Leslie Aguilar

Diversity & Inclusion Center / International Training and Development, LLC

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CHANCELLOR RAY WALLACE



Chancellor Ray Wallace assumed his role at Indiana University Southeast on July 1, 2014. He holds the Doctor of Arts degree in English from Illinois State University, has published five books, including two award-winning volumes on writing pedagogy, and has completed postdoctoral work including a Fulbright-Hayes research project to South Africa, selection to Harvard in the Management and Leadership in Higher Education Program, and an appointment to a prestigious Japan Foundation-funded research delegation for US educators.

Dr. Wallace is a proud naturalized U.S. citizen (born in Northern Ireland) and an award-winning nature and travel photographer. He is married to Susan and the couple live in Charlestown, Indiana.

DR. JAMES WIMBUSH



Dr. James C. Wimbush is the Vice President for Diversity, Equity, and Multicultural Affairs; Dean of the University Graduate School; and Professor of Business Administration at Indiana University.

Wimbush has served nationally as the President of the AAU's Association of Graduate Schools, chair of the Board of Directors of the Council of Graduate Schools, and chair of the Board of Directors of the Graduate Record Exam (GRE).

In the Indiana University Kelly School of Business where he has been a long-time faculty member, Wimbush formerly chaired various units, including the Department of Management and Entrepreneurship, Doctoral Programs in Business, and the Full-time Residential MBA Program.

Wimbush has received multiple awards for his teaching of management and leadership. An acknowledged national authority, he has published numerous articles on business ethics as they relate to human resources practices. Wimbush earned a doctorate in management and a master's degree in human resources management and industrial and labor relations from Virginia Polytechnic Institute and State University (Virginia Tech) in Blacksburg, Virginia.

CONFERENCE ORGANIZERS

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PARTICIPANTS' AFFILIATIONS

American College of Education
Asian Culture Center, Indiana University Bloomington
Ball State University
Butler University
Community and School Partnerships, Indiana University Bloomington
Methodist College UnityPoint Health
Indiana University Bloomington

Indiana University School of Public Health
Indiana University South Bend
Indiana University Southeast
Silver Creek Elementary School
Trine University
University of Minnesota Duluth



DIVERSITY CLIMATE CHANGE

~Program At-a-Glance~

Friday, October 21, 2016 7:00-8:30 PM, Hoosier Room:

Leslie Aguilar, Diversity and Inclusion Center: Pre-Symposium Workshop: *OUCH! That Stereotype Hurts: Communicating Respectfully in a Diverse World* (free, and open to the community)

- Welcome & Introduction by James Wimbush, Vice President of Diversity, Equity, and Multicultural Affairs, Indiana University
- Workshop Facilitated by Leslie Aguilar, Diversity & Inclusion Center
- Light snacks and beverages will be served.
- Leslie Aguilar's book *OUCH! That Stereotype Hurts* will be on sale at the Registration/Information Table for \$12. Cash/check only.
- ASL interpreter: Gideon Scott, Rauch Interpreting Services, New Albany, IN
- NOTES:
 - RSVP is required for attendance.
 - Submit your workshop evaluation at the registration table before you leave. Thank you!

Saturday, October 22, 2016, 8:00-4:15 PM, University Center

Registration/Continental Breakfast/Check-in/Welcome – 8-9:15am, Hoosier Room

- Posters – Will be on display all day in the Hoosier Room. Please take a few minutes during breakfast to enjoy the poster presentations.
- Introductory remarks and orienting by Michael Jackman, Director, and Julie Mattingly, Assistant Director.
- Check in and pick up your packets at the Registration/Information Table. We have a small gift for you for attending – we hope you enjoy it.
- Enjoy a continental breakfast and beverages.
- Leslie Aguilar's book *OUCH! That Stereotype Hurts* book will be on sale at the Registration/Information Table for \$12. Cash/check only.

Session A – 9:15-10:30 AM

Group 1: "The Historical Climate" (UC 122) – Moderator: Lisa Russell

- "To Tell of These Songs": Print and the Reproduction of Black Music, 1867-1903
Jeremy Wells, Indiana University Southeast
- Documenting Heroes Unsung: Literary Depictions of African American Aid Workers During the 1793 Yellow Fever Epidemic in Philadelphia
Samantha M. Earley, Indiana University Southeast
- A Larger Role for the Vodoun Religion in Haitian Society
Charles Pooser, Indiana University Southeast

Group 2: "Changing Ecosystems" (UC 121) – Moderator: Linda Wells-Freiberger

- "I Hate School": Understanding and Helping an Expanding Student Cultural Group
David Sullivan-Losey, Indiana University Southeast & Elaine Kerber, Silver Creek Elementary School
- What High School Students Say About the Lack of Diversity in the Teacher Workforce
Doyin Coker-Kolo & David Sullivan-Losey, Indiana University Southeast
- The Alliance of Black and Latino Teachers: Cultivating Unity AND Racism
Lyn Jones & Sharon Fraser-Burgess, Ball State University

