

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 (Assistant Provost for Diversity, Director of the Office of Institutional Diversity, and 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.

2011 DRS: Applying Diversity Research Across Disciplines. Hosted by Ball State University

2010 DRS: Diversity Research and Teaching Symposium. Hosted by Indiana State University

2009 DRS: Diversity Research and Writing Across Disciplines. Hosted by Ball State University

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 and 2011 DRS. We are grateful to Dr. Terry King, Provost and Vice President for Academic Affairs, for his continued encouragement and support of the DRS.

BALL STATE UNIVERSITY'S OFFICE OF INSTITUTIONAL DIVERSITY

The mission of the Office of Institutional Diversity (OID) is to ensure that in one way or another, diversity at Ball State includes everyone. Anyone can contribute and everyone will benefit.

Ball State University and OID are committed to:

- creating innovative courses, programs, and practices that attract, retain, and nurture a diverse university community
- fostering a university environment that enables all who contribute to excel in a culture that is growing ever more diverse

The Office of Institutional Diversity is not only committed to diversity programming for students; it also supports several faculty development programs as well. The Diversity Associates Program, the Developing Pedagogies to Enhance Excellence Seminar, and the Diversity Seminars are three programs that encourage faculty to explore the relevance of diversity in all classes.

KEYNOTE SPEAKER: DR. ERIN CRAWFORD CRESSY

In 2001 Dr. Cressy graduated with her Ph.D. in Social Psychology and Women's Studies from Miami University in Oxford, Ohio. Upon completing her dissertation she left academia to work at a non-profit agency in South Bend, Indiana. It was not long, however, before academia pulled her back and she joined the ranks of adjunct teaching at St. Mary's College. Soon she was also a research consultant at the Center for Women's Intercultural Leadership (CWIL) at St. Mary's College. In 2010, after spending years negotiating the borderlands between 'academic' and 'applied' Dr. Cressy took a leap of faith with two colleagues and began CatalystLead Consulting Group, LLC a diversity and leadership consulting firm. Her key note speech will discuss the transformational research she engaged in at CWIL which shifted her path and inspired her to build a bridge between the academic and applied worlds, in the end learning how to connect research to 'real world' anti-racism work.

WELCOME REMARKS SPEAKER: DR. MAHESH DAAS

Dr. Daas is the *Irving Distinguished Professor*, and the *Chairman* of the department of architecture at Ball State University and the inaugural *Emerging Media Fellow* at the *Center for Media Design* at Ball State University. Born in India, Professor Daas has been trained in diverse fields such as an architect, an urban designer and a higher education leader. Born into a family of very modest means that precariously skirted the poverty line, he was taught early on that it is possible to overcome adversity through a positive attitude, focus, discipline and responsibility. Professor Daas describes himself as an "Intellectual Venture Capitalist," and teaches "An Inconvenient Studio" where he employs entrepreneurial and self-organizing learning environments that he calls "rhizomatic and wall-less." He is a two-term past president of ACADIA (Association for Computer Aided Design in Architecture); an advisory board member of iDMAa (International Digital Media and Arts Association); an elected editorial board member of IJAC (International Journal of Architectural Computing); and a board member of the Indiana Architectural Foundation. He has been a peer-reviewer at the *National Science Foundation*, and served on an NSF delegation to Israel in 2010 to explore bilateral research opportunities. He has chaired a recent NSF symposium and workshop on Extreme Affordability, and has also served on research review panels for the Canadian Government. In addition to academic achievements, Professor Daas is an award-winning writer. He penned poems, lyrics and short stories in two languages. He derives inspiration from Latin American literature, particularly the works of Octavio Paz, Jorge Luis Borges, Pablo Neruda and Gabriel Garcia Marquez.

