

OCT 2014
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**FROM
RESEARCH
TO ACTION**

DIVERSITY RESEARCH SYMPOSIUM

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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: October 23, 2015. Diversity Research Symposium 2015 to be hosted by Indiana State University



2014 DRS: From Research to Action
2011 DRS: Applying Diversity Research
Across Disciplines
2009 DRS: Diversity Research and
Writing Across Disciplines



2012 DRS: Building Community Through Diversity
2010 DRS: Diversity Research and Teaching
Symposium



INDIANA UNIVERSITY
SOUTHEAST

2013 DRS: Diversity & Inclusivity

BALL STATE UNIVERSITY OFFICE OF INSTITUTIONAL DIVERSITY

The Office of Institutional Diversity (OID) at Ball State University is dedicated to the recruitment, retention, and appreciation of diverse faculty and staff who possess a variety of worldviews and multitude of experiences across multiple cultures, generations, and socioeconomic classifications. Our goals are to ensure that diversity is an integral part of the Ball State University identity, to be a recognized resource for the campus community around recruiting, and to foster an environment where individuals of diverse backgrounds know they are supported through our advocacy efforts. We seek to educate the campus community by initiating, encouraging, supporting, and continuing challenging conversations related to diversity and multiculturalism in order to enhance awareness of the diverse needs of all faculty and staff. By addressing diversity needs we seek to enhance innovative pedagogy, and the overall performance and effectiveness of the University.

The Office of Institutional Diversity at Ball State University is committed to the following values:

- An inclusive multicultural environment
- Inclusive pedagogy
- Independent and collaborative scholarship related to cultural diversity
- Data driven initiatives and transparent decision-making

The Office of the Vice President for Academic Affairs and the Office of Institutional Diversity provided the financial support for Ball State University to host the 2009, 2011, 2014 DRS. We are grateful to Dr. Terry King, Provost and Vice President for Academic Affairs, for his continued encouragement and support of the DRS.



Statement on the Importance of Diversity and Inclusion

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. Ball State is committed to ensuring that all members of the campus community are welcome through our practice of valuing the varied experiences and worldviews of those we serve. We promote a culture of respect and civil discourse as evident in our Beneficence Pledge.

At Ball State, diversity is an integral part of our identity. Our success depends on our efforts to cultivate inclusivity within our pedagogical, scholarly, and creative pursuits. Community is an inherent and crucial aspect of such efforts at local, national and international levels. As we recruit and retain a diverse administration, faculty/staff and student body, we strive to ensure that our students are prepared to engage and succeed in increasingly diverse environments. Our recruitment efforts will continue to include historically underrepresented populations to create the cultural milieu that promotes participation by all.

We are committed to the pursuit of excellence by being inclusive of individuals without regard to race, religion, color, sex (except where sex is a bona fide qualification), sexual orientation, gender identity/gender expression, physical or mental disability, national origin, ancestry, or age. Ball State will be a place recognized for its positive climate—one where all stakeholders know that their contributions to the mission of the university are essential to our success.

KEYNOTE AND INVITED SPEAKERS



MICHAEL FOSBERG



DR. MANUEL A. PÉREZ-QUIÑONES



JOHN QUIÑONES



DR. TERRY WHITT BAILEY

KEYNOTE SPEAKER: JOHN QUIÑONES

John Quiñones is the Emmy Award-winning co-anchor of ABC newsmagazine *Primetime* and has been with the network nearly 30 years. He is the sole anchor of the *Primetime* series *What Would You Do?*, one of the highest rated newsmagazine franchises in recent years. During his tenure, he has reported extensively for ABC News, predominantly serving as a correspondent for *Primetime* and *20/20*. In 2010, Quiñones was the first reporter out of the 2,000 journalists who covered the Chilean Mining Disaster to get an exclusive interview with one of the survivors. His work for *What Would You Do?* captures the way people react when confronted with dilemmas that compel them to either take action or walk away. To that end, he has extensively covered a religious sect in Northern Arizona that forces its young female members to take part in polygamous marriages and followed a group of would-be Mexican immigrants as they attempted to cross into the US via the treacherous route known as “The Devil’s Highway,” among many other endeavors.

Previously, Quiñones anchored the critically acclaimed ABC News special *Latin Beat*, which focused on the wave of Latin talent sweeping the US, the impact of the recent population explosion, and how it will affect the nation as a whole. Having grown up in a poor family of migrant workers to eventually become ABC’s first Latino correspondent and a seven-time Emmy Award winner, Quiñones shares his powerful story with audiences around the country, encouraging them to pursue their dreams regardless of socioeconomic barriers. He particularly emphasizes the role education played in his success in his captivating and inspiring keynotes. Quiñones joined ABC News in June 1982 as a general assignment correspondent based in Miami, providing reports for *World News Tonight with Peter Jennings* and other ABC News broadcasts. He was one of the few American journalists who reported from Panama City during the US invasion in December 1989. During the ‘80s, he spent nearly a decade in Nicaragua, El Salvador, Guatemala, Honduras, and Panama reporting for *World News Tonight*.

Prior to joining ABC News, he was a reporter with WBBM-TV in Chicago. He won two Emmy Awards for his 1980 reporting on the plight of illegal aliens from Mexico. From 1975 to 1978, he was news editor at KTRH radio in Houston, Texas. During that period, he also was an anchor-reporter for KPRC-TV. He was awarded an Emmy for his coverage of the Congo’s virgin rainforest, which also won the Ark Trust Wildlife Award, and in 1990 he received an Emmy for *Window in the Past*, a look at the Yanomamo Indians. He received a National Emmy Award for his work on the ABC documentary *Burning Questions—The Poisoning of America*, which aired in September 1988, and he was also honored with a World Hunger Media Award and a Citation from the Robert F. Kennedy Journalism Awards for *To Save the Children*, his 1990 report on the homeless children of Bogota. Among his other prestigious awards are the First Prize in International Reporting and Robert F. Kennedy Prize for his piece on *Modern Slavery—Children Sugar Cane Cutters in the Dominican Republic*. In 2005, the Smithsonian Museum’s exhibit, “Our Journeys/Our Stories: Portraits of Latino Achievement,” named Quiñones as one of the 25 most prominent Latinos in the US. He was awarded an ALMA Award from the National Council of La Raza. He also contributed reports to ABC News’s unprecedented 24-hour, live, global Millennium broadcast, which won the George Foster Peabody Award. He was honored with a Gabriel Award for a poignant report that followed a young man to Colombia, as he made an emotional journey to reunite with his birth mother after two decades.

