

DIVERSITYSYMPOSIUM.ORG

9TH ANNUAL

2017

**DIVERSITY  
RESEARCH  
SYMPOSIUM**

**CREATING  
BRAVE  
SPACES  
FOR  
INCLUSION,  
EQUITY,  
AND  
JUSTICE**



**SEPTEMBER 22 | 23**

**HOSTED BY BALL STATE  
UNIVERSITY**



## **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.

# DIVERSITY RESEARCH SYMPOSIUM



The Diversity Research Symposium (DRS) was co-founded in 2009 by Linh Nguyen Littleford and Charles R. Payne, both from 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.

## 2018 DRS WILL BE HOSTED BY INDIANA STATE UNIVERSITY



**INDIANA UNIVERSITY  
SOUTHEAST**

- **2017 DRS:** Creating Brave Spaces for Inclusion, Equity, and Justice.
- **2014 DRS:** From Research to Action.
- **2011 DRS:** Applying Diversity Research Across Disciplines.
- **2009 DRS:** Diversity Research and Writing Across Disciplines.

- **2015 DRS:** Community: Embracing All Identities.
- **2012 DRS:** Building Community Through Diversity.
- **2010 DRS:** Diversity Research and Teaching Symposium.

- **2016 DRS:** Diversity Climate Change.
- **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 Institutional Diversity provided the financial support for Ball State University to host the 2009, 2011, 2014, and 2017 DRS.

## KEYNOTE SPEAKER: DR. ANGELA DAVIS

Through her activism and scholarship over many decades, Angela Davis has been deeply involved in movements for social justice around the world. Her work as an educator – both at the university level and in the larger public sphere – has always emphasized the importance of building communities of struggle for economic, racial, and gender justice.

Professor Davis' teaching career has taken her to San Francisco State University, Mills College, and UC Berkeley. She also has taught at UCLA, Vassar, Syracuse University the Claremont Colleges, and Stanford University. Mostly recently she spent fifteen years at the University of California Santa Cruz where she is now Distinguished Professor Emerita of History of Consciousness – an interdisciplinary Ph.D. program – and of Feminist Studies.

Angela Davis is the author of nine books and has lectured throughout the United States as well as in Europe, Africa, Asia, Australia, and South America.

In recent years, a persistent theme of her work has been the range of social problems associated with incarceration and the generalized criminalization of those communities that are most affected by poverty and racial discrimination. She draws upon her own experiences in the early seventies as a person who spent eighteen months in jail and on trial, after being placed on the FBI's "Ten Most Wanted List." She also has conducted extensive research on numerous issues related to race, gender and imprisonment. Her recent books include *Abolition Democracy and Are Prisons Obsolete?* about the abolition of the prison industrial complex, a new edition of *Narrative of the Life of Frederick Douglass*, and a collection of essays entitled *The Meaning of Freedom*. Her most recent book of essays is called *Freedom Is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement* and was published in October 2015.

Angela Davis is a founding member of Critical Resistance, a national organization dedicated to the dismantling of the prison industrial complex. Internationally, she is affiliated with Sisters Inside, an abolitionist organization based in Queensland, Australia that works in solidarity with women in prison. Like many educators, Professor Davis is especially concerned with the general tendency to devote more resources and attention to the prison system than to educational institutions. Having helped to popularize the notion of a "prison industrial complex," she now urges her audiences to think seriously about the future possibility of a world without prisons and to help forge a 21st-century abolitionist movement.



## ACKNOWLEDGEMENTS:

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### Ball State University Staff

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# PROGRAM SCHEDULE

Friday, September 22 and Saturday September 23, 2017

L. A. Pittenger Student Center

Friday, September 22, 2017

Start	End				
7:30 am	4:00 pm	<b>Check In (Receive name tags and programs)</b> <b>Location: Second Floor, Outside Cardinal Hall</b>			
		<b>Concurrent Sessions</b> <b>Target Audience's Diversity Knowledge: Novice (1), Intermediate (2), or Expert (3)</b>			
		<b>Room 310A</b>	<b>Room 310B</b>	<b>Room 302</b>	<b>Room 301</b>
9:00 am	9:50 am	<b>Christine de Pizan, Family and Craft: A Fourteenth-Fifteenth Century Perspective on Working Women and Work-Life Balance</b> <ul style="list-style-type: none"> <li>• <b>Ellen Thorington</b> (French/Medieval French Literature/Women and Gender Studies)</li> <li>• <b>25-Minute Talk</b></li> <li>• <b>Audience:</b> 1,2,3</li> <li>• <b>Keywords:</b> Christine de Pizan, Work-life Balance, Working Women</li> </ul>	<b>Fourth World Nation: A Critical Geography of Stratification, Abandonment, and Resilience</b> <ul style="list-style-type: none"> <li>• <b>Olon F. Dotson</b> (Architecture)</li> <li>• <b>25-Minute Talk</b></li> <li>• <b>Audience:</b> 2</li> <li>• <b>Keywords:</b> Abandonment, Disparity, Resilience</li> </ul>	<b>Embracing a Diverse Culture of Peace</b> <ul style="list-style-type: none"> <li>• <b>Michelle Glowacki-Dudka &amp; Cathy Mullett</b> (Adult and Community Education)</li> <li>• <b>50-Minute Facilitated Discussion</b></li> <li>• <b>Audience:</b> 2</li> <li>• <b>Keywords:</b> Peace Building, Reflection, Modeling</li> </ul>	<b>Let's Be Brave: Showing Up and Starting the Conversations That Matter</b> <ul style="list-style-type: none"> <li>• <b>Michael King</b> (Housing and Residence Life/ Honors College) &amp; <b>Danielle K. Badgett</b> (Housing &amp; Residence Life)</li> <li>• <b>50-Minute Workshop</b></li> <li>• <b>Audience:</b> 1,2</li> <li>• <b>Keywords:</b> Brave Spaces, Empathy, Courage</li> </ul>
		<b>Atheism in Higher Education: A Phenomenological Study of Identity in the Workplace</b> <ul style="list-style-type: none"> <li>• <b>Carrie Reisner</b> (Adult, Higher, and Community Education)</li> <li>• <b>25-Minute Talk</b></li> <li>• <b>Audience:</b> 1,2,3</li> <li>• <b>Keywords:</b> Atheism, Stigma, Religious Diversity</li> </ul>	<b>Community Disability Inclusion: United Sound at Ball State</b> <ul style="list-style-type: none"> <li>• <b>Caroline Hand</b> (Music, Band)</li> <li>• <b>25-Minute Talk</b></li> <li>• <b>Audience:</b> 1,2</li> <li>• <b>Keywords:</b> Disability, Music, Education</li> </ul>		

10:00 am	12:00 pm	<p style="text-align: center;"><b>Networking Sessions</b></p> <p style="text-align: center;">Sponsored by the Annual Research Conference in Adult, Community, and Higher Education (ARCACHE) of the Department of Educational Studies</p> <p style="text-align: center;"><b>Ballroom</b></p>
12:00 pm	1:30 pm	<p style="text-align: center;"><b>Lunch</b></p> <p style="text-align: center;"><b>Cardinal Hall</b></p> <p style="text-align: center;"><b>Linh Nguyen Littleford</b> Associate Professor, Department of Psychological Science</p> <p style="text-align: center;"><b>Melinda Messineo</b> Interim Associate Provost for Diversity and Interim Director of the Office of Institutional Diversity</p>
1:30 pm	3:00 pm	<p style="text-align: center;"><b>Poster Session</b></p> <p style="text-align: center;"><b>Cardinal Hall</b></p> <ol style="list-style-type: none"> <li>1. <b>On the Creation of a New (Dis)Course: Do ALL Lives Matter or Just Yours? The Psychology of Social Injustice</b> <ul style="list-style-type: none"> <li>o <b>Melissa Marcotte</b> (Experimental Psychology, Social Cognition, Multiculturalism)</li> <li>o <b>Keywords:</b> Pedagogy; Empathy-Building; Social Injustice</li> </ul> </li> <li>2. <b>Needs Assessment for the Promotion of Academic Success for African American Males in Urban Middle and High School and Future Directions for Programming</b> <ul style="list-style-type: none"> <li>o <b>Kathleen Griffin</b> (Diversity Training, Child Psychology), <b>Kathleen Griffin</b> (Psychology), &amp; <b>Steven Kniffley Jr.</b> (Psychology)</li> <li>o <b>Keywords:</b> Education, Motivation, Relationships</li> </ul> </li> <li>3. <b>Trauma-Informed Care for African-American Males in the Criminal Justice System</b> <ul style="list-style-type: none"> <li>o <b>Gillian LaRue, Janelle N. Dixon, Wendy Dragonional</b> (Psychology)</li> <li>o <b>Keywords:</b> Trauma-Informed Care, African-American Males, Criminal Justice System</li> </ul> </li> <li>4. <b>Disability, Power &amp; Justice - Student Generated Videos</b> <ul style="list-style-type: none"> <li>o <b>Nestor Matthews</b> (Psychology)</li> <li>o <b>Keywords:</b> Disability, Blindness, Deafness</li> </ul> </li> </ol>