Panel A: "Responding to the Diversity Climate Change" (UC 127)

- The Culture of African-American Volunteerism
Ruby Cain, Monique Glaspie, Doreath Lomax & Aspen Clemons, Ball State University

Session B – 10:45 AM-12:00 PM

Group 3: “Diversity Climate Adaptation” (UC 122) – Moderator: Kagna Ouch Sampson

- Who Says What to Whom Matters: Student Evaluations of Instructors Who Teach Diversity Topics
Linh Nguyen Littleford, Ball State University
- The Predicament of Culture: The Ethical Dilemma of Teaching Diversity
Anne E. Guernsey Allen, Indiana University Southeast
- Teaching Critically Conscious Young Adults
Susan R. Adams, Katie Brooks & Brooke Kandel-Cisco, Butler University

Group 4: “Diversity Climate Variability” (UC 121) – Moderator: Sridhar Ramachandran

- Towards Changing the Climate: How I Got Computer Science Majors to Embrace Diversity and Inclusivity (It Could Work for Your Discipline Too!)
David L. Largent, Ball State University
- Building Motivation in English Language Learners, A Very Hot Subject
Francoise Bachelder, American College of Education
- ~~Research in Progress within an African American Male Student Success Course~~
Nancy McWilliams, Wayne Johnson, Jarrod Dortch, & Toure Conley, Ivy Tech Community College

Panel B: “Storm Surge” (UC 127)

- Impact of Service Learning on Diversity Education: How do we know?
Gloria Murray, Judy Myers, Veronica Medina, Seuth Chaleunphonh & Kok Cheow Yeoh, Indiana University Southeast

Lunch/Keynote Workshop “Climate Sensitivity” – 12:15-1:45 PM, Hoosier Room

Leslie Aguilar, Diversity and Inclusion Center: DiversiScan Workshop

- Buffet Lunch. Enjoy!
- Welcome and Introduction by Dr. Ray Wallace, Chancellor, Indiana University Southeast
- DiversiScan workshop facilitated by and featuring Leslie Aguilar, Diversity & Inclusion Center
- ASL interpreter: Gideon Scott, Rauch Interpreting Services, New Albany, IN
- Leslie Aguilar’s book *OUCH! That Stereotype Hurts* will be on sale at the Registration/Information Table for \$12. Cash/check only.
- Please take a few minutes before the workshop to enjoy the posters on display.

Session C – 2:00-3:15 PM

Group 5: “Alternative Energy” (UC 122) – Moderator: Veronica Medina

- Lost in the Storm: Class Issues and Psychology
Corie Hess & Ryan Hess, Ball State University
- Discovering Alternative Energy in Responding to Diversity Climate Change
Julia M. Jennings, Community and School Partnerships, Indiana University Bloomington & Melanie Castillo-Cullather, Asian Culture Center, Indiana University Bloomington
- Tasks for Guiding Students towards Facing Privilege
Mai Kuha, Ball State University

Group 6: “Renewable Energy” (UC 121) – Moderator: Diane Reid

- Acceptance of Diversity: The Climate is Hot and Important (A Creative Reading)
David Sullivan-Losey, Indiana University Southeast
- Working with Students from Diverse Background in Mainstream Classrooms
Sau Hou Chang, Indiana University Southeast
- A Muslim Ms. Marvel* is only the tip of the Iceberg: Diversity in Graphic Novels
Melanie E. Hughes, Gary Pinkston & Susan Ridout, Indiana University Southeast; Patrick Ridout, Trine University & Jon Silpayamanant, Independent Scholar

Panel C: “Heat Waves” (UC 127)

- Circle of Women: Black Feminist Support Group: The IU South Bend Civil Rights Heritage Center
Charlotte D. Pfeifer, Dé Bryant & Darryl Heller, Indiana University South Bend

Closing Remarks, Snacks for the Road, Awards Presentation, 3:30-4:15pm, Hoosier Room

- Awards of Merit presentation: Best Poster, Best Panel & Best Presentation, post-session light discussion, diversity quiz, and closing remarks by Michael Jackman, Director, and Julie Mattingly, Assistant Director
- NOTES:
 - Submit your nomination for Awards of Merit: Poster, Panel, & Presentation at the registration table in the Hoosier Room at 3:30, please. Our stalwart volunteers will quickly tally the results. No chads!
 - *OUCH! That Stereotype Hurts* book will be on sale at the Registration/Information Table for \$12. Cash/check only.
 - Submit your Symposium Evaluation at the registration table at the Hoosier Room before you leave. Thank you!