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University of the Rockies

PROGRAM SCHEDULE

Start	End					
8:00 am	4:00 pm	Registration <i>(Ballroom)</i>				
		Room 301	Room 302	Room 303	Room 310A	Room 310B
9:00	9:50	Taarof Immersion Inventory: The Development of a Scale to Assess an Iranian Cultural Phenomenon Amir Mahdavi (Clinical Psychology)	The effects of racial identity status and social attitudes on the manifestation and development of the Impostor Phenomenon in undergraduate students Brian Saltsman & Kristen Rakoczy (Psychology)	Facilitated Discussion: Discussing a Chicken-and-Egg Dilemma: Which Came First, Institutional Discrimination or Individual Discrimination? Chad Becker (Curriculum & Instruction)	Facilitated Discussion: Let's Talk it Out: Promoting Diversity through Sustained Dialogue Julia Osso (Peace and Conflict Studies)	Using the Historic American Landscape Survey to Document Black Baseball Parks Christopher Baas (Landscape Architecture)
						Lessons about the Perception of Racism and Stress in an African American Sample Crystal Blount (Psychology & Counseling)
10:00	10:50	Roadmap to Diversifying the Faculty Mary Ferguson (Office of Diversity), Sheila Johnson (Office of Affirmative Action), & Joshua Powers (Office of Provost for Academic Initiatives)	Posttraumatic growth – the Positive Aspects of Immigration Jennifer Cohen (Clinical Psychology)	Facilitated Discussion: Bodies & Stories: an inclusive way to think about diversity David Concepcion (Philosophy & Religious Studies)	Changing Multicultural Attitudes and Behaviors via Coursework in Three Academic Majors Alex Borgella & Matthew Lee (Psychological Sciences)	Sexual Minorities' Lived Experience of At-Homeness in a Faith Community: A Phenomenological Study James Carney (Clinical Psychology)
						Resegregation and School Choice: The power of colorblind language Kara Bungard (Effective Teaching and Leadership) Integrating Diversity in College Freshman Reading and Writing to Learn about It Yeno Matuka (English)

		Room 301	Room 302	Room 303	Room 310A	Room 310B	
11:00	11:50	Overcoming the linguistic barrier: The effect of dialect awareness on language attitudes Nikole Miller (Linguistics)	Facilitated Discussion: How stigma effects multicultural population in mental health? Dhara Shah & Ben Hunter (Clinical Psychology)	Facilitated Discussion: The Joyful Experiences of Mothers of Children with Special Needs: An Autoethnographic Study Darolyn Jones (Educational Studies, English)	Integrative Healing: Working with Native American Populations. Kelly Clougher & Mathias Green (Counseling Psychology)	Who Needs Queer Theory, Anyway? Colin Johnson (Gender Studies)	
					Women's Disclosure of HIV status to children. Priscilla Dass-Brailsford (Psychiatry)	Diversity in Contemporary Business - Voices of Leading Practitioners Amy Kahn (Diversity-Organizational Systems)	
Welcome Remarks (Mahesh Daas, Irving Distinguished Professor), Keynote Address (Erin Crawford Cressy), Lunch, and Award Ceremony (Ballroom)							
Poster Session (Browsing Lounge)							
2:00	2:50	Home Base: A Sexual Orientation Education Program for ROTC Members Ashley Hutchison, Kelly Clougher, & Holly TenBrink (Counseling Psychology and Guidance Services)	Facilitated Discussion: Reasonable Expectations: Structural Violence and Our (In)Ability to Embrace Difference Julia Osso (Peace and Conflict Studies)	Facilitated Discussion: "Am I the Only One?": Applying Diversified Mentoring Relationship Research at a Midsized Midwestern State University Marcy Meyer (Communication Studies) & Maria Williams-Hawkins (Telecommunications)	Narrative identities of Asian English teachers in a U.S. language teacher education program Hye-Kyung Kim (Literacy, Culture, & Language Education)	The Effect of Social Justice Education on Political Participation, Civic Engagement, Volunteerism, and Multicultural Activism Amy Krings, Kaleigh Webster, Lorraine Gutierrez, & Elizabeth Meier (Social Work and Political Science)	
					Acculturation and Psychological Health of International College Students in the United Sangmoon Kim, Elena Yakunina & Laura Obert (Clinical Psychology)	Teaching about Transgender Identity to Decrease Genderist Attitudes Matthew Lee, Christina N. Jordan, & Amanda L. Campbell (Psychology)	