5. **The language of exclusivity: A linguistic word analysis of the speeches of President Trump**
  - o **Lucinda Woodward** (Social Psychology)
  - o **Keywords:** Language, Politics, Trump
6. **Researching and Supporting Campus Based Women's Centers**
  - o **Samantha F. Hinnenkamp** (Counseling Psychology), **Ashley N. Hutchison** (Counseling Psychology and Community Services), & **Lawrence Gerstein** (Counseling Psychology, Social Psychology, and Counseling)
  - o **Keywords:** Women's Centers, Universities, Social Justice Research
7. **Systemic Challenges in Training and Feelings of Inefficacy Among Clinical Psychology Trainees**
  - o **Amanda Weaver, Blake Bettis, Nicole Summers, Lakesha Winley, Syeda Rahmani, & Penelope Asay** (Clinical Psychology)
  - o **Keywords:** Systemic Inequality, Student Self-Efficacy, Clinical Psychology
8. **Challenging the Traditional Narrative: The Role of Museums and Cultural Institutions**
  - o **Nicole Rivera** (Psychology), **Shawna Rohrma** (Sociology), **Ibrahim Mahamane, Genesis Gonzalez, & Lauren Whelan**
  - o **Keywords:** Museum learning, Social context, Student Reflections
9. **Understanding Marginalized Groups with Sankofa: An Immersive High Impact Practice**
  - o **Nicole Rivera** (Psychology), **Dorothy Pleas** (Multicultural Affairs), **Cynthia Apantenco, Kyle Lo Vecchio, & Cynthia Ramos**
  - o **Keywords:** High Impact Practice, Student Engagement, Reframing Narratives
10. **Health Impact Assessments to Assist with Promoting Justice and Equity in Communities**
  - o **Cynthia Stone** (Public Health)
  - o **Keywords:** Health Impact Assessment
11. **The Importance of Social Supports for Sexual and Gender Minority Populations**
  - o **Jedediah Bragg** (Social Work)
  - o **Keywords:** Sexual and Gender Minority Population, Social Supports, Well-Being
12. **Inclusive and Artistic Pedagogy in the Ethics Classroom**
  - o **Leigh Viner** (Philosophy, Women's and Gender Studies)
  - o **Keywords:** Ethics, Feminism, Pedagogy
13. **We can do science: Using clickers and 5E Learning Model Inquiry with Under-represented Student in Muncie Community Center**
  - o **Rona Robinson-Hill** (Training Future Scientist Program) & **Angela Nickoli** (Instructional Technologist, iLearn)
  - o **Keywords:** Pre-Service Teachers, Student Response System, After School Community Programs
14. **Effects of Cisnormative Beauty Standards on Transgender Women's Perceptions & Expressions of Beauty: A Proposal**
  - o **Delmira Monteiro & Mixalis Poulakis** (Clinical Psychology)
  - o **Keywords:** Transgender Women, Cisnormative, Beauty
15. **Culturally Sensitive Targeted Communication Strategy to Reduce Infant Mortality among Latino Populations in Indiana**
  - o **Jean Marie Place** (Nutrition and Health Science), **Liliana Quintero** (Indiana Hispanic Health Coalition), **JoAnn Kleinfelder** (Nutrition and Health Science), **Linh Nguyen Littleford** (Clinical Psychology), **Rachel Umoren** (Pediatrics), **Cathy Whaley**, (Northeast Indiana Area Health Education Center), & **Anamarie Booher** (Health Science)
  - o **Keywords:** Perinatal Health, Health Disparities, Latinos
16. **Art: A language of Diversity and Inclusion**
  - o **T. Renee` Causay, Alyssa Ruhland, & Penelope Asay** (Clinical Psychology)
  - o **Keywords:** Expressive Art Therapy, Universality, Inclusion
17. **The Threat of Triple Jeopardy on Inclusion of Queer, Transgender and Non-conforming Students of Color in Academia**
  - o **Maime Butler & Angela Lewis** (Counseling Psychology)
  - o **Keywords:** Intersectionality (Triple Jeopardy), Queer Transgender and Gender Non-Conforming (QTGNC), Academia

			<b>Room 310A</b>	<b>Room 310B</b>	<b>Room 302</b>	<b>Room 301</b>
			<p><b>Interventions Aimed at Increasing Latino Youth Integration and Success</b></p> <ul style="list-style-type: none"> <li>• <b>Silvia Bigatti</b> (Public Health), <b>Virna Diaz</b> (Latino Health Organization), <b>Monica Medina</b> (School of Education), &amp; <b>Patricia Garcia</b> (Private Practice Psychologist)</li> <li>• <b>25-Minute Talk</b></li> <li>• <b>Audience:</b> 2</li> <li>• <b>Keywords:</b> Latino Youth Mental Health, Community-Based Interventions, Community-Based Participatory Research</li> </ul>	<p><b>Sporting Areas as a Placemaking Process for Peace-Building</b></p> <ul style="list-style-type: none"> <li>• <b>Lindsey C. Blom</b> (Sport &amp; Exercise Psychology), <b>Jane Ellery</b>, &amp; <b>Mariah Sullivan</b></li> <li>• <b>25-Minute Talk</b></li> <li>• <b>Audience:</b> 2</li> <li>• <b>Keywords:</b> Placemaking, Sport for Development and Peace, Community Development</li> </ul>	<p><b>Where, Oh Where Have the Black Males Gone? Black Males in Medical Education</b></p> <ul style="list-style-type: none"> <li>• <b>Dr. NaKeshi L. Dyer</b> (Health Science Educator and Psychotherapist)</li> <li>• <b>25-Minute Talk</b></li> <li>• <b>Audience:</b> 1,2,3</li> <li>• <b>Keywords:</b> Health Disparities, Educational Equity, Black Males</li> </ul>	<p><b>Implementing Diversity &amp; Inclusion Initiatives: A Culture Change Process in K-12 Schools</b></p> <ul style="list-style-type: none"> <li>• <b>Tessa R. Sutton &amp; Dr. Ryan Donlan</b> (Educational Leadership)</li> <li>• <b>50-Minute Workshop</b></li> <li>• <b>Audience:</b> 1,2,3</li> <li>• <b>Keywords:</b> Four Layers if Diversity; Systemic; inclusion; process, and K-12 schools.</li> </ul>
3:00 pm	3:50 pm		<p><b>The Young Latina Project: Building Resiliency in a Time of Special Need</b></p> <ul style="list-style-type: none"> <li>• <b>Silvia Bigatti</b> (Public Health), <b>Michelle Ramirez</b> (Public Health), <b>Virna Diaz</b> (Latino Health Organization), <b>Monica Medina</b> (School of Education), &amp; <b>Patricia Garcia</b> (Private Practice)</li> <li>• <b>25-Minute Talk</b></li> <li>• <b>Audience:</b> 2</li> <li>• <b>Keywords:</b> Latina Youth, Mental Health, Resilience-Building</li> </ul>	<p><b>Immigration and its Effect on Culturally and Linguistically Diverse Students</b></p> <ul style="list-style-type: none"> <li>• <b>Dr. Bachelder</b> (Curriculum and Instruction)</li> <li>• <b>25-Minute Talk</b></li> <li>• <b>Audience:</b> 1,2,3</li> <li>• <b>Keywords:</b> Immigration, Diverse Students, Education</li> </ul>	<p><b>“See Me”:</b> Raising Awareness and Understanding Perceptions of Microaggressions</p> <ul style="list-style-type: none"> <li>• Presenters: <b>Rahissa Wunningham, Marcy Beutlich, Alexcia Kilgore, &amp; Michael Moses</b>; Workshop Assistants: <b>Hayley Perez-Arche &amp; Tollie Schultz</b> (Psychological Science)</li> <li>• <b>Invited Workshop: 3:30-4:50 pm</b></li> <li>• <b>Audience:</b> 1,2,3</li> <li>• <b>Keywords:</b> Microaggression, Perceptions, Conflict Resolution</li> </ul>	