Quiñones received a Bachelor of Arts degree in speech communications from St. Mary’s University, San Antonio, Texas. He received a Masters from the Columbia School of Journalism. He received the 2010 Outstanding Alumni Award from Columbia University's Graduate School of Journalism and his coverage on the African Congo was named one of the 50 greatest stories by a graduate in the last 100 years.

INVITED SPEAKER: DR. TERRY WHITT BAILEY

Dr. Terry Whitt Bailey was appointed by Mayor Dennis Tyler in 2012 as Director of Community Development for the City of Muncie, Indiana. She brings to her position impressive and relevant experience leading and participating in community-driven organizations. Prior to her appointment, Terry had a successful career as an arts administrator, serving as President & Chief Executive Officer of the Madame Walker Theatre Center and Cornerstone Center for the Arts. In both organizations, she has been instrumental in creating arts partnerships, increasing grants and donations, and increasing arts education for children and youth.

Terry previously held positions with Ball State University, most notably as the Chief of Staff for the Office of the President. She also was an Assistant Professor at Ball State and at Chicago State Universities. She is currently an Adjunct Professor in the School of Business at Ivy Tech Community College.

Terry has been actively involved in local, state and national arts organizations. She is Past-President of the Indiana Coalition for the Arts, and has been recognized by the National Dance Association for achievement in Arts Education.

Terry received two Mayor's Community Service Awards, the Indiana Community Arts Leadership Award, the Arts Achievement Award from Center for Leadership Development, the Indiana Women of Achievement Award for Community Service from Ball State University and the Athena Award from Women in Business, Inc.

Terry has served on the Boards of several organizations including the following: Community Foundation of Muncie & Delaware County; Muncie-Delaware County Chamber of Commerce; Harrison College (formerly Indiana Business College); American Heart Association; VSA Arts of Indiana; Muncie Children's Museum; Muncie Symphony Orchestra; and Muncie Civic Theatre. She currently serves on the Boards of the Girl Scouts of Central Indiana and Cardinal Varsity Club (Ball State University).

Terry earned a Bachelors degree from Rutgers University, and a Masters degree from UCLA. She completed post-graduate work at the University of Illinois-Chicago and Harvard University, and completed her Doctor of Ministry Degree from Newburgh Theological Seminary. Terry is a member of Union Missionary Baptist Church in Muncie where she serves as the Director of Children & Youth Ministries and the Director of the Creative Arts Ministry. Terry also serves as First Vice President of the Anderson-Muncie Alumnae Chapter of Delta Sigma Theta Sorority, Inc. She is married to John S. Bailey, Jr. who is President of JSB Consulting. They have two children; Dena, who is a doctoral student at Argosy University, and Jeremiah, who is a junior at Muncie Central School.

INVITED SPEAKER: DR. MANUEL A. PÉREZ-QUIÑONES

Dr. Manuel A. Pérez-Quiñones is Associate Department Head for Graduate Studies and Associate Professor of Computer Science at Virginia Tech. He is a member of the Center for Human-Computer Interaction. He is co-chair of the Coalition to Diversify Computing (an ACM/CRA/IEEE committee). His research interests include human-computer interaction, personal information management, user interface software, and educational/cultural issues in computing. He holds a DSc from The George Washington University and a BA (1983) & MS (1987) from Ball State University. He has published over 75 refereed articles, co-authored 10 book chapters. He is an NSF CAREER Awardee.

He is vice-president of the board for the Virginia Academic Latino Higher Education Network, a non-profit dedicated to the academic advancement of Latinos in the state of Virginia. He was Program Chair for the 2014 ACM Tapia Celebration of Diversity in Computing Conference. At Virginia Tech, he was recognized with the 2011 College of Engineering Dean's Award for Excellence in Service; was a Multicultural Fellow; was a founding member and former chair of the Hispanic/Latino Faculty and Staff Caucus; and a former Associate Dean of the Graduate School and Director of the Office for Graduate Recruiting and Diversity Initiatives.

INVITED SPEAKER: MICHAEL FOSBERG

Chicago native Michael Fosberg has been working to create a national dialogue on race and identity since 2001 when he launched his one-man autobiographical play *Incognito*. The author-actor-activist has presented his play throughout the United States at hundreds of arts venues & educational institutions, and his unique brand of diversity training has brought him before major corporations & government agencies throughout the country, including Alaska Airlines, NASA, the Social Security Administration, the National Training Center for the U.S. Army at Ft. Irwin, the FBI, Wells Fargo Bank, The Mayo Clinic, and many others.

As a result of performing his own life story, the dialogue he facilitates with audiences and his interactive workshops & training programs, he has frequently been featured in the media sharing his expertise on current race and identity issues.

His memoir, *Incognito: An American Odyssey of Race and Self-Discovery*, was released in February 2011, amid glowing reviews. He is currently working on a screenplay version of his story, along with his latest book, *Nobody Wants to Talk About It...ten years in the trenches talking about race, stereotypes, & identity*.