		Room 301	Room 302	Room 303	Room 310A	Room 310B
3:00	3:50	Class in Session: Examining Race and Class Identity Among Black Students at Elite Private Schools Omari Keels (Center for the Study of Black Youth in Context)	Facilitated Discussion: Describing Diversity: Exploring Perspectives of Diversity using an Omni-Approach Catherine Pangan & Brandie Oliver (College of Education)	Facilitated Discussion: Leadership for Social Change: Understanding and Applying the Women's Intercultural Leadership Model Erin Crawford Cressy (CatalystLead Consulting Group, LLC), Bonnie Bazata (CatalystLead Consulting Group, LLC, and Bridges Out of Poverty Initiative, St. Joseph County), & Tessa Sutton (CatalystLead Consulting Group, LLC)	Racial and Ethnic Diversity of Residential Life in a Collegiate Environment Marissa Miranda, Kristen Rakoczy & Brian Saltsman (Psychology)	Rural LGBT Concerns, Campus Climate and College Retention Timothy Lyons & Susan Lonborg (Mental Health Counseling & Experimental Psychology)
4:00	4:50	A Constructivist Approach to Broadening Pre-service Teachers' Perspectives on Diversity Angia Macomber (Teacher Education)	Ensuring a Quality Education for Indiana's Students with Disabilities: Results from a US DOE Grant Larry Markle (Disabled Student Development), Jacqueline Harris, (Learning Center), Taiping Ho (Criminal Justice) & Roger Wessel (Educational Studies)	Facilitated Discussion: Diversity and Transformation through an Adult Learning Classroom Michelle Glowacki-Dudka, Diane Brooks, James Rediger, B. Victoria Flynn, Will Frankenberger, De'Von Kissick, & Kaye Smith (Educational Studies – Adult, Higher, and Community Education)	Teachers' Current Views and Accommodations about Heritage Language Maintenance Marjorie Ribeiro (Educational Psychology)	Multicultural Education in Korean Teacher Training Gilbert Park & Sunnie Lee Watson (Educational Studies)
					Exploring Diversity in the First Year College Transition Nicole Rivera (Psychology)	Multicultural Responses to Immigrant Students Gilbert Park (Educational Studies)

TALK AND POSTER ABSTRACTS

Start	End	
9:00	9:50	<ul style="list-style-type: none"> • Taarof Immersion Inventory: The Development of a Scale to Assess an Iranian Cultural Phenomenon <i>Amir Mahdavi (Clinical Psychology)</i> Room 301 (25-minute talk) Taarof is an Iranian cultural phenomenon that many non-Iranians professionals have difficulty understanding and some believe is unnecessary. This presentation focuses on various facets of this cultural phenomenon, implications for clinical practice and the findings of the 2010 study. • The effects of racial identity status and social attitudes on the manifestation and development of the Impostor Phenomenon in undergraduate students <i>Brian Saltsman & Kristen Rakoczy (Psychology)</i> Room 302 This project examines the impact of self-reported racial identity in Whites and Blacks on the development and manifestation of the Imposter Phenomenon in undergraduate students. The current study hopes to further elucidate the manner and degree to which racial identity status and social attitudes in White and Black undergraduate populations differentially impact aspects central to self-efficacy, academic achievement outcomes, and interactions with others. • Discussing a Chicken-and-Egg Dilemma: Which Came First, Institutional Discrimination or Individual Discrimination? <i>Chad Becker (Curriculum & Instruction)</i> Room 303 This session is a facilitated discussion which engages the rich dynamic between the 'personal' and the 'social' as it relates to understanding discrimination. The intent is for all participants to forge a more sophisticated interpretation of discrimination to be used as a tool for engaging our diverse world. • Let's Talk it Out: Promoting Diversity through Sustained Dialogue <i>Julia Osso (Peace and Conflict Studies)</i> Room 310A Sustained Dialogue is an open-ended process of engagement that focuses on transforming the relationship between two or more parties in conflict. In this facilitated discussion, I would like to invite participants to consider the value of using the Sustained Dialogue approach to promote diversity in a variety of organizational settings, including college campuses. • Using the Historic American Landscape Survey to Document Black Baseball Parks <i>Christopher Baas (Landscape Architecture)</i> 310B (25-minute talk) During the summer of 2011, Landscape Architecture students documented four ballparks in Indianapolis, Indiana and one ballpark in Detroit, Michigan. This presentation will describe and explain the Historic American Landscape Survey program, explain the significance of black baseball, and present student HALS documentation. • Lessons about the Perception of Racism and Stress in an African American Sample <i>Crystal Blount (Psychology & Counseling)</i> 310B (25-minute talk) The results of this study suggested that stress from perceived racism was a predictor of depressive symptoms in this sample. The question of whether or not denial of race-related stress had negative health consequences was also raised, and the challenge of data collection across diverse social classes was discussed.