			<b>Room 310A</b>	<b>Room 310B</b>		<b>Room 301</b>
4:00 pm	4:50 pm		<b>Crazy for Cages: A Conversation about the Prison Industrial Complex</b> <ul style="list-style-type: none"> <li>• <b>Olon F. Dotson, Wes Janz, &amp; Sharon Sutton</b> (Architecture)</li> <li>• <b>50-Minute Facilitated Discussion</b></li> <li>• <b>Audience:</b> 1,2,3</li> </ul> <b>Keywords:</b> Mass Incarceration, Injustice, Disparity	No Programming		<b>Story Maps as a Tool for Communities and Marginalized Groups</b> <ul style="list-style-type: none"> <li>• <b>Jorn Seemann</b> (Geography, Cartography, Cultural Geography)</li> <li>• <b>50-Minute Workshop</b></li> <li>• <b>Audience:</b> 2</li> <li>• <b>Keywords:</b> Online Mapping, Sense of Place, Cartography</li> </ul>
5:00 pm	7:00 pm	<b>No Programming</b>				
7:00 pm	8:00 pm	<b>Dr. Angela Davis</b> <b>Keynote Address: Institutional Racism in the Penal and Criminal Justice System</b> <b>Emens Auditorium (Not in Student Center)</b> <ul style="list-style-type: none"> <li>• 40-minute Keynote Address</li> <li>• 20-minute Q&amp;A</li> <li>• <b>Audience:</b> 1, 2, 3</li> </ul>				
8:00 pm	9:00 pm	<b>Dr. Angela Davis - Book Signing (8:15-8:45 pm)</b>				

Saturday, September 23, 2017

L. A. Pittenger Student Center

Start	End				
7:30 am	12:00 pm	<b>Check In</b> (Receive name tags and programs) <i>Location: Second Floor, Outside Cardinal Hall</i>			
		<b>Concurrent Sessions</b> Target Audience's Diversity Knowledge: Novice (1), Intermediate (2), or Expert (3)			
		<b>Room 310A</b>	<b>Room 310B</b>	<b>Room 302</b>	<b>Room 301</b>
9:00 am	9:50 am	<b>The Latino Service-Learning Experience: Mentoring Partnerships between College and High School Heritage Students</b> <ul style="list-style-type: none"> <li>Chin-Sook Pak (Spanish), Natalie Alatorre-Lagunes (Spanish Teaching), <b>Jacqueline Pozadas</b> (Political Science &amp; Legal Studies)</li> <li><b>25-Minute Talk</b></li> <li><b>Audience:</b> 1,2</li> <li><b>Keywords:</b> Latino Achievement Gap, Mentoring, Culturally Relevant Teaching</li> </ul>	<b>Bridging the Gap: Implementing a Diversity Training Model with Law Enforcement</b> <ul style="list-style-type: none"> <li>Ernest Brown, Jr., Steven Kniffley, Jr., &amp; Louis Kubi (Psychology)</li> <li><b>25-Minute Talk</b></li> <li><b>Audience:</b> 1,2,3</li> <li><b>Keywords:</b> Diversity, Culture, Communication</li> </ul>	<b>Academic Mechanisms, Social Engagement Opportunities, and Stages of Inclusion: Winning Domestic Students of Color at a PWI</b> <ul style="list-style-type: none"> <li>LaNeeça R. Williams (Diversity &amp; Inclusion)</li> <li><b>50-Minute Facilitated Discussion</b></li> <li><b>Audience:</b> 2</li> <li><b>Keywords:</b> Engagement, Inclusivity, Success</li> </ul>	<b>The Imperative of Contextual Cognizance: Community-Engaged Teacher Preparation and the Development of Culturally Responsive, Equity-Focused, Socially-Just Teachers</b> <ul style="list-style-type: none"> <li>Eva Zygmunt, Kristin Cipollone, &amp; Susan Tancock (Elementary Education), <b>Dorshelle Stewart</b> (History), <b>Serena Shim</b> (Educational Psychology), <b>Jon Clausen</b> (Educational Studies), &amp; <b>David Roof</b> (Educational Studies)</li> <li><b>50-Minute Workshop</b></li> <li><b>Audience:</b> 1,2,3</li> <li><b>Keywords:</b> Community-Engagement, Culturally Responsive Teaching, Preservice Teacher Preparation</li> </ul>
		<b>Breaking the Borders of a Psychology Lab as an Interdisciplinary Mechanism for Social Change on Campus</b> <ul style="list-style-type: none"> <li>Olivia Szendey &amp; <b>Matthew R. Lee</b> (Psychology)</li> <li><b>25-Minute Talk</b></li> <li><b>Audience:</b> 1,2,3</li> <li><b>Keywords:</b> Campus Climate, Advocacy, Multidisciplinary Efforts</li> </ul>	<b>Navigating Education with a Criminal Record</b> <ul style="list-style-type: none"> <li>Antonette L. Payne (Adult Higher and Community Education)</li> <li><b>25-Minute Talk</b></li> <li><b>Audience:</b> 1,2</li> <li><b>Keywords:</b> Ex-Offender, Barriers, Higher Education</li> </ul>		

			<b>Room 310A</b>	<b>Room 310B</b>	<b>Room 302</b>	<b>Room 301</b>
10:00 am	10:50 am		<p><b>Classroom Conversations: Creating a Safe Space for Dialogue Around Diversity and Inclusion</b></p> <ul style="list-style-type: none"> <li>• <b>Melissa McManus Scircle</b> (Psychology)</li> <li>• <b>25-Minute Talk</b></li> <li>• <b>Audience:</b> 1,2,3</li> <li>• <b>Keywords:</b> Teaching, Discussion, Safe Spaces</li> </ul>	<p><b>Global and Interdisciplinary Perspectives on Human Rights and other Global Justice Issues in the University Curriculum: Crossing Borders without a Passport</b></p> <ul style="list-style-type: none"> <li>• <b>Margaret L. Signorella</b> (Psychology &amp; Women's, Gender, and Sexuality Studies), <b>Veronica Montecinos</b> (Sociology), <b>Elizabeth Mazur</b> (Psychology), &amp; <b>Maryellen Higgins</b> (English)</li> <li>• <b>25-Minute Talk</b></li> <li>• <b>Audience:</b> 2,3</li> <li>• <b>Keywords:</b> Global Perspectives in Pedagogy, Human Rights and the Undergraduate Global Citizen, Curriculum Internationalization</li> </ul>	<p><b>#blacklivesmatter:Rethinking Children's &amp; YA Lit: Literary Activism</b></p> <ul style="list-style-type: none"> <li>• <b>Darolyn "Lyn" Jones, Audrey Bowers, Cassidy Langston, Corrine Lankowicz, Eileen Porzuczek, Alex Stoltie, Kayla Veal, &amp; Hannah Winters</b> (English)</li> <li>• <b>50-Minute Facilitated Discussion</b></li> <li>• <b>Audience:</b> 1,2</li> <li>• <b>Keywords:</b> Racism, Inclusion, Diversity</li> </ul>	<p><b>Are We Real Educators? Promoting Equal and Equitable Educational Opportunities for Marginalized Students in K-12 and Higher Education</b></p> <ul style="list-style-type: none"> <li>• <b>Bin Zhang</b> (Educational Studies)</li> <li>• <b>50-Minute Workshop</b></li> <li>• <b>Audience:</b> 2</li> <li>• <b>Keywords:</b> Educational Equality and Equity, Marginalized Students, Curriculum Re-Shape</li> </ul>
			<p><b>Military Veterans in the Criminal Justice System: An Overlooked and Underserved Population</b></p> <ul style="list-style-type: none"> <li>• <b>Ryan A. Hess &amp; Sara L. Evans</b> (Psychology)</li> <li>• <b>25-Minute Talk</b></li> <li>• <b>Audience:</b> 1,2,3</li> <li>• <b>Keywords:</b> Military Veterans, Criminal Justice System, Social Justice</li> </ul>	<p><b>The Impact of a Black Sociology Course on a Midwestern PWI</b></p> <ul style="list-style-type: none"> <li>• <b>John W. Anderson Jr.</b> (Sociology), <b>Adriana Arthur, Byron Ballard, Justin Miti, &amp; Samuel Johnson</b></li> <li>• <b>75-Minute Full Panel Discussion (10:30 am – 11:45 am)</b></li> <li>• <b>Audience:</b> 1,2,3</li> <li>• <b>Keywords:</b> Decolonizing Pedagogy, Inclusive Curriculum, Underrepresented Student Engagement</li> </ul>		