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Ball State University Staff

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Ferris State University
Indiana State University
Indiana Tech
Indiana University – Purdue University Indianapolis (IUPUI)
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Institute for Law Enforcement Administration
Ivy Tech Community College
Lincoln University
Millikin University
Oberlin College
Valparaiso University
Virginia Tech
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Widener University
The Wright Institute

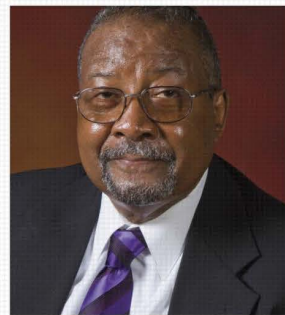


Multicultural Education Then, Now and Tomorrow...
African Diaspora Preconference

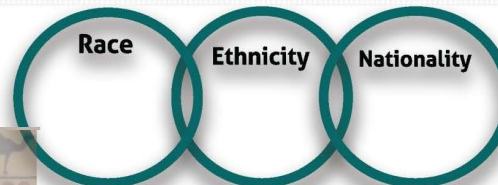
Multicultural education should not be allowed to focus primarily on past events, it must be a force which propels us into a future as well" (Payne, 2001, p. 128).

Honoring Dr. Charles Payne's Theory and Practice of Multicultural Education

Schedule:



8:00 - 9:15 am	Former Students Panel
9:15 - 9:30 am	Session Transition
9:30 - 10:45 am	Festschrift Scholars
10:45 - 11:00 am	Session Transition
11:00 - 12:00 pm	Tribute



Partial List of Speakers:

- Dr. Ruby Cain, Assistant Professor, Ball State University
- Dr. Miles Edwards, Founding member of Ft. Wayne's African-American Historical Society and retired Ft. Wayne Community Schools Administrator
- Dr. Sheron Fraser-Burgess, Associate Professor, Ball State University
- Victor Powell, Assistant Principal, Park View High School, Ashburn, VA
- Nikki Sprunger, Special Education Director, Adams Wells Special Services, Bluffton, IN
- Gregory Smith, Associate Director, Institute for Law Enforcement Administration, Plano TX
- Dr. Ben Welsh, Coordinator, Higher Education Doctoral Program, Morgan State, University, Baltimore, MD

Friday, October 24th

8:00 am -12:00 noon

Ball State University, Muncie

Indiana

Register at <http://www.eventbrite.com/e/african-diaspora-pre-conference-tickets-12863674597>

Sponsored by Ball State University Office of Institutional Diversity and Department of Educational Studies



PROGRAM SCHEDULE

Except for Michael Fosberg's play, all events will be held at the L. A. Pittenger Student Center

Friday, October 24, 2014

Pittenger Student Center

Start	End	
10:00 am	4:00 pm	Check In <i>(Outside Ballroom)</i>
12:00 pm	12:50 pm	<i>Dr. Terry King (Welcome)</i> Provost and Vice President of Academic Affairs <i>Dr. Charlene Alexander (Remarks)</i> <i>Associate Provost for Diversity, Director of the Office of Institutional Diversity, Faculty Athletic Representative, and Professor of Counseling Psychology</i> <i>From Here to There: Where Will Diversity Take Us?</i> Dr. Terry Whitt Bailey Director of Community Development for the City of Muncie, Indiana <i>(Ballroom)</i>

			Room 301	Room 302	Room 303	Room 310A	Room 310B
1:00	1:50		<p>Addressing Special Education Disproportionality Through Culturally Responsive Practices</p> <p>Leah Nellis (School Psychology) & Myeshia Smith (School Psychology)</p>	<p>Race, Religion and Multiracial Congregations in America: Do Multiracial Congregations address Dr. King's observations of Persistent Racial Segregation?</p> <p>Dan Royer (Adult, Higher, and Community Education) & Ruby Cain (Adult and Community Education)</p>	<p>Rethinking Children's Literature: Reading and Writing for Change</p> <p>Darolyn "Lyn" Jones (English and Education), Stephanie Ebsch (Elementary Education), Hilary Chang (Elementary Education), & Joanna Ziarko (Elementary Education)</p>	<p>Including LGBTQ Voice: A Narrative of Two Music Teachers</p> <p>Karin S. Hendricks (Music Education)</p>	<p>Lessons Learned from Infusing Diversity in an Undergraduate Psychology Curriculum</p> <p>Lori Simons (Psychology) & Lawrence Fehr (Psychology)-Cancelled</p>
						<p>Diversity Playlists: Using Music to Elicit Student Awareness of Privilege and Oppression</p> <p>Karin S. Hendricks (Music Education)</p>	<p>Gay or Straight: Does Instructor's Sexual Orientation Matter to Students?</p> <p>Alina V. Katrevich (Social and Behavioral Sciences), Mara S. Aruguete (Social and Behavioral Sciences), & Kurt D. DeBord (Social and Behavioral Sciences)</p>
2:00	2:50		<p>The More the Obstacles Fall Between Us: Cultivating Inclusive Community--An Interactive Performance of the Welcome Project</p> <p>Allison Schuette (English/Creative Writing), Liz Wuerffel (Art), Samuel Payan (Office of Multicultural Programs) & NaTasha Henry (Admissions)</p>	<p>Teaching the Teachers: A Model Faculty Development Seminar Regarding Inclusive Pedagogy</p> <p>David W. Concepción (Philosophy)</p>	<p>Beyond Boundaries: Experiences of Immigrants with Diverse Sexualities</p> <p>Betsy Jose (Gender Studies)</p>	<p>Student Teaching Abroad: A Journey to Cultural Sensitivity</p> <p>Opal Lee Bartzis (Adult, Higher, & Community Education)</p>	
						<p>Addressing Language and Communication Stereotypes in the College Classroom</p> <p>Elizabeth M. Riddle (Linguistics)</p>	<p>Literature In the Math Classroom: A feminist approach to middle school math education</p> <p>Kara Bungard (Education)</p>