10:00	10:50	<ul style="list-style-type: none"> • Roadmap to Diversifying the Faculty <i>Mary Ferguson (Office of Diversity), Sheila Johnson (Office of Affirmative Action), & Joshua Powers (Office of the Provost)</i> Room 301 Key advocates for diversifying the faculty at Indiana State University share their process and progress over two years of work. Evaluation data they have collected reveal the challenges and rewards of "interrupting the usual" in the search process. • Posttraumatic growth – the Positive Aspects of Immigration <i>Jennifer Cohen (Clinical Psychology)</i> Room 302 There are over 45.1 million immigrants in North America today, who require the help of mental health professionals. This presentation will focus on research studies utilizing the theory of Posttraumatic Growth to investigate whether immigrants experience psychological, emotional, spiritual growth as well as greater appreciation of life and increased sense of connection to others. • Bodies & Stories: an inclusive way to think about diversity <i>David Concepcion (Philosophy & Religious Studies)</i> Room 303 Attendees will evaluate a new way of framing the notion of diversity itself. By focusing on our bodies and histories/herstories we can understand diversity in a manner that (i) should make obvious to members of majorities that they are raced, sexed, etc., (ii) is easily amenable to the "Universal Pedagogical Design" movement, and (iii) illuminates the notion of a discontinuous unity among oppressions. • Changing Multicultural Attitudes and Behaviors via Coursework in Three Academic Majors <i>Alex Borgella & Matthew Lee (Psychological Sciences)</i> Room 310A (25-minute talk) Psychology undergraduates who had recently completed coursework meeting sociocultural requirements were compared against engineering and computer science students on several different constructs investigating multicultural awareness and behaviors. Results revealed that students who had just completed sociocultural coursework, compared to students from non-social science departments, displayed more multiculturally sensitive behaviors and were more willing to act on the information learned through their courses. • Resegregation and School Choice: The power of colorblind language <i>Kara Bungard (Effective Teaching and Leadership)</i> Room 310A (25-minute talk) This presentation focuses on a content analysis of charter school mission statements and school descriptions for an Indiana metropolitan area. Contrasting these statements with reported demographic information, the author will make a case that framing language in school choice creates resegregated schools. • Sexual Minorities' Lived Experience of At-Homeness in a Faith Community: A Phenomenological Study <i>James Carney (Clinical Psychology)</i> Room 310B (25-minute talk) This phenomenological study investigated sexual minorities' lived experience of at-homeness in a faith community. Results indicate that having opportunities to interact with fellow sexual minorities in one's faith community, so as to experience validation of one's life experiences by others who share that sexual identity, is essential to the at-homeness experience. • Integrating Diversity in College Freshman Reading and Writing to Learn about It <i>Yeno Matuka (English)</i> Room 310B (25-minute talk) This presentation is an attempt to foster diversity, a multifaceted subject that instructors should teach by leading students in oral and written discussions, generating ideas to create journals and research papers on diverse authors and themes. I will also share my spring semester 2011 students' feedback about Writing and Research on Diversity.

11:00	11:50	<ul style="list-style-type: none"> • Overcoming the linguistic barrier: The effect of dialect awareness on language attitudes <i>Nikole Miller (Linguistics)</i> Room 301 The current study is set up to determine attitudes of students towards AAVE by investigating the effect of a dialect awareness course on the language attitudes of undergraduate students. The results demonstrate the effectiveness of a dialect awareness course on changing student attitudes about AAVE, informing students about issues that minority language speakers may face, and reveals the importance of integrating aspects of linguistic diversity into college curricula. • How stigma effects multicultural population in mental health? <i>Dhara Shah & Ben Hunter (Clinical Psychology)</i> Room 302 The facilitated discussion will be focused on exploring effects of stigma on multicultural populations. The discussion will also provide some implications for development of anti-stigma programs in the future. • The Joyful Experiences of Mothers of Children with Special Needs: An Autoethnographic Study <i>Darolyn Jones (Educational Studies, English)</i> Room 303 Mothers, who are most often identified as the primary caregiver of their children with special needs, are subject to marginalization because of the societal perspective that having a disability is dominated by challenge and burden. This presentation illustrates a study that gave voice to those mothers and shared their joy. • Integrative Healing: Working with Native American Populations. <i>Kelly Clougher & Mathias Green (Counseling Psychology)</i> Room 310A (25-minute talk) Native American people are underserved by the helping profession. This presentation will address ways mental health professionals can better serve this population by integrating Native American cultural beliefs and values into Westernized counseling approaches. • Women's Disclosure of HIV status to children. <i>Priscilla Dass-Brailsford (Psychiatry)</i> Room 310A (25-minute talk) This presentation describes a formative study that investigated African American mothers' decision-making regarding whether to inform their minor-age children about their HIV infection. The researchers identified several important themes that will inform the development of a maternal HIV disclosure intervention. • Who Needs Queer Theory, Anyway? <i>Colin Johnson (Gender Studies)</i> Room 310B (25-minute talk) This paper argues that queer theory's explicit concern with normativity (as opposed to identity per se) has the potential to broaden ongoing efforts to create and welcoming and supportive environment for all college students, including heterosexually-identifying students who often feel the weight of sexual normativity no less than their LGBT-identifying peers. At the same time, the paper also cautions against giving up on gender and sexual identity as salient categories of intellectual and institutional concern. • Diversity in Contemporary Business - Voices of Leading Practitioners <i>Amy Kahn (Diversity- Organizational Systems)</i> Room 310B (25-minute talk) From the conversations with 20 exemplary external diversity practitioners comes a view on the work and how it is implemented in today's workplaces. At this presentation, the author will reveal a simple, two-dimensional model that depicts six distinct types of diversity management work.