			<b>Room 310A</b>	<b>Room 310B</b>	<b>Room 302</b>	<b>Room 301</b>
11:00 am	11:50 am		<p><b>Hear Me Out: Using Theater &amp; Student Voices to Bring About Diversity and Inclusion</b></p> <ul style="list-style-type: none"> <li>• <b>Deandra Cadet</b> (Diversity &amp; Inclusion, Education, Social Justice, Arts), <b>Taeyin ChoGlueck</b>, (InterAction, MFA Creative Writing), &amp; <b>Dé Bryant</b> (Community Psychology/Social Action Project)</li> <li>• <b>50-Minute Facilitated Discussion</b></li> <li>• <b>Audience:</b> 2</li> <li>• <b>Keywords:</b> Storytelling, Student Engagement, Higher-Ed</li> </ul>	<p>No Programming</p>	<p><b>Critical perspectives of students of color in doctoral programs at predominately white institutions</b></p> <ul style="list-style-type: none"> <li>• <b>Antonette L. Payne, Chris Cathcart, Vashon Broadnax, &amp; Rosalinda Ortiz</b> (Adult Higher &amp; Community Education)</li> <li>• <b>50-Minute Facilitated Discussion</b></li> <li>• <b>Audience:</b> 1,2</li> <li>• <b>Keywords:</b> Doctoral Students, Retention, Critical Race Theory</li> </ul>	<p><b>Teaching as the Practice of Freedom: Youth Participatory Action Research as Anti-Oppressive Praxis</b></p> <ul style="list-style-type: none"> <li>• <b>Rachel Radina</b> (Teacher Education), <b>Tammy Schwartz</b>, (Urban Cohort), <b>Genesis Ross</b>, (Educational Leadership), <b>Michelle Wallace</b> (Student Affairs &amp; Higher Education), <b>Shawna Whitehead</b>, (Educational Psychology), &amp; <b>Kiaya White</b>, (Student Affairs &amp; Higher Education)</li> <li>• <b>50-Minute Facilitated Discussion</b></li> <li>• <b>Audience:</b> 1,2</li> <li>• <b>Keywords:</b> Doctoral Students, Retention, Critical Race Theory</li> </ul>
12:00 pm	1:30 pm	<p><b>Lunch</b></p> <p><b>Cardinal Hall</b></p> <p><b>Linh Nguyen Littleford</b> Associate Professor, Department of Psychological Science</p> <p><b>Melinda Messineo</b> Interim Associate Provost for Diversity and Interim Director of the Office of Institutional Diversity</p>				
1:30 pm	2:50 pm	<p><b>Break/Informal Networking</b></p>				

			<b>Room 310A</b>	<b>Room 310B</b>	<b>Room 302</b>	<b>Room 301</b>
3:00 pm	3:50 pm		<p><b>Lessons from the Mississippi Freedom Summer Project of 1964</b></p> <ul style="list-style-type: none"> <li>• <b>Jacky Johnson</b> (History), <b>Stephanie Danker</b> (Art Education), <b>Ann Elizabeth Armstrong</b> (Theatre Department), &amp; <b>Esther Claros Berlioz</b> (Educational Leadership)</li> <li>• <b>110-Minute Full Panel Discussion (3:00-4:50 pm)</b></li> <li>• <b>Audience:</b> 1,2,3</li> <li>• <b>Keywords:</b> Freedom Summer, Civil Rights, Arts</li> </ul>	<p><b>It Is Well with My Soul through Racial Healing</b></p> <ul style="list-style-type: none"> <li>• <b>Dr. Ruby Cain</b> (Adult &amp; Community Education), <b>Marcy Beutlich</b> (Psychological Science), <b>John Anderson</b> (Sociology and Adult, Higher, &amp; Community Education), <b>Doreath Lomax</b> (Adult &amp; Community Education), <b>Barbara Mebane</b> (Adult, Higher, &amp; Community Education), <b>Monique Armstrong</b> (Motivate Our Minds, Inc.), &amp; <b>Dr. Mabala Nyalugwe</b> (Industry Neighborhood Council)</li> </ul>	<p><b>Body Policing and Cultivating Space for the Experiences of Harassment Among Marginalized People</b></p> <ul style="list-style-type: none"> <li>• <b>Lakesha Winley, Syeda Rahmani, Amanda Weaver, Blake Bettis, &amp; Penelope Asay</b> (Clinical Psychology)</li> <li>• <b>50-Minute Facilitated Discussion</b></li> <li>• <b>Audience:</b> 1,2,3</li> <li>• <b>Keywords:</b> Body Policing, Marginalized Populations, Psychological Effect</li> </ul>	<p><b>Hermeneutical Phenomenological Analysis of Intracultural Bullying Between Mexican Americans and Mexican Immigrants</b></p> <ul style="list-style-type: none"> <li>• <b>Sandra Espinoza-Montes</b> (Psychology &amp; Spanish) &amp; <b>Katherine. L. N. Colles</b> (Psychology)</li> <li>• <b>50-Minute Workshop</b></li> <li>• <b>Audience:</b> 1,2,3</li> <li>• <b>Keywords:</b> Intracultural bullying, Mexican-Americans and Mexican immigrants, Interventions</li> </ul>
4:00 pm	4:50 pm			<ul style="list-style-type: none"> <li>• <b>Invited Workshop (3:00-4:50 pm)</b></li> <li>• <b>Audience:</b> 1,2,3</li> <li>• <b>Keywords:</b> Racial Healing, Internalized Racism/Oppression, Cultural Pride</li> </ul>	<p><b>Collaborating, Planning, and Implementing Social Justice Programs at Universities: A Student Perspective</b></p> <ul style="list-style-type: none"> <li>• <b>Samantha F. Hinnenkamp, Ashley Schoener, &amp; Julio Brionez</b> (Counseling Psychology)</li> <li>• <b>50-Minute Facilitated Discussion</b></li> <li>• <b>Audience:</b> 1,2</li> <li>• <b>Keywords:</b> Programming, Universities, Social Justice</li> </ul>	<p><b>A Difficult Dialogue about Vulnerability: My students and I have biases. What should I do about it?</b></p> <ul style="list-style-type: none"> <li>• <b>David Concepcion</b> (Philosophy)</li> <li>• <b>50-Minute Facilitated Discussion</b></li> <li>• <b>Audience:</b> 2</li> <li>• <b>Keywords:</b> Implicit Bias, Vulnerability, Inclusive Pedagogy</li> </ul>

# TALK AND POSTER ABSTRACTS

Start	End	<b>Friday, September 22, 2017</b>
9:00 am	9:50 am	<p><b>Room 310A (25-minute sessions):</b></p> <ul style="list-style-type: none"> <li>• <u>Christine de Pizan, Family and Craft: A Fourteenth-Fifteenth Century Perspective on Working Women and Work-Life Balance.</u> <i>Ellen Thorington (Medieval French Literature; Women &amp; Gender Studies)</i>. This paper examines the life and works of Christine de Pizan (1380 to ca. 1431), Europe's first professional woman of letters, through the perspective of work-life balance. Having chosen to become a writer to support her family – a profession usually reserved for men – Christine's experience as a working woman and mother offers valuable perspectives on the status of women of her time period and on problems, like work-life balance, that we tend to think of as uniquely modern. Participants will gain historical perspective on the experience of working women and the problems of work-life balance through examination of the life and work of the author Christine de Pizan (1364 to ca. 1431).</li> <li>• <u>Atheism in Higher Education: A Phenomenological Study of Identity in the Workplace.</u> <i>Carrie Reisner (Adult, Higher, and Community Education)</i>. Institutions of higher education are perceived to be welcoming to individuals from a variety of backgrounds including race, ethnicity, sexual orientation, and religion. Is this true for those who identify as atheist as well? This phenomenological study explored how professional staff members in higher education experience their atheist identity in the workplace. Participants will gain an understanding of the challenges of the atheist identity. Participants will gain an understanding of how atheists experience this identity in the workplace.</li> </ul> <p><b>Room 310B (25-minute sessions):</b></p> <ul style="list-style-type: none"> <li>• <u>Fourth World Nation: A Critical Geography of Stratification, Abandonment, and Resilience.</u> <i>Olon F. Dotson (Architecture)</i>. The United States of America is a Fourth World Nation. Fourth World Theory reveals that the failure to deploy critical reflection as a means to begin a process toward reconciliation, places this nation in jeopardy of self-induced, ultimate, and eminent collapse under the weight of its own history. Once liberated from the bondage of practices based solely on capital accumulation and/or the social construction of race, this Fourth World Nation can truly and earnestly begin to progress toward a more sustainable and equitable means of inhabiting the earth. This session features a critical reflection on the disparity present throughout the United States of America, provides a rudimentary understanding of the causes for said disparity and the realization that the United States of America is a post-developing nation.</li> <li>• <u>Community Disability Inclusion: United Sound at Ball State.</u> <i>Caroline Hand (Music)</i>. United Sound, a national program started by Julie Duty, is a school-based instrumental music club for individuals with intellectual or developmental disabilities and their typical peers. Dedicated to promoting social involvement through shared ensemble performance experience, United Sound joins students with and without disabilities to learn and</li> </ul>