3:00	3:50	<p align="center">Dr. Linh Nguyen Littleford (Introductions) Associate Professor, Department of Psychological Science</p> <p align="center">The Perils of Underrepresentation in Computing Dr. Manuel A. Pérez-Quñones Associate Professor, Department of Computer Science, Virginia Tech <i>(Ballroom)</i></p>				
		Room 301	Room 302	Room 303	Room 310A	Room 310B
4:00	4:50	<p>"Except that the haunted, hidden thing was me": Using Critical Sociological Theories of Haunting in Paradigms for Transsexual Justice</p> <p>Esther Wolfe (Literature & Post-Colonial Study)</p>	<p>Photovoice as Methodology and Pedagogy: Reflections from a Graduate-Level Course Focused on Community Colleges and Diversity</p> <p>Amanda O. Latz (Education), Robin Phelps-Ward (Adult, Higher, & Community Education), Dan W. Royer (Adult, Higher, & Community Education), Abigail R. Vannatta (Biology) & Tiffany M. Peters (Adult, Higher, & Community Education)</p>	<p>The Freedom Bus: Using Immersive Learning to Pursue Social Justice</p> <p>Beth A. Messner (Communication Studies)</p>	<p>Teaching and Learning When Racism is Hidden, In Plain Sight</p> <p>Ruby Cain (Adult and Community Education), Susan McGrade (English), & Keri Rodgers (Educational Studies)</p>	<p>Ethnic Differences in Student Support at an HBCU</p> <p>Mara Aruguete (Psychology), Kellie Poe (Social and Behavioral Sciences) & Precious Hardy (Social and Behavioral Sciences)</p>

5:00	5:30	<p style="text-align: center;"><i>Dr. Linh Nguyen Littleford (Remarks)</i> Associate Professor, Department of Psychological Science</p> <p style="text-align: center;">Profound Thoughts and Other Interesting Observations Choreography: Susan Koper in collaboration with original dancers Performers: Mollie Craun, Lisa Curatolo, Allie Dietz, Gardenia Gilbert, Spencer Grady, Tyler Hartman, Rebecca Lomax, Taylor Pramuk, Tyler Ring <i>(Ballroom)</i></p>
5:30	6:30	<p style="text-align: center;">Poster Session Pizza <i>(Ballroom)</i></p>
7:00	8:10	<p style="text-align: center;"><i>Incognito (One-man autobiographical play)</i> Michael Fosberg Author, Actor, Activist <i>(Pruis Hall, walking distance from Student Center)</i></p>

Saturday, October 25, 2014

Pittenger Student Center

Start	End	
8:00 am	10:00 am	<p style="text-align: center;">Check In <i>(Outside Ballroom)</i></p>
9:00 am	9:50 am	<p style="text-align: center;"><i>Dr. Linh Nguyen Littleford (Introductions)</i> Associate Professor, Department of Psychological Science</p> <p style="text-align: center;"><i>Dr. Roger Lavery (Remarks)</i> Dean of the College of Communication, Information, and Media</p> <p style="text-align: center;"><i>Jonathan Becker (Introductions)</i> Assistant Professor of Movement and Acting Department of Theatre & Dance</p> <p style="text-align: center;"><i>Cultural Competence: A Best Practice for Neutralizing Bias</i> Michael Fosberg Author, Actor, Activist <i>(Ballroom)</i></p>

			Room 301	Room 302	Room 303	Room 310A	Room 310B
10:00	10:50		<p>A resiliency building program for Latino adolescents: Thinking outside the box</p> <p>Katrina Conrad (Social and Behavioral Sciences), Monica Medina (Education), Virna Diaz (Latino Health Organization), Tess Weathers (Social and Behavioral Sciences), and Silvia Bigatti (Social and Behavioral Sciences).</p>	<p>Implementing a Psychodynamic Approach with South Asian Females</p> <p>Bindu Methikalam (Clinical Psychology), Simrun Sandhu (Professional Psychology) & Sneha McClincey (Professional Psychology)</p>		<p>Social Justice and the Men and Women of the Civil Rights Movement</p> <p>Jacky Johnson (History), Elizabeth Armstrong (History), & Mary Jane Berman (Center for American and World Cultures)</p>	<p>Recruiting and Retaining LGBT Athletes- Lessons learned from the population</p> <p>Channell Barbour (Campus Activities), Greg Roberts (Academic Advisor)</p>
11:00	11:50		<p>Far To Go: Refugees, Inequality, and Social Justice in Fargo</p> <p>Jennifer Erickson (Anthropology)</p>	<p>Competency in affirmative therapy: Master's level trainees experiences after participation in LGBTQA workshop</p> <p>Kodee L. Walls (Counseling Psychology & Guidance Services) & Kyle S. Kittleson (Psychology)</p>	<p>The Lenape on the Wapahani River: An Experiential Learning Documentary</p> <p>Chris Flook (Telecommunications)</p>	<p>The Hidden World of Sex Trafficking in our Backyard: Implications for Mental Health Professionals in the United States</p> <p>Georgiana Sofletea (Counseling Psychology), Manisha Rustagi (Counseling Psychology), & Anca Barson (Counseling Psychology)</p>	<p>Undergraduate Wheelchair Users: Pre-enrollment Considerations and Post-enrollment Transitions</p> <p>Larry Markle (Disability Services), Roger Wessel (Higher Education), Darolyn Jones (English) & Christina Blanch (Anthropology)</p>