12:00	1:10	<ul style="list-style-type: none"> • Welcome Remarks: Dr. Mahesh Daas, Irving Distinguished Professor of Architecture • Swimming upstream: Connecting research to 'real world' anti-racism work Keynote Address: Erin Crawford Cressy, PhD. <i>Dr. Cressy will discuss the transformational research she engaged in at the Center for Women's Intercultural Leadership at St. Mary's College which shifted her path and inspired her to build a bridge between the academic and applied worlds, in the end learning how to connect research to 'real world' anti-racism work.</i> • Lunch & Award Ceremony (Ballroom)
1:10	1:50	<p style="text-align: center;">Poster Session (<i>Browsing Lounge</i>)</p> <ul style="list-style-type: none"> • 1. Diversity: The Real Issue <i>El Mansour Bassou (Department of HRD and Performance Technologies)</i> <i>The real issue with diversity today is inclusion that translates into day- to -day participation of each one of us to the betterment of all of us; be it at school, work, on the bus, or during an interview.</i> • 2. NAMI's In Our Own Voice Consumer Presentation Program: What do Audiences Say? <i>Madeline Brennan & John McGrew (Clinical Psychology)</i> <i>This study examines how audiences respond to NAMI's educational outreach program entitled "In Our Own Voice: Living with Mental Illness."</i> • 3. Online Cultural Competency Training for Law Enforcement <i>Emily Gedig & James Hendricks (Public Administration)</i> <i>Research and creation of an online Cultural Competency Training Program specifically for law enforcement. Program includes modules which discuss the following topics: The Importance of Law Enforcement to be Culturally Competent; Communication; Race; Stereotypes and Prejudice; LGBTQ Issues; Culture; and Major Religions of America.</i> • 4. Government Racial and Ethnic Identification: A critical analysis of US Census data from 1980- present and its effect on unemployment rates <i>Daisy Guzman (Psychology)</i> <i>A critical analysis of how racial and ethnic identity affects systematic data in the United States. With the changes made to the Census method of gathering data there is a possibility that the data collection and reporting from the Department of Labor has been impacted as well.</i> • 5. Beliefs About Psychological Services Held by the Reserve Officers' Training Corps Population <i>Matthew Jackson (Counseling Psychology)</i> <i>Study focuses on the beliefs about psychological services held by the ROTC population as compared to the general college population. Findings provide important implications for future practice and research for an underserved population.</i> • 6. Effects of Gender Self-Esteem on Attitudes Towards Feminism and Activism in College Women and Men <i>Andrea Jackson & Veanne Anderson (Psychology and Liberal Studies)</i> <i>We investigated factors that may predict college students' participation in social activism related to feminism or gaining equal rights for women. Our results suggest that women and men may differ in the factors that motivate them to participate in social activism related to feminist causes.</i> • 7. The cognitive burden of perceived racial prejudice: evidence from a test of visual attention <i>Aakash Kishore, Vickie M. Mays, & Eran Zaidel (Clinical Psychology)</i> <i>We investigated the impact of perceived racial prejudice on visual attentional systems in order to explore cognitive mechanisms by which racism may impact downstream health. Results provide experimental evidence for the cognitive burden of racial prejudice among African American women.</i>

Poster Session (*Browsing Lounge*)