Poster Presentations

1. Reflections on Culture and Service: Caring for the Lakota
Britin Abbott, Melissa Vance, Danielle Ramser, Kristan Markland, Audrey Stillwell, Kaitlyn Hunt, & Morgan Mahoney, Indiana University Southeast
2. Decisions to Scale Social Enterprises: The Influence of Gender, Perceptions of the Environment, and Collective
Raymond Jones, Brooklyn Cole, Janet Jones & Lisa Russell, University of Minnesota Duluth
3. A Medieval Woman's Advice for Modern Day Cultural Dilemmas
Vicki Mann, Indiana University Southeast
4. Reviewing the Language of Educational Policy Aimed at Alleviating Inequalities for Minority Students: A Critical Discourse Analysis
Jennifer Schilling, Ball State University
5. Co-Constructing Community Health: Working Together To Address Disparities
Linda Carol Wells-Freiberger, Indiana University Southeast & Carrie Lawrence, Indiana University School of Public Health
6. Adolescent Literature with a Focus on Diversity
Mary Ann Parker and the Students of EDUC-M 464, Methods of Teaching Reading, Indiana University Southeast
7. Transformations: A Walk in a Nursing Student's Shoes-5 Years of Service and Culture
Julie A. Mattingly, Indiana University Southeast, & Lisa Preston, MSN, RN, CHSE, CNE, Methodist College Unity Point Health

Abstracts

(Abstracts have been edited)

Session A: Group 1-“The Historical Climate”

“To Tell of These Songs”: Print and the Reproduction of Black Music, 1867-1903

Dr. Jeremy Dwight Wells

The paper provides an overview of my current book project, which explores how African American spirituals were recorded in print during the second half of the 19th century. The "discovery" of the spirituals was accidental: Union soldiers and officers who traveled southward during the Civil War were surprised to hear a music that resembled nothing they knew, certainly the "plantation melodies" they may have heard on the minstrel stage. Most were mystified by it. Its improvisational nature, syncopated cadences, microtonal bends, and unfamiliar verbal allusions led many to term it "barbaric," to regard it as the music of a separate, undoubtedly lesser people. Yet many came to regard it as uncannily beautiful, and they worked to represent it--in verbal description, musical notation, and other forms of representation enabled by print. By the turn of the century the music had proliferated in American culture, and by 1903 W.E.B. Du Bois could call it "the sole American music." From barbaric to beautiful, from theirs to ours: my paper will chart these changes and consider what they mean to shifting understandings of "America" during the late 19th and early 20th centuries.

Documenting Heroes Unsung: Literary Depictions of African American Aid Workers during the 1793 Yellow Fever Epidemic in Philadelphia

Dr. Samantha Earley

In fall of 1793, a devastating yellow fever epidemic hit Philadelphia, with an estimated 5,000 people out of a population of 45,000 dying from the disease. The sickness peaked in the second week of October, and by the time it did, there were few people left in the city to care for the ill or to bury the dead, with 17,000 of the population having fled. Benjamin Rush, a signer of the Declaration of Independence and a Philadelphia physician, thought that African Americans were immune to the disease; he asked the African Society to care for the sick and to bury the dead. Richard Allen and Absalom Jones, two of the founding fathers of the African Methodist Episcopal Church and officers in the African Society, agreed to organize the African Americans of the city to perform these services. This paper will explore textual depictions of these African American heroes, with particular attention paid to original source documents that describe the services that were performed, the compensation that was promised, and the aftermath of the epidemic. These depictions will be compared and contrasted with recent publications, particularly in adolescent fiction, that praise and honor the men and women who performed selflessly and tirelessly to keep the city healthy. The premise of the paper is that, even though the roles of African Americans are further developed and better lauded than in the source documents, the focus of present-day fictional depictions still does a disservice to these unsung heroes.

A Larger Role for the Vaudoun Religion in Haitian Society

Dr. Charles Langdon Pouser

Throughout history, religion has been used to distinguish groups of people one from another. It has been used to squelch communication and foment discrimination, or even worse as a pretext for armed conflict or genocide. And yet, religion has also been a tool for bringing people together for shared communal experiences, offering a sense of purpose and a motivation to persist in grappling with life's problems. No doubt most people actively interact with elements of the religious practices that have impacted their lives, even if they no longer consciously embrace the religious beliefs that undergird those practices. Some have, furthermore, found ways to repurpose their religious background, in both destructive and more positive, life-affirming ways. From this perspective, the role of religion for many can be seen in a state of flux, its impact intensifying or cooling down in response to its degree of utility in promoting one's goals. This presentation will spotlight this fluctuating role of the vaudoun religion in Haitian culture, specifically through a literary and artistic lens. In the works of different artists, many of whom are not "true believers," vaudou has been portrayed in both negative and positive lights: as an impediment to social progress or in support of the struggle for universal justice. Religion is not just in the hands of the "faithful": it shapes in subtle ways how whole populations affirm their humanity and respond to adversity. A fuller understanding of religious practices will promote a more enlightened dialogue between entire populations.