12:00	12:30	<p style="text-align: center;">Lunch (Ballroom)</p>
12:45	1:45	<p style="text-align: center;">Dr. Charlene Alexander (Remarks) <i>Associate Provost for Diversity, Director of the Office of Institutional Diversity, Faculty Athletic Representative, and Professor of Counseling Psychology</i></p> <p style="text-align: center;">Kimberly Ford (Remarks) <i>National Collegiate Athletic Association</i></p> <p style="text-align: center;">The Changing Ethics in America John Quiñones <i>Anchor of ABC's What Would You Do?</i></p>
1:45	2:30	<p style="text-align: center;">Q & A John Quiñones <i>Anchor of ABC's What Would You Do?</i> (Ballroom)</p>
2:30	3:00	<p style="text-align: center;">Dr. Linh Nguyen Littleford <i>Associate Professor, Department of Psychological Science</i> Award Ceremony & Concluding Remarks (Ballroom)</p>

TALK AND POSTER ABSTRACTS

Start	End	Friday, October 24, 2014
12:00	12:50	Ballroom: <u>From Here to There: Where Will Diversity Take Us?</u> <i>Dr. Terry Whitt Bailey (Director of Community Development for the City of Muncie, Indiana)</i>
1:00	1:50	<p>Room 301: <u>Addressing Special Education Disproportionality Through Culturally Responsive Practices.</u> <i>Leah Nellis (School Psychology) & Myeshia Smith (School Psychology).</i> Explanations for the current disproportional representation of students from historically underserved racial and ethnic groups as well as English learners in special education will be explored through a review of research and discussion of implications for training and preparation of educators, future research, and practice changes. The tenets of culturally responsive practices will be applied to the special education evaluation process to demonstrate how such an approach can be used to change school practices to support fair, valid, and appropriate assessment of linguistically and culturally diverse K-12 students.</p> <p>Room 302: <u>Race, Religion and Multiracial Congregations in America: Do Multiracial Congregations address Dr. King's observations of Persistent Racial Segregation?</u> <i>Dan Royer (Adult, Higher, and Community Education) & Ruby Cain (Adult and Community Education).</i> Reflection on the statement by Dr. Martin Luther King, Jr. that Sunday morning at eleven o'clock is the most segregated hour in America resulted in an analysis of multiracial congregations. Findings included a continuum of realities from multi-racial/majority culture to multi-racial/multi-cultures.</p> <p>Room 303: <u>Rethinking Children's Literature: Reading and Writing for Change.</u> <i>Darolyn "Lyn" Jones (English and Education), Stephanie Ebsch (Elementary Education), Hilary Chang (Elementary Education), & Joanna Ziarko (Elementary Education).</i> Diversity in children's literature is critical in constructing culture and community identity. We grow up and are conditioned and ultimately wired and re-wired by the stories we read as children and retell as adults.</p>

		<p>Room 310A (25-minute sessions):</p> <p><u>Including LGBTQ Voice: A Narrative of Two Music Teachers.</u> <i>Karin S. Hendricks (Music Education)</i>. This narrative reveals how two gay music teachers in one Midwestern state have successfully dealt with discriminatory challenges to their career. Our story within a story illustrates a process of mentorship, in which the younger teacher shared and re-shared details of a traumatic past experience with an older colleague who helped him find new and empowering ways in which to view his past experience.</p> <p><u>Diversity Playlists: Using Music to Elicit Student Awareness of Privilege and Oppression.</u> <i>Karin S. Hendricks (Music Education)</i>. This teacher research explores curricular possibilities for using music playlists as a tool for recognizing privilege and oppression within existing social systems, and as a self-reflective mirror for eliciting student awareness of their own biases, assumptions, and prejudices. This study also illustrates one teacher’s journey toward deeper self-awareness as a result of interacting and sharing music with students of diverse backgrounds.</p> <p>Room 310B (25-minute sessions):</p> <p><u>Lessons Learned from Infusing Diversity in an Undergraduate Psychology Curriculum.</u> <i>Lori Simons (Psychology) & Lawrence Fehr (Psychology)</i>. This proposal will summarize qualitative and quantitative findings from students exposed to academic-based service-learning, cultural-based service-learning and experiential learning classes in an undergraduate psychology curriculum during the past decade. Students exposed to cultural-based service-learning classes increase their cultural awareness and multicultural skills more than students exposed to academic-based service-learning from the beginning to the end of the term. CANCELLED</p> <p><u>Gay or Straight: Does Instructor’s Sexual Orientation Matter to Students?</u> <i>Alina V. Katrevich (Social and Behavioral Sciences), Mara S. Aruguete (Social and Behavioral Sciences), & Kurt D. DeBord (Social and Behavioral Sciences)</i>. Our research investigates students’ reactions to learning that their instructor is gay. Compared to a straight-instructor control group, students whose gay instructor revealed his sexual orientation showed a significant reduction in homophobic attitudes.</p>
2:00	2:50	<p>Room 301. <u>The More the Obstacles Fall Between Us: Cultivating Inclusive Community--An Interactive Performance of the Welcome Project.</u> <i>Allison Schuette (English/Creative Writing), Liz Wuerffel (Art), Samuel Payan (Office of Multicultural Programs) & NaTasha Henry (Admissions)</i>. In an increasingly diverse world, what does it take to foster inclusion and live well together? Come explore the central themes we’ve encountered while collecting stories and facilitating conversations through this interactive performance which provides a feel for the methods of the Welcome Project, an appreciation for the complexity of living together in increasingly diverse communities, and a context for ongoing conversations with neighbors.</p> <p>Room 302: <u>Teaching the Teachers: A Model Faculty Development Seminar Regarding Inclusive Pedagogy.</u> <i>David W. Concepción (Philosophy)</i>. Distinguishing (i) inclusive pedagogy and course design from (ii) diversity in course content, this session illuminates teaching strategies that should increase student excellence regardless of academic subject. Session participants will receive a copy of a faculty development seminar syllabus, discuss concepts in both diversity and learning theory that are central to the seminar, and be guided as they reflect on how to increase the inclusivity of their own teaching practice.</p> <p>Room 303: <u>Beyond Boundaries: Experiences of Immigrants with Diverse Sexualities.</u> <i>Betsy Jose (Gender Studies)</i>. When queer individuals build lives in a country far from their own, not only are they looked upon as “different” due to their race, nationality, religion, and other factors, but having a “different” sexual orientation further complicates life. The author’s debut documentary film – “Beyond Boundaries: Experiences of Immigrants with Diverse Sexualities” – takes a closer look at some of these stories.</p>