- **8. Ethnic Differences in Identity Orientation and Commitment to the University**
Meera Komarraju, Randie C. Chance, Corey G. Tincher, Ashley Jordan, & Dustin Nadler (Psychology)
Ethnic differences in identity orientation suggest that African American students who see their identity as a college student as central to who they are more likely be committed to their degree completion and remaining at the university. European American students appear more likely show commitment to degree completion when they are complying with others' expectations.
- **9. Demographic Differences Influencing Blame Attribution in Rape Scenarios: A Comparison of Incarcerated Populations and Graduate Students**
Ashley Kopp & Jamie Bell (Clinical Psychology)
Our research explores these relationships and how they may impact a person's attribution of blame. Demographic characteristics, along with incarceration status, are shown to play a vital role in an individual's perspective on blame attribution in cases of stranger and acquaintance rape.
- **10. What motivates young people to engage in community service?**
Amy Krings, Surabhi Pandit, & Lorraine Gutierrez (Social Work and Political Science)
Using a random sample of thirty-nine college students, we interview and analyze the ways in which young people explain their motivations to participate in community service. After finding that the motives of youth are different from those identified by previous studies – perhaps because they sampled older adults or pre-screened for highly-motivated, already engaged volunteers – we discuss the policy implications of our findings.
- **11. Food Culture + Built Environment: Images of Diversity**
Thelma Lazo-Flores & Elizabeth Wheeler (Family and Consumer Sciences)
Both the disciplines of food culture and the built environments espouse fundamental principles and standards that denote contexts of intuition and innovativeness. This study aims to illuminate the reciprocity between food culture and the built environment, paying significant attention to the role of food culture in the expression and interpretation of spatial environments and the diversity of facets linking them.
- **12. Indiana speakers' perceptions of Southern Indiana speech: nice and slow**
Mai Kuha (English)
Interviews with Indiana residents show that a group of characteristics are stereotypically associated with southern Indiana and its speech in popular perception: connotations of southerness (or a relationship to Kentucky), the stigma of rural living and low socioeconomic status, and the intertwined personal attributes of friendliness and stupidity. Findings also show that southern Indiana respondents only partly accept the negative stereotypes imposed on the speech of their area.
- **13. Bitch, Slut, and Whore: The Attempt to Reclaim Derogatory Terms for Women and Why These Terms Remain Harmful**
Emily Mastroianni (Counseling Psychology and Guidance Services)
The language we chose to use influences our own perceptions and those of others, however, subtly. This presentation focuses on the attempt to reclaim derogatory terms used to describe women and why these terms may still negatively influence our perceptions of women.
- **14. Recent resource changes that contribute to work-related burnout among Nazarene clergy**
Brent Moore (Psychology)
Research demonstrates that risk factors for high levels of work-related burnout influence employees differently between occupations. The present study applies results from the Coping Resources Inventory and the Conservation of Resources Evaluation to investigate how resource loss, threat of loss, and resource gain impact coping resources and levels of work-related burnout among Nazarene pastors specifically.

Poster Session (*Browsing Lounge*)

- **15. Can I Pet Your Dog: Educating the Public about Seeing-Eye Dogs**

Dena Polston (Educational Studies)

Meet a Seeing Eye dog with his handler to learn about the proper ways to interact with a team to minimize distractions and what measures can be taken to ensure that the team is safe when they are working. The poster will emphasize many aspects of educating the public about Seeing Eye and its well-trained dogs.

- **16. The Role of Multicultural Centers & Organizations in the Development of Students of Color**

Terri Roberts (Office of Student Life, Multicultural Organizations)

Multicultural centers and multicultural organizations serve as important pieces in the overall holistic development of students of color, particularly at a predominately white institution. The purpose of our presentation is to share how we have applied diversity and multicultural based theories and research in our everyday work with students on campus.

- **17. Siblings' Differential Treatment in Asian American Families**

Nehad Sandozi (Counseling Psychology)

The present study contributes to emerging literature by reporting on second generation Asian American's perceptions of their parents' cultural values, parental treatment of children by gender and birth order, and whether perceived differences in cultural values between Asian parents and young adult offsprings affects how these offspring conceptualize differential treatment from their parents based off gender and birth order.

- **18. Black Baseball in Indiana**

Geri Strecker (English)

This 30-minute documentary explores the history of Black Baseball in Indiana. The film features vintage photographs and video footage, interviews with historians and surviving players, an original score, and narration read by a 1945 Indianapolis Clowns batboy.

- **19. Teaching Young Chinese Singers in the U.S.**

Mei Zhong (School of Music)

An increasing amount of Asian students are studying Western music at universities in the United States, questions regarding Chinese voice training will be discussed in the presentation.