Session A: Group 2-“Changing Ecosystems”

"I Hate School": Understanding and Helping an Expanding Student Cultural Group

Dr. David Sullivan-Losey & Elaine Kerber, BS, MEd

The cultural group, "I Hate School", is composed of students and parents who believe that schools, school teachers, and work assignments in school have no value in their lives. The majority of P-12 students who receive academic and/or behavior intervention in differentiated (tier 2 and tier 3) have cultural differences from the majority of P-12 teachers. The cultural difference is self-beliefs about attaining learning and success in school. Teachers are members of the school success cultural. Identified students are members of the "I Hate School" culture. The difference between the two cultures expands as students progress through school. While the percent of kindergarten students in the "I Hate School" group is approximately 5%, the percent of high school sophomores in the group is 60%. "I hate school" is expanding, "hot", diversity climate change. Specific strategies are presented in the presentation. Strategies include helping the student create specific positive self-beliefs through positive statements. The teacher then assists the student with the cognitive dissonance created between old beliefs and the new beliefs. A key teacher strategy is providing the student with evidence that the new beliefs are true. Teachers are key players in the "cooling down" the diversity climate change of "I Hate School".

What High School Students Say about the Lack of Diversity in the Teacher Workforce

Dr. Doyin Coker-Kolo, Dr. David Sullivan-Losey

The authors received a research grant to establish a collaborative program creating a pathway into the teaching profession for minority high school students. The collaboration is between the School of Education at Indiana University Southeast (IUS) and its partner schools in Greater Clark County School Corporation. Titled "Together We'll Grow," this project: (1) examines the causes of the persistent under-representation of students of color in teacher education programs; (2) enhances existing partnerships with K-12 schools; and (3) increases the college readiness of high school students of color while at the same time exposing them to careers in education. While the literature is replete with studies explaining the gap between the demographics of the population of K-12 students and the ethnic, gender and socioeconomic representations of those who teach them, the perspective of high school students have rarely been included in the discourse (Boser, 2011; Colby, 2015). This study is aimed at bridging that gap. The critical steps taken in establishing a pipeline program will be presented but the focus of the session will be on the result of the survey of the high school students' aptitude for teaching and a focus interview about their perspective on the lack of minority in the teacher workforce. This study represents a promising practice to address the challenges of diversifying the teacher workforce based on the identification of the needs and perspectives of the students who will be served.

The Alliance of Black and Latino Teachers: Cultivating Unity AND Racism

Dr. Darolyn "Lyn" Jones, Dr. Sharon Fraser-Burgess

The lack of diversity in the teaching work force currently is unacceptable for a democratic society for whom education is so critical. The lack of diversity is not in (K-12) students' best interests given what research shows about the positive impact of being able to identify with one's teachers. There are national best practices models of attracting and keeping minorities/students of color to the field. The Alliance of Black and Latino Teachers (ABLT) club at Ball State University proposes one model for attracting and maintaining students of color in education

Session A: Panel A-“Responding to Diversity Climate Change”

The Culture of African American Volunteerism

Dr. Ruby Cain, Monique Glaspie, Doreath Lomax, Aspen Clemons

This presentation will provide a historical overview of African American volunteerism in the United States, including the multi-layering of volunteer organization affiliations. The presenters will compare and contrast African American volunteerism over three generational cultures, historical and current timelines, religion, education, and social capital. Diversity climate change in African American volunteerism and perceptions of volunteer availability will be presented.

Session B: Group 3-“Diversity Climate Adaptation”

Who Says What to Whom Matter: Student Evaluations of Instructors Who Teach Diversity Topics

Dr. Linh Nguyen Littleford

In this presentation, I will present findings from a series of studies I conducted to examine whether instructors’ racial/ethnic or sexual orientation group membership affects students’ evaluations of hypothetical instructors who teach about racial inequity and sexual orientation inequity. My hope is that these findings will highlight the need for colleges and universities to change the following in our current climate: 1. To de-emphasize students’ evaluations when determining the teaching effectiveness of instructors who teach diversity content, 2. to distribute more widely among faculty the responsibility of teaching diversity competence, and 3. to provide more resources and support for faculty teaching diversity content

The Predicament of Culture: The Ethical Dilemma of Teaching Diversity

Dr. Anne E. Guernsey Allen

James Clifford in *The Predicament of Culture* asks “Who has the authority to speak for a group’s identity or authenticity?” This simple question has serious implications for those who teach. Although I would argue that no topic is ethically neutral, the issues are magnified in those courses for which diversity is a primary component. Every day faculty find themselves presenting the outlook of societal and cultural groups to which they do not belong to students whose world views are strongly divergent from the instructor’s and the cultures under study. What are the dilemmas in this process? Do we just give up and go home? Or are there ways to acknowledge the issues, yet still teach the material? This paper considers the practical and ethical pitfalls of this all too typical situation.