		<p>Room 310A (25-minute sessions): <u>Student Teaching Abroad: A Journey to Cultural Sensitivity.</u> <i>Opal Lee Bartzis (Adult, Higher, and Community Education)</i>. The results of qualitative research that examined the development of cultural sensitivity in U.S. education majors who completed student teaching placements in Northern Ireland are presented. Given the increasingly diverse U.S. classroom, the importance of expanding teacher education programs to include cross-cultural experiences is clear.</p> <p><u>Addressing Language and Communication Stereotypes in the College Classroom.</u> <i>Elizabeth M. Riddle (Linguistics)</i>. This presentation shows how sociolinguistic and cross-cultural communication research can be translated into action against prejudice. Pertinent research is reviewed and three original activities developed for an undergraduate course, Language and Society, are shared.</p> <p>Room 310B: <u>Literature In the Math Classroom: A feminist approach to middle school math education.</u> <i>Kara Bungard (Education)</i>. Due to the widely recognized gender gap in STEM subjects, a middle school mathematics teacher attempted to create a feminist classroom in order to support students who might otherwise be marginalized due to gendered ways of knowing. This study looks at how utilizing literature in the mathematics classroom helped move students from silence to constructed knowledge.</p>
3:00	3:50	<p>Ballroom: <u>The Perils of Underrepresentation in Computing.</u> <i>Dr. Manuel A. Pérez-Quñones (Computer Science)</i>.</p>
4:00	4:50	<p>Room 301: <u>"Except that the haunted, hidden thing was me": Using Critical Sociological Theories of Haunting in Paradigms for Transsexual Justice.</u> <i>Esther Wolfe (Literature & Post-Colonial Study)</i>. This presentation will explore intersections of transsexuality and critical sociological theory on cultural haunting. The presentation uses critical sociological theory of haunting to illustrate the ways in which transsexuality is rendered ghostly, and how this ghostliness is both an oppressive tactic of state violence and a potential paradigm for structuring intervention and transformative justice for transsexual people.</p> <p>Room 302: <u>Photovoice as Methodology and Pedagogy: Reflections from a Graduate-Level Course Focused on Community Colleges and Diversity.</u> <i>Amanda O. Latz (Education), Robin Phelps-Ward (Adult, Higher, and Community Education), Dan W. Royer (Adult, Higher, and Community Education), Abigail R. Vannatta (Biology), & Tiffany M. Peters (Adult, Higher, and Community Education)</i>. During the spring 2014 semester, students enrolled in a graduate-level course focused on community colleges and diversity and local community college student-participant-researchers' partnered to carry out a photovoice project. The session will include narrative accounts from those involved, participant-researchers' photographs, reflections on the efficacy of the overall process, and practical tips for those interested in facilitating such a project in their own courses and communities.</p> <p>Room 303 (25-minute session): <u>The Freedom Bus: Using Immersive Learning to Pursue Social Justice.</u> <i>Beth A. Messner (Communication Studies)</i>. This presentation uses the Freedom Bus as a case study to illustrate how immersive learning pedagogy can be used to advance social justice projects. In this project, an interdisciplinary team of students united to transform a retired city bus into a mobile museum that tells the story of the struggle for civil rights in East Central Indiana.</p> <p>Room 310A: <u>Teaching and Learning When Racism is Hidden, In Plain Sight.</u> <i>Ruby Cain (Adult and Community Education), Susan McGrade (English) & Keri Rodgers (Educational Studies)</i>. How can we pierce the shield of the majority culture mindset in the academy to obtain authentic teaching and learning on the complexities of racism and oppression? Experiences will be shared and solicited in an interactive presentation, including exploration of cultural identities, racial autobiographies, affinity groups, and community mobilization.</p>

		<p>Room 310B (25-minute sessions): <u>Ethnic Differences in Student Support at an HBCU.</u> <i>Mara Aruguete (Psychology), Kellie Poe (Social and Behavioral Sciences) & Precious Hardy (Social and Behavioral Sciences).</i> We will introduce an instrument (the Student Support Needs Scale or SSNS) developed to measure student support needs in a college setting. We then review a study examining similarities and differences in African American and Caucasian student support needs at a Historically Black University.</p>
		<h2>Poster Abstracts</h2>
5:00	5:50	<ol style="list-style-type: none"> 1. <u>Clinicians to society: Using evidence-based pedagogy in multicultural training for MFT's.</u> <i>Bernadette Torrez (Clinical Psychology & Neuropsychology), Karen Godfredsen (Counseling Psychology), Lyman Hollins (Counseling Psychology), Katherine Bruce (Counseling Psychology) & Maria Fellows (Counseling Psychology).</i> This poster will provide participants with strategies for putting research into practice in the multicultural education and training of mental health counselors. In addition to considering the inclusion of multiculturalism across the curriculum, participants will gain an understanding of the role of affective learning in collaborative group processes designed to raise multicultural awareness of mental health trainees. 2. <u>Harassment and Bullying of LGB Adolescents in Indiana: Prevalence and Psychosocial Correlates.</u> <i>Jagdish Khubchandani (Community Health) & Cathy Whaley (MCHES).</i> This study assessed the victimization of LGB adolescents in the state of Indiana. We describe the prevalence of the problem and the associated risk factors using a statewide survey. 3. <u>Internationalization of Psychology: An Assessment of the Challenges Psychologists Face in Different Countries.</u> <i>Azadeh Fatemi (Counseling Psychology) & Alan Stewart (Counseling and Human Development Services).</i> In this study we identified the importance of challenges facing internationalization of psychology from the perspective of psychologists living in different countries. Based on the results we provided several recommendations for psychology organizations to facilitate the internationalization of psychology in the future. 4. <u>Cross-Cultural Education: Experiences Teaching in an Intensive English Camp in Thailand.</u> <i>Tobin Richardson (Educational Studies), Lindsey Kelderhouse (Speech Pathology).</i> Many American's express interest in teaching English abroad, yet have little insight to the true benefits or challenges this type of experience may include. This project explores themes drawn from the journaling of a graduate student while teaching in a 2-week intensive English-language program in Bangkok, Thailand. 5. <u>Diversity and the Intersections of Identity through the Eyes of International Students.</u> <i>Suha Rabah (Rinker Center for International Programs).</i> This interactive session will discuss and focus some of the trends that borderline the complexities of diversity and identity. The outcomes of this session will assist international educators, faculty, staff, and students create awareness by shedding light on internationalization through the opposite end of the lens. 6. <u>African American Undergraduate Students' Perceptions of Classroom Discussions around Race and Ethnicity: Implications for Culturally Sensitive Teaching.</u> <i>Devin M. Bishop (Psychology), Jill K. Walls (Family & Consumer Sciences) & Scott Hall (Family & Consumer Sciences).</i> Four, one-hour focus groups were conducted with 24 African American undergraduate students to understand their emotional and psychological reactions to class discussions that center on race, ethnicity, and race-relations. Results of our thematic analysis are discussed as they pertain to culturally sensitive teaching practices.