		<p>perform in the band or orchestra together. Ball State band students partner with Hillcroft Services to provide college-aged people with disabilities music-making opportunities in Ball State bands and performance spaces. Participants will see a model for including Muncie community members with disabilities into the Ball State community.</p> <p><b>Room 302 (Facilitated discussion):</b></p> <ul style="list-style-type: none"> <li>• <u>Embracing a Diverse Culture of Peace</u>. Michelle Glowacki-Dudka (<i>Adult &amp; Community Education</i>). Peace building within our own communities of practice supports inclusion, equity, and justice. Building on personal strengths, participants will understand how diverse groups view peace. They will also reflect on, envision, define, and construct what a diverse culture of peace means as they seek to create a more peaceful world. Participants will learn about a co-constructing a definition of peace; come to understand how we developed/gained our personal assumptions of peace; learn to recognize and honor our diverse experiences of peace individually and within diverse communities; and be provided with information on how to build a culture of peace in our own lives.</li> </ul> <p><b>Room 301 (Workshop):</b></p> <ul style="list-style-type: none"> <li>• <u>Let's Be Brave: Showing Up and Starting the Conversations That Matter</u>. Michael King (<i>Housing &amp; Residence Life; Honors College</i>). In an increasingly polarized world, the need for conversation surrounding differing human experiences, identities, and perspectives is clear. This session will highlight strategies for creating brave spaces, in and out of the classroom. Participants will find the courage, empathy, honesty, and growth orientation needed to hold such conversations in their spheres. Participants will be able to identify the 'ground rules' that will promote engagement from all individuals around the table in conversations related to differing identities, experiences, and perspectives.</li> </ul>
1:30 pm	2:50 pm	<h2 style="text-align: center;">POSTER ABSTRACTS</h2> <p>1. <u>On the Creation of a New (Dis)Course: Do ALL Lives Matter or Just Yours? The Psychology of Social Injustice</u>. Melissa Marcotte (<i>Experimental Psychology, Social Cognition, Multiculturalism</i>). We cannot expect our students to create lasting change without helping them develop the ability to understand the experiences and opinions of others, as well as being able to articulate and substantiate their own beliefs. While education, social justice, and peace can and should be taught simultaneously, it is not always easy to succinctly incorporate all the necessary components to allow for such growth over the course of one semester. This poster/presentation will elaborate on a course that takes an interdisciplinary approach, incorporating concepts from social-cognitive psychology, intersectionality and multiculturalism, philosophy, sociology, and neuroscience, to further students' ability to understand, evaluate, and explain contemporary social issues and the complex human behaviors that perpetuate them.</p> <p>2. <u>Needs Assessment for the Promotion of Academic Success for African American Males in Urban Middle and High School and Future Directions for Programming</u>. Kathleen Griffin (<i>Diversity Training, Child Psychology</i>), Kathleen Griffin (<i>Psychology</i>), &amp; Steven Kniffley Jr. (<i>Psychology</i>). Results of a needs assessment of middle and high school African American males support the importance of fostering peer leadership, motivation, school belonging, and teacher cultural competency to promote academic success. Potential programming is discussed related to fostering a scholar identity in young Black males to improve academic achievement and decreased behavioral issues in the classroom.</p>

3. Trauma-Informed Care for African-American Males in the Criminal Justice System. Gillian LaRue, Janelle N. Dixon, Wendy Dragonional (*Psychology*). African-American males have a one in three chances of being sentenced in prison during their lifetime (2003). Male offenders who have experienced trauma are more likely to recidivate in the future (Glantz, Harrison, & Cable, 2017). The types of trauma-informed care available to traumatized African-American males in the criminal justice system will be reviewed in order to determine gaps in care and best practices for this population.
4. Disability, Power & Justice - Student Generated Videos. Nestor Matthews (*Psychology*). Teams of Psychology students in a Sensation & Perception course created YouTube videos summarizing peer-reviewed science articles on social issues relating to Disability. These social issues include identity, employment, cultural competence, social media, and attitude formation. The project can serve as a template for faculty who wish to bring novel technological pedagogies to Disability studies.
5. The language of exclusivity: A linguistic word analysis of the speeches of President Trump. Lucinda Woodward (*Social Psychology*). The current study examined the transcribed, post-election speeches of President Donald Trump using Linguistic Word Analysis (LIWC2015) software to assess domains of language including authenticity, clout, tone, positive/negative words, pronoun use, cognitive processes, drives, and temporal focus. The intent of this study was to identify language of inclusivity/exclusivity in terms of personal motivation, policy formation, and implications for political implementation. Specific suggestions for increasing inclusivity in public oration are discussed.
6. Researching and Supporting Campus Based Women's Centers. Samantha F. Hinnenkamp (*Counseling Psychology*), Ashley N. Hutchison (*Counseling Psychology and Community Services*), & Lawrence Gerstein (*Counseling Psychology, Social Psychology, and Counseling*). Campus based women's centers, aiming to end discriminatory practices on college campuses, are an obvious partner for social justice oriented individuals (Davie, 2002). Researchers utilized hierarchical multiple regression to determine how gender, political orientation, social class, and attitudes towards feminism and the women's movement predicted student attitudes towards the women's center. Results can be used to further validate women's centers contributions to the campus community and give direction for future programming to ensure long-term sustainability.
7. Systemic Challenges in Training and Feelings of Inefficacy Among Clinical Psychology Trainees. Amanda Weaver, Blake Bettis, Nicole Summers, Lakesha Winley, Syeda Rahmani, & Penelope Asay (*Clinical Psychology*). This presentation examines the perceived self-efficacy of clinical psychology graduate students in training, specifically in regards to their work with clients from marginalized populations. Specific attention is paid to systemic and institutional factors that might impact students' abilities to provide effective services to these clients, including supervisory relationships and access to adequate educational resources. This presentation also highlights the importance of equity and social justice in the mental health care field.
8. Challenging the Traditional Narrative: The Role of Museums and Cultural Institutions. Nicole Rivera (*Psychology*), Shawna Rohrma (*Sociology*), Ibrahim Mahamane, Genesis Gonzalez, & Lauren Whelan. National museums provide an important opportunity for learning about the history of traditionally marginalized groups. This presentation will examine the role of museums through student reflections on exhibits, artifacts, and interpretation experiences at identity-based museums in Washington, D.C. as a mechanism for exploring race, history, and culture.
9. Understanding Marginalized Groups with Sankofa: An Immersive High Impact Practice. Nicole Rivera (*Psychology*), Dorothy Pleas (*Multicultural Affairs*), Cynthia Apantenco, Kyle Lo Vecchio, & Cynthia Ramos. A 2017 Sankofa trip to Washington, D.C. engaged students, staff and faculty in an immersive learning experience to examine how museums and cultural institutions represent groups that have been traditionally marginalized in order to reframe dominant perspectives.
10. Health Impact Assessments to Assist with Promoting Justice and Equity in Communities. Cynthia Stone (*Public Health*). Health Impact Assessments (HIA) use a combination of procedures, methods and tools to assist in judging the potential effect of a new

policy, procedure or project on the health of a population. The process identifies the potential harms and benefits to the community using evidence-based strategies and provides recommendations to promote health and prevent disease to decision makers. The HIA process includes promoting community involvement in all the steps and has the specific goals of supporting democracy, community engagement, equity and justice.

11. The Importance of Social Supports for Sexual and Gender Minority Populations. Jedediah Bragg (*Social Work*). Since the introduction of positive psychology, little focus has been placed on positive social institutions, with even more limited focus given to sexual and gender minority populations. This study explores how positive social institutions influence well-being. Moreover, this study illustrates SGM populations have lower levels of social supports and as such, further research should be conducted on exploring ways to foster social support for sexual and gender minority populations.

12. Inclusive and Artistic Pedagogy in the Ethics Classroom. Leigh Viner (*Philosophy, Women's and Gender Studies*). This presentation focuses on the construction of an Ethics course taught through an intersectional Feminist framework. The course includes non-traditional texts as well as traditional works of Western Ethics reframed around the themes of dignity, respect, compassion and social justice. Creative pedagogical exercises focusing on the emotional and existential experiences of the students are also discussed.

13. We can do science: Using clickers and 5E Learning Model Inquiry with Under-represented Student in Muncie Community Center. Rona Robinson-Hill (*Training Future Scientist Program*) & Angela Nickoli (*Instructional Technologist, iLearn*). The pre-service teachers and underrepresented students that participated in the 5E Learning Model lesson using iClickers benefitted from this research. The pre-service teachers were exposed to a different form of technology that can be used for student engagement. Through this form of technology, underrepresented students were given a voice in their own learning.