2:00	2:50	<ul style="list-style-type: none"> • Home Base: A Sexual Orientation Education Program for ROTC Members <i>Ashley Hutchison, Kelly Clougher, & Holly TenBrink (Counseling Psychology and Guidance Services)</i> Room 301 The mission of the Home Base program is to serve as an educational program for ROTC members and to promote awareness, knowledge, and acceptance of lesbians and gay men in the military and the wider community. Home Base aims to foster a stronger and more unified ROTC community by supporting all of its members. • Reasonable Expectations: Structural Violence and Our (In)Ability to Embrace Difference <i>Julia Osso (Peace and Conflict Studies)</i> Room 302 Structural Violence refers to the systemic ways in which a given social structure discriminates against some of its members, thereby preventing them from meeting their basic needs. In this facilitated discussion, I would like to invite participants to explore the relationship between a community's ability to embrace difference and the level of structural violence suffered by its members. • "Am I the Only One?": Applying Diversified Mentoring Relationship Research at a Midsized Midwestern State University <i>Marcy Meyer (Communication Studies) & Maria Williams-Hawkins (Telecommunications)</i> Room 303 This presentation will report findings from a study about diversified mentoring relationships at Ball State University. The presentation will be followed by a dramatization and discussion that will enable attendees to apply the findings to their own institutions. • Narrative identities of Asian English teachers in a U.S. language teacher education program <i>Hye-Kyung Kim (Literacy, Culture, & Language Education)</i> Room 310A (25-minute talk) My research aims to explore how non-native English-speaking Asian graduate students enrolled in a U.S. language teacher education program negotiate and reshape their identities as English language teachers in relation to issues of power, linguistic imperialism, native-speaker ideology, and World Englishes. To this end, I investigate how native-speaker ideology and linguistic or cultural hegemony are embedded in the personal narratives of non-native English-speaking Asian graduate students enrolled in the program. • Acculturation and Psychological Health of International College Students in the United States <i>Sangmoon Kim, Elena Yakunina & Laura Obert (Clinical Psychology)</i> Room 310A (25-minute talk) Empirical research has largely ignored the acculturation experiences of international students in the United States. Studies of international students' acculturation and its association with mental health can inform more effective prevention and intervention strategies for this population. • The Effect of Social Justice Education on Political Participation, Civic Engagement, Volunteerism, and Multicultural Activism <i>Amy Krings, Kaleigh Webster, Lorraine Gutierrez, & Elizabeth Meier (Social Work and Political Science)</i> Room 310B (25-minute talk) Interest in social justice education in university settings has become widespread with the goal of preparing students to live and work in an increasingly multicultural world. Our research presents an evaluation of three distinct pedagogies (service learning, intergroup dialogue, and lecture) and their effect on four outcomes (political participation, civic engagement, volunteerism, and multicultural activism), while controlling for race, gender, and socioeconomic status. • Teaching about Transgender Identity to Decrease Genderist Attitudes <i>Matthew Lee, Christina N. Jordan, & Amanda L. Campbell (Psychology)</i> Room 310B (25-minute talk) Are specific classroom activities effective at increasing undergraduate students' understanding of transgendered people and decreasing homophobic, transphobic, or sexist attitudes? Results from a unique experimental study ($N = 382$) suggest that some combination of a lecture and activity on transgendered people and psychology may yield a decrease in transphobia and strict attitudes toward gender.