Teaching Critically Conscious Young Adults in a Culture and Climate of Change

Dr. Susan R. Adams, Dr. Katie Brooks, Dr. Brooke Kandel-Cisco

The increased pressure on higher education to improve employability of graduates too often results in a neglect of teaching critical perspectives as the new focus emphasizes “objective” skills and content knowledge development. We resist this impulse based on the belief that a truly educated person must be critically conscious. Built on a foundation of Mezirow’s and Kegan and Lahey’s transformative adult learning theory, we excavate Drago-Severson’s applications in K-12 settings to discover relevant applications for a multicultural education course which aims to prepare future educators to interrupt systemic inequities which have historically created opportunity and achievement gaps for K-12 racial minority students. We strategically identify each student’s current developmental stage (Kegan) in order to provide appropriate supports and provocations that will create conditions for exploring difficult and uncomfortable concepts such as racial identities, white privilege, and critical consciousness.

Session B: Group 4-“Diversity Climate Variability”

Towards Changing the Climate: How I Got Computer Science Majors to Embrace Diversity and Inclusivity (It could work for your discipline too!)

David L. Largent

As with many academic departments, ours struggles with obtaining wide-ranging diversity within our student body. Diversity and inclusivity was explored through short classroom activities, discussion, research, student presentations, and reflective writing assignments. The pedagogical approaches I utilized can easily be modified for use in any discipline, with many of them requiring no adaptation before use. I will present the changes I made to the course, outcomes, and explore how others might benefit. We currently have very few females and African Americans participating in our program. Although we have a respectable percentage of non-white students, the international students tend to come from two or three countries. By collecting student responses to Likert-scaled statements at the start and end of the semester, I was able to establish statistically valid student attitudinal change during the course about the lack of diversity in CS. Additionally, reading the reflective papers and other student-submitted course work provided an interesting insight to the student’s thought process.

Building motivation in English Language Learners, a very Hot Subject

Dr. Francoise Bachelder

With the growing number of English Language Learners (ELLs), as well as a competitive global market, it is very important to prepare our students to success. As teachers, one of the first steps is to take is to make sure that they are comfortable in their learning environment, and that they feel confident and motivated to learn. It is why it is crucial for teachers to know and understand the cultural background of each student in the classroom. This approach will give the teacher a better opportunity to prepare lesson plans that will engage, and motivate students. As the NEA (National Education Association) has stated, “To maximize achievement opportunities for ELLs, educators must understand and appreciate student’s different cultural backgrounds” (NEA, 2010).

Session B: Panel B- “Storm Surge”

Impact of Service Learning on Diversity Education: How do we know?

Gloria Murray, Judy Myers, Veronica Medina, Seuth Chaleunphonh & Kok Cheow Yeoh, Indiana University Southeast

This panel will discuss the “extent to which service learning activities perpetuate the status quo of privilege and non-privilege”. Faculty, teaching courses with a service learning component, will discuss their experiences and methods to address this notion. Given the predominantly White college-age participants who engage in service learning in higher education, is service learning teaching them about the complexities of our multiethnic, multiracial world or not and how do we know? Though service learning has the potential to positively impact classroom instruction according to many researchers, it also has the potential to perpetuate negative student beliefs, reinforce white privilege, and can support the institutionalized nature of inequity. There are studies that provide some evidence that multicultural-service learning has a consistent, albeit small, effect on participants’ views of their social world. One of the purposes of these experiences is to break down the participants’ deep-seated, misguided beliefs about the “other”. Considering that most college students have mastered the art of saying what they believe teachers want to hear about racism and inequality, how do we know if the service learning activities are perpetuating the status quo or not? One thing is certain, teaching—and assessing learning—about diversity through service- learning is full of challenges, especially if the learning goals are affective. The conference topic, Diversity Climate Change, is apropos for this discussion in terms of understanding what impact these experiences change a student’s beliefs about themselves and the “other”. Or are we seeing a performance of the “desirable” learning, thereby no change at all?

Session C: Group 5: “Alternative Energy”

Lost in the Storm: Class Issues and Psychology

Corie Hess, Dr. Ryan Hess

Both climate change and poverty are issues that tend to be ignored. Social class has been referred to as America's blind spot and there have been calls to feature social class more prominently within a social justice agenda. This presentation will bring attention to the issue of social class. Modern conceptualizations of class and classism will be explored and recommendations for expanding awareness about class issues will be discussed. Special attention will be paid to the issue of poverty, including health disparities and how poverty impacts psychological well-being. This will include (a) how attitudes toward people in poverty are reflected in public opinion and in the media and the double oppression experienced by those living in poverty; (b) how to appropriately attend to the needs of those living in poverty; and (c) how to remove barriers to receiving healthcare for both psychological and physical health needs. In their discussion, the presenters will draw from the relevant literature as well personal experience working with individuals living in poverty in Los Angeles, CA and Muncie, IN.