14. Effects of Cisnormative Beauty Standards on Transgender Women's Perceptions & Expressions of Beauty: A Proposal. Delmira Monteiro & Mixalis Poulakis (*Clinical Psychology*). An exploratory Consensual Qualitative Research (CQR) analysis of the effects of cisnormative beauty standards on transgender women's perceptions and expressions of beauty. 12-15 self-identified transgender women were recruited and given a semi-structured interview to evaluate the effects of cisnormative beauty standards on the well-being of transgender women. Results of this inquiry may provide clinical professionals a foundation from which they can begin to establish social supports and resources for transgender women.

15. Culturally Sensitive Targeted Communication Strategy to Reduce Infant Mortality among Latino Populations in Indiana. Jean Marie Place (*Nutrition and Health Science*), Liliana Quintero (*Indiana Hispanic Health Coalition*), JoAnn Kleinfelder (*Nutrition and Health Science*), Linh Nguyen Littleford (*Clinical Psychology*), Rachel Umoren (*Pediatrics*), Cathy Whaley (*Northeast Indiana Area Health Education Center*), & Anamarie Booher (*Health Science*). Latino(a) children in Indiana bear a disproportionate burden of risk for infant mortality. Evidence-based, culturally-sensitive metaphors exist to describe interconception and perinatal health. These metaphors were tested for understanding and utility.

16. Art: A language of Diversity and Inclusion. T. Renee `Causay, Alyssa Ruhland, & Penelope Asay (*Clinical Psychology*). Expressive Art Therapy can have a positive impact when working with culturally diverse populations as it will serve as a catalyst of change for individuals who have experienced trauma or life changing events that may alter their physical and mental well-being.

17. The Threat of Triple Jeopardy on Inclusion of Queer, Transgender and Non-conforming Students of Color in Academia. Maime Butler & Angela Lewis (*Counseling Psychology*). This project will consist of discussion regarding inclusion in academia for QTGNC students of color. Discriminatory experiences of QTGNC and the appraisal of experiences based on identity salience as well as context of the experience will be discussed. Lastly, a plan of action for creating inclusive and equitable spaces for QTGNC students of color in academic institutions will be implemented.

3:00 pm	3:50 pm	<p><b>Room 310A (25-minute sessions):</b></p> <ul style="list-style-type: none"> <li>• <u>Interventions Aimed at Increasing Latino Youth Integration and Success.</u> <i>Silvia Bigatti (Public Health)</i>. Over the past four years our team has made a concerted effort to create effective, innovative, and impactful interventions aimed at improving quality of life for Latino youth. We will describe our community-based interventions, their development, and outcomes. Some of these interventions have been adopted or adapted for other minority groups and even in other countries, and we will share this information as well. This session explores the current mental health state of Latino youth in Indiana and the predictors amenable to interventions as well as potential approaches for solutions at various levels of intervention focus.</li> <li>• <u>The Young Latina Project: Building Resiliency in a Time of Special Need.</u> <i>Silvia Bigatti (Public Health)</i>. The authors present details of an intervention directed at Latina teens that aims to build resilience and address unmet psychosocial needs. Authors will discuss evidence of efficacy, satisfaction with the intervention and next steps in their efforts. The learning outcomes for the session include addressing the mental health needs of Latina youth in Indiana; understanding how to effectively conduct Community Based Participatory Research intervention; looking at the effectiveness of programs aimed to reduce stress and address needs of at risk populations; and how collaborations between resourceful universities and less-resourced nonprofits can maximize benefits for both partners.</li> </ul> <p><b>Room 310B (25-minute sessions):</b></p> <ul style="list-style-type: none"> <li>• <u>Sporting Areas as a Placemaking Process for Peace-Building.</u> <i>Lindsey C. Blom (Sport &amp; Exercise Psychology)</i>. The aim of this presentation is to discuss building sport arenas as safe spaces for peace-building and how this can be developed through placemaking. Theoretical foundations were exemplified from sport for development and peace work in evaluated programs in Tajikistan, Liberia, Jordan, and locally, as well as through sociology and political science lenses. Community involvement in the act of placemaking shows promise in connecting individuals both to each other and to the place that emerges, ultimately promoting peace in the community. Participants will learn about the potential for sporting areas to be used to assist in peace-building when a deliberate process of placemaking and safe space design is utilized. Participants will learn about the importance of involving communities in placemaking practices in order to connect individuals both to each other and the place that emerges. Participants will also learn about theoretical foundations of placemaking through SDP, sociology, and political science lenses.</li> <li>• <u>Immigration and its Effect on Culturally and Linguistically Diverse Students.</u> <i>Dr. Bachelder (Curriculum &amp; Instruction)</i>. The struggle to learn English is a central facet of the young immigrants' lives. They are experiencing "language shock" as a central feature of their transition to their new land. The weight of political and social complexity goes far beyond the fact of acquiring a second language. English Language Learners (ELL) are protected under the Equal Educational Opportunities Act disallows discrimination as a result of race, color, sex, and origin. Welner (2006) states, "That provision prohibits the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. The Office of Civil Rights administers this Act" (p. 5). This Act is in place to set the legal ramifications for protecting English Language Learners (ELL).</li> </ul>
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		<p><b>Room 302 (25-minute session):</b></p> <ul style="list-style-type: none"> <li>• <u>Where, Oh Where Have the Black Males Gone? Black Males in Medical Education.</u> NaKeshi L. Dyer (<i>Health Science</i>). Of all racial and gender groups, black males are the only group that has reversed its progress in entering in and matriculating from medical school. There were more males in 1978 entering medicine and medical school than there are today. This can have deleterious implications for the health of black communities and one institution is making strides to impact this trend and health outcomes. Participants will know the historical and current trends of black males entering in and matriculating from medical school; explore possible explanations for the current trends of black males entering medicine; discuss the medicosociocultural implications of the current trends of black males entering in and matriculating from medical school; and learn how an institution is addressing the current trends of black males in medicine.</li> </ul> <p><b>Room 302 (Invited Workshop, 3:30-4:50 pm):</b></p> <ul style="list-style-type: none"> <li>• <u>“See Me”:</u> <u>Raising Awareness and Understanding Perceptions of Microaggressions.</u> Rahissa Winningham, Marcy Beutlich, Alexcia Kilgore, Michael Moses, Hayley Perez-Arche, &amp; Tollie Schultz (<i>Psychological Science</i>). Given our ever-changing and increasingly diverse culture, microaggressions have become common occurrences for many minority individuals. The purpose of this workshop is to help people become more aware of other’s experiences and how these experiences can affect one’s perceptions. It is important to understand that people from different racial/ethnic backgrounds can have different interpretations of statements that seem “well-meaning.” Thus, it is our goal to raise awareness of microaggressions and to give people tools to resolve situations of microaggressions when they are encountered.</li> </ul> <p><b>Room 301 (Workshop):</b></p> <ul style="list-style-type: none"> <li>• <u>Implementing Diversity &amp; Inclusion Initiatives: A Culture Change Process in K-12 Schools.</u> Tessa R. Sutton &amp; Dr. Ryan Donlan (<i>Educational Leadership</i>). Implementing diversity and inclusion initiatives is one of the greatest opportunities and biggest challenges facing education today. However, few K-12 educators receive formal education on how to implement diversity and inclusion at a systemic level. Meeting the challenges and capitalizing on diversity to gain maximum advantage for staff, students, and community requires much more than training. The goals of this workshop are: to gain a deeper understanding of diversity and inclusion and their relevance to district success; to increase awareness about self with regard to diversity; to gain a framework and tools to build further an inclusive organization; to leave with a framework, methods and processes to use in developing and implementing a strategy that generates commitment and creates a culture of inclusion that helps schools and districts provide the best education for its students and staff.</li> </ul>
4:00 pm	4:50 pm	<p><b>Room 310A (Facilitated discussion):</b></p> <ul style="list-style-type: none"> <li>• <u>Crazy for Cages: A Conversation about the Prison Industrial Complex.</u> Olon F. Dotson, Wes Janz, &amp; Sharon Sutton (<i>Architecture</i>). United States has demonstrated that we are “crazy for cages”.” It is inescapable—in many ways, each of us is held captive, deep within cages shaped by others or constructed by our selves in a desperate search for the elusive qualities of safety and security. The “cages” presented bring attention to these issues both for the sake of those incarcerated and to awaken the many of us who do our best to remain uninvolved and uninformed. The men, women, and children confined in the cages we build are captured in this duality: to many</li> </ul>



of us they are rubbish to be taken away and out of sight, to some they are a dividend exploitable for profit as laborers and commodity. Learning outcomes include gaining an acknowledgement and rudimentary understanding of the ills of the Prison Industrial Complex in the United States of America.