		<ul style="list-style-type: none"> • Class in Session: Examining Race and Class Identity Among Black Students at Elite Private Schools <i>Omari Keels (Center for the Study of Black Youth in Context) Room 301</i> The peer support network of Black students at predominately White elite independent schools will be examined. More specifically, this presentation will discuss the role of Black students' racial and social class identity in the formation of their support networks. • Describing Diversity: Exploring Perspectives of Diversity using an Omni-Approach <i>Catherine Pangan & Brandie Oliver (College of Education) Room 302</i> How do you describe "diversity?" Come explore how our college decided to find out how faculty, staff, and students define diversity and how our current coursework and field experiences contribute to students' perspectives of diversity and how you can translate it to your own educational context. • Leadership for Social Change: Understanding and Applying the Women's Intercultural Leadership Model <i>Erin Crawford Cressy (CatalystLead Consulting Group, LLC), Bonnie Bazata (CatalystLead Consulting Group, LLC and Bridges Out of Poverty Initiative, St. Joseph County), & Tessa Sutton (CatalystLead Consulting Group, LLC) Room 303</i> In this discussion participants will learn about the 8 elements of the Women's Intercultural Leadership (WIL) model (ex: The Leader Within; Diverse Women as Planners and Participants; Build Community; and Dialogue on Power and Privilege). Successful applications of the model will be explained and participants will engage in an activity to build their own intercultural leadership. • Racial and Ethnic Diversity of Residential Life in a Collegiate Environment <i>Marissa Miranda, Kristen Rakoczy & Brian Saltsman (Psychology) Room 310A (25-minute talk)</i> This study examines the underlying impact of racial and ethnic diversity when, undergraduate students, during a preferential process, select roommate pairs and neighbors in a residence hall. It is hypothesized that study participants will have varying placement organizations and justifications for their organizations based on their demographic and socioeconomic backgrounds. • Telling Individual Cultural Stories through the Creation of Children's Storybooks <i>Kresha Warnock (Family and Consumer Sciences) Room 310A (25-minute talk)</i> We will describe how college students are encouraged to delve into their own family backgrounds and develop children's storybooks that help the college students define aspects of their own culture, as a backdrop to understanding the diverse cultures in the communities in which they live and work. • Rural LGBT Concerns, Campus Climate and College Retention <i>Timothy Lyons & Susan Lonborg (Mental Health Counseling & Experimental Psychology) Room 310B (25-minute talk)</i> This talk provides an overview of our emerging research at the confluence of rural LGBT concerns, LGBT mental health, LGBT campus climate research, and college retention. We will present findings from our pilot LGBT campus climate survey conducted at a state university in a rural college town in the Northwest. • The Latino Experience: A Service-Learning Seminar for Campus Diversity <i>Chin-Sook Pak (Modern Languages & Classics, Spanish) Room 310B (25-minute talk)</i> This session describes the findings from a service-learning course in which fifteen students conducted community action research that aimed to increase the Latino presence on their campus. The students collaborated with Latino community organizations, Latino student organizations, and the university administration to better support Latinos seeking higher education.
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4:00	4:50	<ul style="list-style-type: none"> • A Constructivist Approach to Broadening Pre-service Teachers' Perspectives on Diversity <i>Angia Macomber (Teacher Education)</i> Room 301 In this session for teacher educators, participants will learn about a constructivist approach to helping pre-service teachers better understand diverse life-experiences and discover culturally responsive teaching methods. Sample course materials and activities will be provided, and attendees are encouraged to bring their own ideas to share. • Ensuring a Quality Education for Indiana's Students with Disabilities: Results from a US DOE Grant <i>Larry Markle (Disabled Student Development), Jacqueline Harris (Learning Center), Taiping Ho (Criminal Justice) & Roger Wessel (Educational Studies)</i> Room 302 The presenters share an educational program specifically designed to enhance success for students with disabilities and to prepare faculty to teach and mentor students with disabilities. This project, funded by a grant from the federal DOE, includes a mentorship program for students with disabilities and training and development opportunities for faculty on best practices in working with students with disabilities. • Diversity and Transformation through an Adult Learning Classroom <i>Michelle Glowacki-Dudka, Diane Brooks, James Rediger, B. Victoria Flynn, Will Frankenberger, De'Von Kissick, & Kaye Smith (Educational Studies – Adult, Higher, and Community Education)</i> Room 303 Coming together for an Adult Learning course, the diverse students were able to connect and transform their thinking by claiming their power and constructing their own understandings of social democracy. • Teachers' Current Views and Accommodations about Heritage Language Maintenance <i>Marjurie Ribeiro (Educational Psychology)</i> Room 310A (25-minute talk) This one shot case study, begun in April 2011, examines the relationship of general education teachers' beliefs about heritage language maintenance to general education teachers' accommodations to students who speak a heritage language. Findings implicate how classroom behavior may lead to change in teachers' beliefs. • Exploring Diversity in the First Year College Transition <i>Nicole Rivera (Psychology)</i> Room 310A (25-minute talk) This presentation focuses on a year-long qualitative research study that was completed with a group of students from diverse backgrounds who had completed a summer bridge program prior to the start of college. Data from multiple interviews revealed important themes related to beliefs about higher education, transitioning identities, and self-regulatory patterns of behavior. • Multicultural Education in Korean Teacher Training <i>Gilbert Park & Sunnie Lee Watson (Educational Studies)</i> Room 310B (25-minute talk) This is a presentation of a recent study that explored Korean pre-service teachers' understanding of the multicultural education. Through survey and interviews, we found that multicultural education for the pre-service teacher must facilitate a critical examination of Korean identity and foster political engagement in defining multicultural education in their own contexts. • Multicultural Responses to Immigrant Students <i>Gilbert Park (Educational Studies)</i> Room 310B (25-minute talk) This presentation takes a close look at Korean multicultural education for their immigrants as a way to engage in a conversation regarding multicultural education for our immigrants in the U.S.

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