Discovering Alternative Energy in Responding to Diversity Climate Change

Julia M. Jennings, Melanie Castillo-Cullather

Our session overviews transformative adult learning theory and describes specific instructional approaches to engage young adult students to identify, analyze, and interrogate their own assumptions, stereotypes, biases, and internalized racism. These approaches include:

- Identity paper assignment: Students describe, question, articulate identity communities which have shaped them
- Mid-term conference with instructor: After the identity paper, students need to talk about their story to open deeper levels of introspection

- Anonymous writing with group analysis (list-group-label): Students anonymously write true feelings, fears, and beliefs; others read and interpret the statements to identify meanings and implications.
- Student-led class discussions on critical race theory and critical whiteness scholarly articles
- Attention to the physical classroom environment promotes interaction

Tasks for Guiding Students towards Facing Privilege

Dr. Mai Kuha

Diversity as a value is "heating up" for the current generation of college students: they embrace the positive diversity messages that they have heard for years by the time they begin college. And yet, integrating regard for diversity on a deep level can be a challenge to young people from conservative Midwestern communities that are ethnically fairly uniform; ultimately, coming to terms with white privilege is required, and this can cause dissonance with views held by older adults that the students love and respect. I present two types of learning tasks that help students engage with diversity in my introductory sociolinguistics course. In case studies that colleagues and I have developed, students develop solutions for authentic scenarios through their own research and analysis. The writing task I call "field note" allows students to investigate events in their personal experience without fear of judgment; however, I also guide students to make substantial and rigorous connections to course content in these notes. These tasks can make moving towards diversity meaningful and manageable to students at all points along the path.

Session C: Group 6-“Renewable Energy”

Acceptance of Diversity: The Climate is Hot and Important

Dr. David Sullivan-Losey *Creative Reading

From Dr. Martin Luther King, Jr, Robert Kennedy, and Bob Dylan to Bruce Springsteen, Jakob Dylan, and Common, I have been drawn, lifted, changed, remade, set on fire, dedicated, educated, and cooled to peace by lyrics, poetry, words. Over several decades, I have survived, lived, and flourished from hearing the truth about living together. We must respect and appreciate the differences between us. Diversity is strength; diversity is growth; diversity is natural; diversity is life itself. Since 1976, I have written lyrics, poetry, and prose to encourage acceptance of every person. My poetry calls for social action to protect civil liberties. My poetry calls for love. My poetry calls for love of all neighbors. My poetry says "love in the answer."

Working with Students from Diverse Background in Mainstream Classrooms

Dr. Sau Hou Chang

This presentation focuses on results from interviews with teachers working with African American students, underachieving boys, English language learners, and economically disadvantaged students. To work with African American students, it is important to know students' culture and develop positive relationships with students and their parents. To work with underachieving boys, being authentic is important. To work with English language learners, it is important to choose reading materials that students cared about, build up the background experience, scaffold the reading strategies, deliver the materials in manageable chunks, and give students the opportunity to succeed in assessment. To work with economically disadvantaged students, it is important to celebrate students' inner strengths instead of their material possessions.

A Muslim Ms. Marvel* Is only the Tip of the Iceberg: Diversity in Graphic Novels

Melanie Elizabeth Hughes, Dr. Gary Pinkston, Patrick Ridout, Dr. Susan Ridout, Jon Silpayamanant

Comics, although quite popular, have always been a lesser-respected medium of modern literature, but have remained ever current to climatic and climatic changes in cultural values. This session explores current and canonical graphic novels that represent diversity in race, ethnicity/culture, abilities, gender identity, and psychology. Our session will introduce the genre of sequential art, including a brief history highlighting diversity (and lack of diversity) in comics, the current major publishers' efforts towards inclusivity, especially in superhero comics in the United States, the coverage of current issues such as "Black Lives Matter," women and minorities in STEM (science, technology, engineering, and math), plus some international comics to put our culture in perspective, and a review of scholarly literature in this emerging field. An example, *Kamala Khan, the Pakistani American teenage superhero from New Jersey, also known as the new Ms. Marvel, reflects the Muslim American experience, as well as the everyday pains of being a teenage girl. We will also discuss using comics as a creative medium of expression for marginalized populations with free or low-cost comic-creation software and apps that can be used in the K-16 classrooms, especially those with ESL/ENL students.

Session C: Panel C-“Heat Waves”

Circle of Women: Black Feminist Support Group: The IU South Bend Civil Rights Heritage Center Charlotte D. Pfeifer, Dé Bryant & Darryl Heller, Indiana University South Bend

The circle of Black women serves as an important space for participants to explore the ways their lives are complicated by demands at the intersection of race and gender. Such spaces where Black women can speak freely are essential and yet are rare in our post-racial, politically correct culture. Voices that dare to suggest equity is rare and marginalization is a fact are silenced and marginalized. The fact that it was initiated and supported by a Black man who throughout his life grew significantly in his appreciation of a Black woman's depth and breadth in society makes the group even more significant. The outcome was a Black Feminist Support Group. It was so successful that the women wanted the group to continue past the original six month pilot. Each panelist will share their role in the development, process, outcomes, and the sustainability of this group.