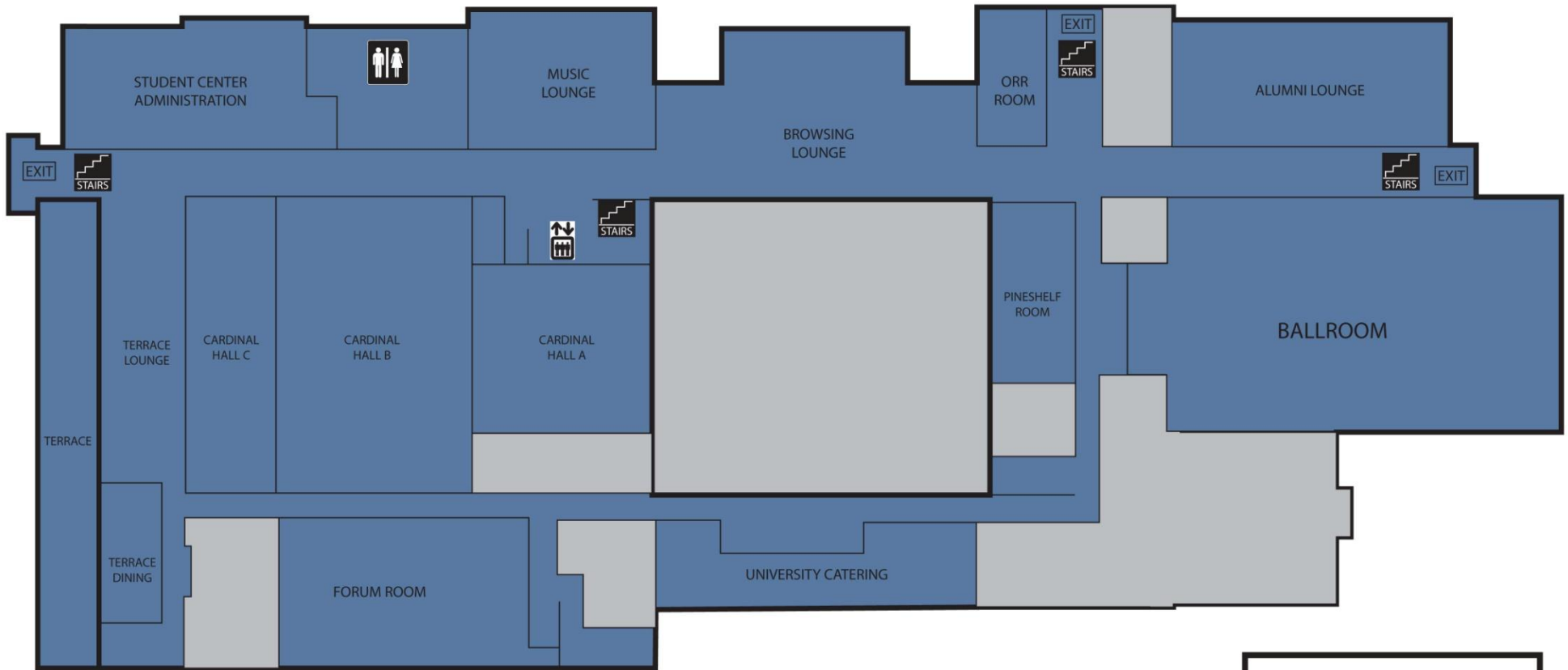
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| | | <ol style="list-style-type: none"> 7. <u>Better Together</u>. <i>Dustin Ward (Public Communications), Emily Rodriguez, Brandon Ferrell & Kate Shaffer</i>. A research summary of how a community can recognize, overcome, and learn from acts of hate. Focused on a series of hate crimes committed in Summerville, South Carolina, but can be applied to any community.
 8. <u>A Cultural Disconnect: Parenting Challenges that Latino Immigrants Face</u>. <i>Michelle Ramirez (Public Health), Katrina Conrad (Social and Behavioral Sciences), Virna Diaz (Community Partner), Magdy Mirabal (Community Partner), Tess Weathers (Social and Behavioral Sciences) & Silvia Bigatti (Social and Behavioral Sciences)</i>. The documentation of higher rates of depression and suicide attempts in Latino adolescents in Indiana has led to an expression of concerns from Latino immigrant parents over the stressors that inhibit their ability to focus on their adolescents. The Latino immigrant parents need education about cultural identity development, acculturation, and how to allow and encourage the teens to integrate their old and new cultures so they can help their children through adolescence.
 9. <u>Multicultural Education: Responding to Gaps in Teachers' Training</u>. <i>Myeshia L. Smith (School Psychology) & Alyce M. Hopple (School Psychology)</i>. This poster will focus on research that has examined the gaps in teachers' training regarding multicultural education. Resources will be supplied that can be utilized to engage in professional development activities or used to create in-service presentations.
 10. <u>Cultural Competence in Social Work Education</u>. <i>Judith L. Gray (Social Work) & Marissa O'Neill (Social Work)</i>. Social work education at the Baccalaureate level (BSW) mandates explicit curriculum leading to the mastery of core competencies in generalist practice. Competencies include engaging diversity and difference in practice (CSWE, 2008). The comparative outcomes from two universities using an experiential learning assignment designed to measure and evaluate students' cultural competence will be described. |
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Saturday, October 25, 2014