**Room 301 (Workshop):**

- Story Maps as a Tool for Communities and Marginalized Groups. *Jorn Seemann (Geography; Cartography; Cultural Geography)*. The aim of this workshop is to introduce the participants to the ESRI story map online mapping resource. This short introduction to story maps includes a discussion on the potential of community and participatory mapping and serves as an invitation to think about how cartography can help empower marginalized groups. Real world cases are used as examples for possible mapping projects. The expected learning outcomes for this discussion include understanding mapping as an empowerment strategy for communities and the chance to reflect about the use of story maps in community projects.

# TALK AND POSTER ABSTRACTS

Start	End	<b>Saturday, September 23, 2017</b>
9:00 am	9:50 am	<p><b>Room 310A (25-Minute Sessions):</b></p> <ul style="list-style-type: none"> <li>• <u>The Latino Service-Learning Experience: Mentoring Partnerships between College and High School Heritage Students.</u> <i>Chin-Sook Pak (Spanish), Natalie Alatorre-Lagunes (Spanish Teaching), Jacqueline Pozadas (Political Science &amp; Legal Studies).</i> After a semester-long mentoring project between high school and college heritage students of Spanish, the instructor and undergraduate Latino students share the results of their service-learning experience. The project consisted of providing weekly mentoring sessions, organizing a campus visit day for high school students, and producing a written collection of personal testimonies/essays on diverse Latino experience. Participants will become better informed about the Latino achievement gap and mentoring needs, and challenges and best practices for supporting heritage students of Spanish through service-learning. At the end of this discussion, participants will become better informed about the Latino achievement gap and mentoring needs; the need for access to high impact educational experiences for underrepresented minority students; factors that affect quality of mentoring experience for Latinos; and challenges and best practices for supporting heritage students of Spanish for college success.</li> <li>• <u>Breaking the Borders of a Psychology Lab as an Interdisciplinary Mechanism for Social Change on Campus.</u> <i>Olivia Szendey &amp; Matthew R. Lee (Psychology).</i> Madison Matters is an interdisciplinary, research-based initiative seeking to improve the campus climate at JMU. The lab has broken the barriers of a psychology research lab by engaging across disciplines such as communications and media arts and design. Madison Matters has partnered with various organizations and offices on the James Madison University Campus like the Student Government, Residence Life and Orientation among others in order to create inclusion based interventions. After the end of this session, participants will be able to explain the use of research to fuel social justice initiatives on campus; will gain an understanding of the benefits of engaging different disciplines to be involved in psychological research; and will understand the methods and partnerships employed and sustained by the Madison Matters team effect change on the JMU campus.</li> </ul> <p><b>Room 310B (25-Minute Session):</b></p> <ul style="list-style-type: none"> <li>• <u>Bridging the Gap: Implementing a Diversity Training Model with Law Enforcement.</u> <i>Ernest Brown, Jr., Steven Kniffley, Jr., &amp; Louis Kubi (Psychology).</i> A long-standing underrepresentation of people of Color and women within law enforcement has served to exacerbate a gap of mistrust between law enforcement and communities of Color. Diversity trainings utilizing best practices have shown to be effective tools in the quest for equity and justice. This program will highlight a diversity training model that has been implemented among law enforcement</li> </ul>

with an emphasis on fostering effective cross-cultural communication and increasing cultural competency. After this discussion, participants will increase their knowledge of best practices as they pertain to implementing/conducting diversity trainings, and will learn ways to engage others/individuals in effective dialogue about different diversity topics/variables.

- Navigating Education with a Criminal Record, Antonette L. Payne (*Adult Higher and Community Education*). This panel is based on a small phenomenological study that looked at the challenges that face students that have criminal records as they pursue higher education. Studies have shown that education reduces recidivism and yet policies have been in place that put continued barriers for ex-offenders to receive educational benefits. While the study focused on two individuals that pursued higher education after conviction of drug offenses, the discussion will focus on ways to assist students with a criminal record barrier. At the end of this session, participants will be able to understand the challenges facing students with criminal records, and identify and discuss formal and informal support networks that can help students with criminal records be successful in their academic pursuits.

**Room 302 (Facilitated Discussion):**

- Academic Mechanisms, Social Engagement Opportunities and Stages of Inclusion: Winning Domestic Students of Color at a PWI, LaNeeça R. Williams (*Diversity & Inclusion*). This session will focus on techniques and strategies that help institutions develop positive growth of racial self-awareness and broaden cultural sensitivity on campus, improve student perceptions that may be of institutional concern, and assist students who experience culture shock with acclimation to college life. The session will focus on the academic mechanisms that help student success, social engagement opportunities that allow students a safe place to have a voice, and discussion about the stages of inclusion by educational equity leader Paul Gorski. The session will further delve into how the combination of developing a program initiative that engages campus and community members to encourage exploration, intellectual and personal inquiry, and knowledge attainment of students all while systematically building equity by ending identity-based oppression. After this discussion, participants will be able to reinforce and validate the value of respecting cultural and individual diversity; recognize student programs that disempower, disenfranchise, and marginalize the students they purport to serve, and understand the relationship between these outcomes and “isms” embedded in the philosophies and policies of the institution; recognizing how dominant culture students can develop strategies for working collaboratively with oppressed people in “undoing the isms”; and utilize knowledge of culturally relevancy and anti-bias practices in the planning of services for domestic student of color.

**Room 301 (Workshop):**

- The Imperative of Contextual Cognizance: Community-Engaged Teacher Preparation and the Development of Culturally Responsive, Equity-Focused, Socially-Just Teachers, Eva Zygmunt, Kristin Cipollone, & Susan Tancock (*Elementary Education*), Dorshela Stewart (*History*), Serena Shim (*Educational Psychology*), Jon Clausen (*Educational Studies*), & David Roof (*Educational Studies*). This presentation showcases the eight-year history of the Ball State University Schools within the Context of Community Program - a community-engaged paradigm in teacher preparation, which privileges the wisdom and expertise of communities as a critical cognizance for preservice teachers. While practice teaching in schools, candidates are paired with community mentors who

		<p>afford opportunities for authentic participation in the community, including participation in community mobilization and revitalization efforts. Data shared will include significant impact on preservice teacher candidates, the community, and P-5 student learning. During the session, participants will explore: the imperative of contextual cognizance in providing culturally relevant instruction; community-engaged pedagogical strategies to maximize benefits for teacher candidates; community partnerships essential to community-engaged teacher preparation; and data collected over the past eight years which documents school, community, and candidate transformation.</p>
10:00 am	10:50 am	<p><b>Room 310A (25-Minute Sessions):</b></p> <ul style="list-style-type: none"> <li>• <u>Classroom conversations: Creating a safe space for dialogue around diversity and inclusion.</u> <i>Melissa McManus Scircle (Psychology)</i>. Safe spaces are a hot topic in higher education. This session will present activities and ideas for helping your students to create a safe space so that they can have effective conversations about issues of diversity and inclusion. Participants will leave with resources to incorporate in their own classes. During this session, participants will learn some diversity-related activities to use in their classroom to help their students become comfortable with discussing sensitive topics with each other; and participants will leave with ways to spark respectful and educational discussion in the classroom when conversations may not come easily for students.</li> <li>• <u>Military Veterans in the Criminal Justice System: An Overlooked and Underserved Population.</u> <i>Ryan A. Hess &amp; Sara L. Evans (Psychology)</i>. Those who enlist in the Armed Forces often do so out of a desire to serve their country. However, many military personnel experience disturbing events in the line of duty. For some, this results in a pattern of emotional/behavioral issues that may predispose the individual to experiencing legal problems. At the end of this session, participants will understand the unique strengths and risk factors for veterans; recognize the connection between military-related experiences and criminal behavior; and learn about the resources available for veterans involved in the criminal justice system.</li> </ul> <p><b>Room 310B (25-Minute Session):</b></p> <ul style="list-style-type: none"> <li>• <u>Global perspectives in pedagogy; Human rights and the undergraduate global citizen; Curriculum internationalization.</u> <i>Margaret L. Signorella (Psychology &amp; Women's, Gender, and Sexuality Studies), Veronica Montecinos (Sociology), Elizabeth Mazur (Psychology), &amp; Maryellen Higgins (English)</i>. Global challenges (i.e. demographic and migratory trends, political representation) have made more urgent the need to infuse the university curriculum with more inclusive analytical viewpoints. We illustrate one successful model for incorporating interdisciplinary and global perspectives in the undergraduate curriculum with a long-standing campus initiative (Teaching International; 2004-present). We will also present data on impact from surveys of undergraduate students. During this session, participants will be introduced to a model for incorporating global studies in the undergraduate curriculum that has the advantage of reaching most students because it is not dependent on international travel, complex administrative structures or large budgets; how the model can be replicated and adapted to different institutional and academic environments to fulfill the growing need for greater global awareness and competencies; how campus faculty from many disciplines can collaborate in the teaching of common global themes and world regions with the goal of enriching historical and comparative understandings of relevant phenomena, promote intellectual dialogue and foster global citizenship within the academic community and beyond; various forms of engaging students in global learning such as research</li> </ul>

projects, artistic expressions and exhibits, field trips, as well as the examination of current events, policy debates, and ethical dilemmas; and how to harness the educational value of United Nations programs and campaigns, such as World Toilet Day, as a focus for speakers, student research and other course activities, including drama, poetry, photography, and service learning.