Poster Presentations

Reflections on Culture and Service: Caring for the Lakota

B. Abbott, K. Hunt, K. Markland, M. Mahoney, D. Ramser, A. Stillwell, M. Vance

As part of the clinical experience for Nurs H364, 7 nursing students traveled to the Pine Ridge Reservation in South Dakota in August 2016. This poster will provide an overview of the trip and students' perspectives and reflections on this cultural immersion and service learning venture.

Decisions to Scale Social Enterprises: The Influence of Gender, Perceptions of the Environment, and Collective

Dr. Raymond J. Jones, Brooklyn Cole, & Lisa M. Russell

The purpose of this study is to analyze gendered variations in entrepreneurial climate perceptions contextualized in their current business environment. Furthermore, this study empirically tests how variations in perception influence the entrepreneurs' decisions to engage in collective social entrepreneurship. Results from a sample of both social and non-social business owners support differences in perceptions based on gender, however, we did not find that gender actually influenced the entrepreneur's actual decision to engage in collective social entrepreneurship. Given this result we offer an in-depth and compelling argument as to why support was not found based on the engendered nature of field of entrepreneurship.

A Medieval Woman's Advice for Modern Day Cultural Dilemmas

Vickie Mann

Christine de Pizan was the first French female writer to be paid for her work. One of the reasons for her successful reception in the Late Medieval culture within which she wrote was the fact of her gender; women did not write serious works in 15th century France, so when Pizan did, her writings were considered novel. In time, however, Pizan's works were sought after by royalty. Similarly, the 21st century world presents an environment where many are confronted with situations that cause them to cross cultural boundaries. The globalization taking place opens the door to individuals journeying new paths, entering new frontiers where life takes on the deeper meaning only diversity can deliver. Pizan worked through the cultural barriers of class, religion, misogyny, and legalism. By presenting specific illuminations and passages from her books a clear strategy emerges that offers insights to those negotiating the limits of their socially-familiar 21st century world.

Reviewing the Language of Educational Policy Aimed at Alleviating Inequalities for Minority Students: A Critical Discourse Analysis

Jennifer Schilling

Policy reform aimed at addressing the inequities that minority students experience in education has been a continual process. The language of such policy is of particular interest to researchers with an eye to critical analysis of the discourse which has evolved around and out of these proposed reforms. Using a critical discourse analysis to frame the analysis of the language (words and terms) used in education reform and public policy, this presentation takes on a Foucauldian mantle in order to view the lingua franca of these policies in a framework open to deconstruction of the elements of that language. A critical analysis of the specific language that is used in public discourse aimed at alleviating disparities in outcome for minority students might provide clearer explication of how official policies have actually hindered effective reform by creating and

continually using a certain lexicon that has proven ineffective in addressing the underlying bases of institutional and societal inequities. In addressing the issues of language used in times of focused attention on diversity and social justice in education such as currently being experienced, it is hoped that a critical discourse analysis of this language can provide a framework that allows for confrontation of the ineffective conversation revolving around reform movements and official public policy. While the current climate 'heats up,' there may be no better time than now to identify and analyze the language that has been and is being used to coax change in the educational environment.

Co-Constructing Community Health: Working Together To Address Disparities

Linda Wells-Freiberger, Dr. Carrie Lawrence

Indiana's HIV outbreak exposed a myriad of health inequities and factors contributing to ongoing health disparities. Our findings from our institutional analysis in Clark, Floyd, and Jackson counties in southeastern Indiana identified ongoing disparities, existing resources to address, and potential opportunities for capacity building through collective actions to cultivate and sustain these opportunities. This investigational study referenced Dr. Elinor Ostrom's Institutional Analysis and Development (IAD) Framework as the guiding research formation.

Transformations: A Walk in a Nursing Student's Shoes-5 Years of Service and Culture

Dr. Julie A. Mattingly & Lisa Preston, MSN, RN, CHSE, CNE




For 5 years a cultural immersion/service learning trip to the Pine Ridge Reservation in South Dakota has been completed by nursing students from Illinois and Indiana. Service learning as a teaching methodology is transformational. Students actively express themselves and link their experiences to social issues and health disparities that they are exposed to in the American Indian Community, while also providing evidence of their developing cultural competence. The personal transformation that occurs for most students is clearly evident for the instructors who facilitate the trip; however, the evidence of transformation is also visible in the students' written reflections which are submitted via blog posts. Blogging allows students to be free to express insight into issues on the reservation and demonstrate awareness of a personal sense of responsibility. The purpose of this presentation will be to describe the transformative experience of this unique cultural immersion/service learning trip from the nursing students' perspective. Through walking through the experience from pre-trip to post-trip, audience members will gain a greater understanding of the impact of this pedagogical approach.