Start	End	
9:00	9:50	<p>Ballroom: <u>Cultural Competence: A Best Practice for Neutralizing Bias.</u> Michael Fosberg (Author, Actor, Activist)</p>
10:00	10:50	<p>Room 301: <u>A resiliency building program for Latino adolescents: Thinking outside the box.</u> Katrina Conrad (Social and Behavioral Sciences), Monica Medina (Education), Virna Diaz (Latino Health Organization), Tess Weathers (Social and Behavioral Sciences), and Silvia Bigatti (Social and Behavioral Sciences). In this presentation we will detail the structure and preliminary findings of a Community Based Participatory Research study to increase resiliency and decrease or prevent depressive symptoms in Latino youth. The presenters will discuss qualitative and quantitative findings, to include a video presentation, as well as plans for future work.</p> <p>Room 302: <u>Implementing a Psychodynamic Approach with South Asian Females.</u> Bindu Methikalam (Clinical Psychology), Simrun Sandhu (Professional Psychology) & Sneha McClincey (Professional Psychology). This talk will address the needs of South Asian women presenting in psychotherapy. Additionally, presenters will discuss how to effectively work with South Asian women using Psychodynamic Psychotherapy.</p> <p>Room 310A: <u>Social Justice and the Men and Women of the Civil Rights Movement.</u> Jacky Johnson (History), Elizabeth Armstrong (History) & Mary Jane Berman (Center for American and World Cultures). Our presentation will focus on the civil rights leaders and volunteers who participated in the training at Western College about "freedom summer". We will use materials from the Archives such as transcripts, recorded interviews and story circles with civil rights leaders who share their personal stories and experiences.</p> <p>Room 310B: <u>Recruiting and Retaining LGBT Athletes- Lessons learned from the population.</u> Channell Barbour (Campus Activities, IU Southeast) & Greg Roberts (Academic Advisor). This session will discuss recommendations on making a friendly college environment for LGBT student athletes.</p>
11:00	11:50	<p>Room 301: <u>Far To Go: Refugees, Inequality, and Social Justice in Fargo.</u> Jennifer Erickson (Anthropology). In order to improve the lives of refugees in Fargo, North Dakota, it's important to understand the different ways in which dominant and minority populations construct race, ethnicity, class, and gender. My project compares and contrasts these perspectives so that inequalities in Fargo might be diminished and social justice initiatives improved.</p> <p>Room 302: <u>Competency in affirmative therapy: Master's level trainees experiences after participation in LGBTQA workshop.</u> Kodee L. Walls (Counseling Psychology & Guidance Services) & Kyle S. Kittleson (Psychology). Qualitative data is presented that highlights the experiences of counselors in training after participating in a SAFEZONE program at a small Midwestern university. The experiences of these individuals highlight the simple addition to multicultural training that will increase competencies regarding affirmative therapy with LGBTQ clients.</p>

		<p>Room 303: <u>The Lenape on the Wapahani River: An Experiential Learning Documentary.</u> <i>Chris Flook (Telecommunications)</i>. In 2013, students at Ball State University began work on a documentary about the Delaware/Lenape people in Indiana. This paper explores pedagogical issues related to the structural development of an experiential learning course where non-native students produced a tribal history that examined socio-political issues, within a historical framework.</p> <p>Room 310A: <u>The Hidden World of Sex Trafficking in our Backyard: Implications for Mental Health Professionals in the United States.</u> <i>Georgiana Sofletea (Counseling Psychology), Manisha Rustagi (Counseling Psychology) & Anca Barson (Counseling Psychology)</i>. A synopsis of the hidden world of Sex Trafficking in the United States. While the focus is geared towards Mental Health Professionals, the prevalence of trafficking applies to all disciplines.</p> <p>Room 310B: <u>Undergraduate Wheelchair Users: Pre-enrollment Considerations and Post-enrollment Transitions.</u> <i>Larry Markle (Disability Services), Roger Wessel (Higher Education), Darolyn Jones (English) & Christina Blanch (Anthropology)</i>. This session will present findings from a recent study where wheelchair users and their parents shared how the college decision was made, and their post-enrollment transitions. The program focuses on how educators can better assist students with disabilities to be successful during their transitional year and persist to graduation.</p>
12:45	1:45	Ballroom: <u>The Changing Ethics in America.</u> <i>John Quiñones (ABC's What Would You Do?)</i>
1:45	2:30	Ballroom: <u>Q & A</u> <i>John Quiñones (ABC's What Would You Do?)</i>
2:30	3:00	Ballroom: <u>Award Ceremony & Concluding Remarks</u>

STUDENT CENTER FLOOR PLAN



SECOND FLOOR