Adolescent Literature with a Focus on Diversity

Mary Ann Parker and the Students of EDUC-M 464, Methods of Teaching Reading, Indiana University Southeast



INDIANA UNIVERSITY SOUTHEAST

-  **Visitor Parking Permit Dispensers**
-  **Handicapped Parking**
-  **Handicapped Entrance**

- HB** Hausfeldt Building
- CC** Children's Center
- AK** Activities Building (Gym)
- LF** Life Sciences Building
- PS** Physical Sciences Building
- CV** Crestview Hall
- LB** Library Building
- HH** Hillside Hall
- M** McCullough Plaza
- US** University Center South
- UC** University Center North
- KV** Knobview Hall
- OG** Paul W. Ogle Cultural and Community Center
- SV** Service Building

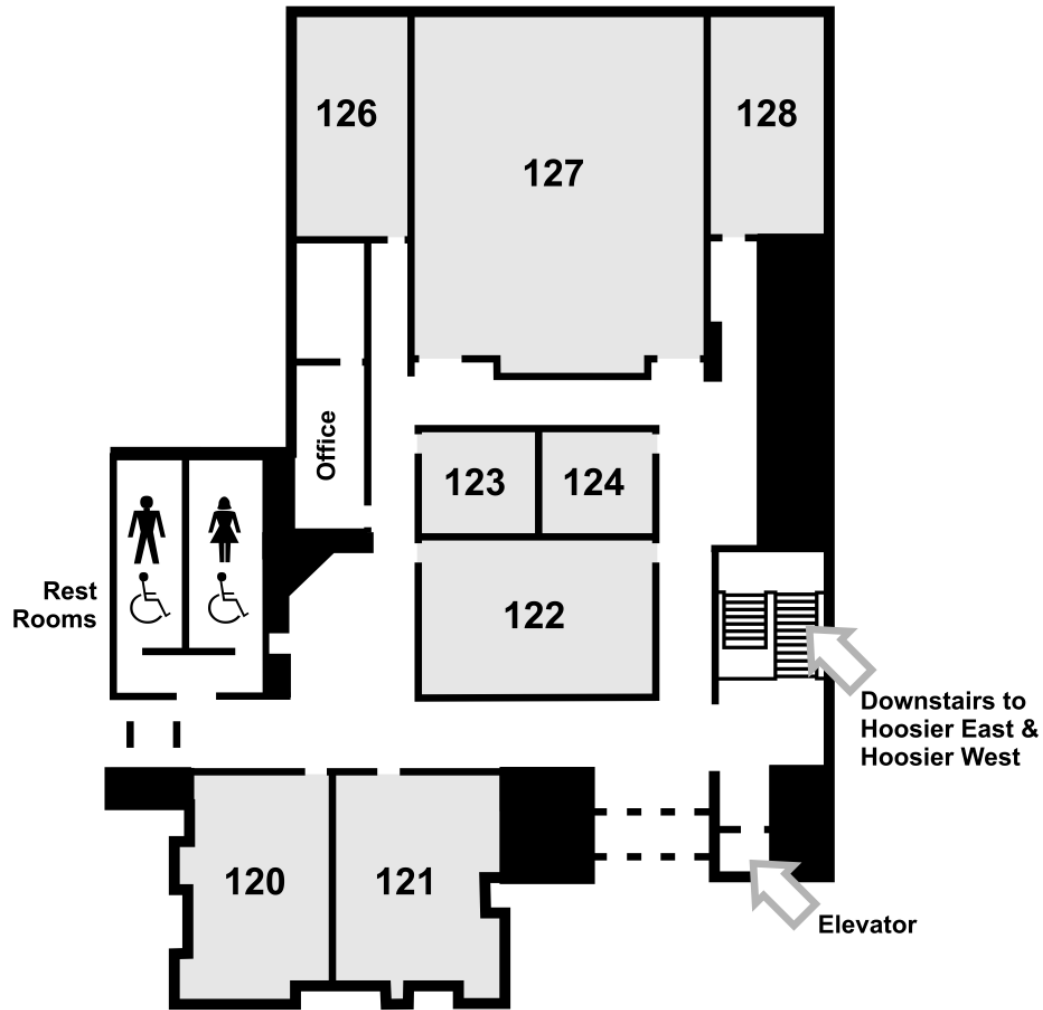
Residence Halls:

- GL** Grove Lodge **ML** Meadow Lodge
- OL** Orchard Lodge **WL** Woodland Lodge
- FL** Forest Lodge

Parking:

- 1** Evergreen West Parking Lot
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- 4** Central Parking Lot
- 5** Dogwood Lot (Visitor Parking Meters)
- 6** Hickory Lot (Visitor Parking Meters)
- 7** Hawthorne Parking Lot
- 8** Sycamore Parking Lot
- 9** Magnolia Parking Lot

IU Southeast Conference Center



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