**Room 310B (Full Panel, 75 Minutes):**

- The Impact of a Black Sociology Course on a Midwestern PWI. *John W. Anderson Jr. (Sociology), Adriana Arthur, Byron Ballard, Justin Miti, & Samuel Johnson.* This panel discussion will describe the design and construction of an inclusive course and its impact on students. The instructor Mr. John Anderson, and former students from the Spring 2017 semester, together, will share rich experiences from their semester of discussions, readings, assignments. This discussion panel addresses the importance of offering inclusive college courses that are conducive to students being motivated to learn, grow and feel included on predominantly white collegiate campuses. At the end of this panel, participants will understand the importance of offering inclusive college courses that underrepresented students require to be motivated to learn, grow and feel included on predominantly white collegiate campuses; will be exposed to the testimonies of former students who were enrolled in the Spring 2017 SOC 499: Black Sociology course at Ball State University in Muncie, Indiana; will learn about the student engagement & teaching strategies employed to successfully promote & deliver a generally rare course offering on a Midwestern PWI's campus; and will be exposed to notions of decolonizing curriculum strategies.

**Room 302 (Facilitated Discussion):**

- #blacklivesmatter: Rethinking Children's & YA Lit: Literary Activism. *Darolyn "Lyn" Jones, Audrey Bowers, Cassidy Langston, Corrine Lankowicz, Eileen Porzuczek, Alex Stoltie, Kayla Veal, & Hannah Winters (English).* #blacklivesmatter: Rethinking Children's & YA Lit: Read for Change is an example of a student designed public publication product that promotes literary and literacy activism. A digital, literary magazine with over 300 pages of material committed to featuring children's and young adult stories of inclusivity, new stories that are not being written, and sharing teacher, library, and family resources—all for free and available via the BSU Now App. Presenters will share their research, stories, and activism. Participants will learn how to find stories and resources that they can read and share in their departments and organizations to promote activism. / Participants will learn how to rewrite new stories to help marginalized voices and stories be heard. / Participants will learn how to interact with an example of literary activism published and free and accessible.

**Room 301 (Workshop):**

- Are We Real Educators? Promoting Equal and Equitable Educational Opportunities for Marginalized Students in K-12 and Higher Education. *Bin Zhang (Educational Studies).* Recently, students, who are LGBTQ, HIV Carriers, Physical Disabled, and War-Torn Suffered, are marginalized and silenced during their pursuit of K-12 even higher education. I believe that schools should provide equal and equitable educational opportunities for all students in a same classroom rather than separate marginalized students in special schools because special schools don't provide exactly as same educational content and format as regular schools provide, which means special students lack equal education in various ways. Thus, my research topic is trying to raise educators, policymakers, teachers, parents, and students' awareness of education equality for these special students in order to provide them an equal educational environment in a same classroom. In this workshop, the presenters will be introducing

		<p>the background of current educational opportunities for marginalized students in schools and what "dream" schools would be like; promoting participants' understanding about collaboration from everyone in this society, including but not limited to, policymakers, teachers, professors, community activists, parents, educators, principals and even students; introducing new methods in providing equal and equitable educational opportunities for marginalized students in K-12 and higher educational institutions, such as tests-timing adjustment, classroom or campus accessibility, technology implementation as a supplementary assistance for disabled students, and cultural awareness consciousness; and aiding understanding of the profound meaning of promoting equal and equitable educational opportunities for marginalized students in 21st century.</p>
11:00 am	11:50 am	<p><b>Room 310A (Facilitated Discussion):</b></p> <ul style="list-style-type: none"> <li>• <u>Hear Me Out: Using Theater &amp; Student Voices to Bring About Diversity and Inclusion.</u> <i>Deandra Cadet (Diversity &amp; Inclusion; Education; Social Justice; Arts), Taeyin ChoGlueck, (InterAction; MFA Creative Writing), &amp; Dé Bryant (Community Psychology; Social Action Project).</i> Stage for Change is a model that uses counter-storytelling and community-theater as a method to build inclusion on college campuses. The session will cover the causes and barriers toward inclusion, theoretical framework behind the model, and initial findings from our pilot case study at Indiana University South Bend. After this discussion, participants will be able to share a model of storytelling and community theater as an intervention to improving campus climates for diversity &amp; inclusion; share theoretical frameworks on counter-storytelling and social change; share initial findings and results from pilot study; and offer lessons learned, share strategies, and paths forward.</li> </ul> <p><b>Room 302 (Facilitated Discussion):</b></p> <ul style="list-style-type: none"> <li>• <u>Critical Perspectives of Students of Color in Doctoral Programs at Predominantly White Institutions.</u> <i>Antonette L. Payne, Chris Cathcart, Vashon Broadnax, &amp; Rosalinda Ortiz (Adult Higher &amp; Community Education).</i> The increasing diversity in American society is forcing educators to look more seriously at their efforts to enroll, retain and graduate high quality students of color. The experience of these students is difficult to capture as many do not feel comfortable expressing their unique views. This panel will explore a few of these experiences with an eye toward furthering the research currently being done from a critical race and critical feminist perspective. After this discussion, participants will have gained an understanding of the challenges facing students of color in graduate programs; gained tools that can be employed to assist students of color persist through doctoral program; and be able to identify and discuss formal and informal support networks and how to help students of color create them.</li> </ul> <p><b>Room 301 (Workshop):</b></p> <ul style="list-style-type: none"> <li>• <u>Teaching as the Practice of Freedom: Youth Participatory Action Research as Anti-Oppressive Praxis.</u> <i>Rachel Radina (Teacher Education), Tammy Schwartz, (Urban Cohort), Genesis Ross, (Educational Leadership), Michelle Wallace (Student Affairs &amp; Higher Education), Shawna Whitehead (Educational Psychology), &amp; Kiaya White, (Student Affairs &amp; Higher Education).</i> Youth Participatory Action Research is a pedagogy of freedom used to push back against the systemic injustice perpetuated by a banking model education. YPAR is an action-oriented approach to teaching, learning and research that can be put to use in various contexts. Workshop participants will walk away with foundational knowledge about YPAR and how to put it into action. Workshop participants will</li> </ul>

		learn what Youth Participatory Action Research (YPAR) is and why it's used; how to start a project; and tools to use during the process.
1:30 pm	2:50 pm	<b>Informal Networking/Break</b>
3:00 pm	3:50 pm	<p><b>Room 310A (Full Panel, 110 Minutes):</b></p> <ul style="list-style-type: none"> <li>• <u>Lessons from the Mississippi Freedom Summer Project of 1964.</u> <i>Jacky Johnson (History), Stephanie Danker (Art Education), Ann Elizabeth Armstrong (Theatre Department), &amp; Esther Claros Berlioz (Educational Leadership)</i>. A university archivist, theatre professor and art education professor from Miami University (Oxford, Ohio) will present their research about the Mississippi Freedom Summer Project and the role of Western College in the civil rights movement. They will discuss their individual and collaborative efforts to promote diversity and civic engagement through history, art and technology. Resources will be shared. During this panel, participants will gain a deeper understanding of the Mississippi Freedom Summer Project of 1964 through interdisciplinary lenses; will acquire practical educational resources that could be incorporated into academic settings, relative to Freedom Summer; and will be challenged to conceptualize historical events from transdisciplinary perspectives.</li> </ul> <p><b>Room 310B (Invited Workshop, 110 Minutes):</b></p> <ul style="list-style-type: none"> <li>• <u>It Is Well with My Soul through Racial Healing.</u> <i>Dr. Ruby Cain (Adult &amp; Community Education), Marcy Beutlich (Psychological Science), John Anderson (Sociology and Adult, Higher, &amp; Community Education), Doreath Lomax (Adult &amp; Community Education), Barbara Mebane (Adult, Higher, &amp; Community Education), Monique Armstrong (Motivate Our Minds, Inc.), &amp; Dr. Mabala Nyalugwe (Industry Neighborhood Council)</i>. When college students of color engage in multiracial dialogue about race and campus climate, they often say, "I'm used to it." But, no one asks how it makes you feel. Do you want more than just being used to it? Racism is a process, condition, and relationship that can obliterate the human psyche. Racism violates its victims physically, socially, spiritually, materially, and psychologically (Speight, 2007). The damage from racism is entrenched in the dismantling of the core of the psyche. This results in constricting and disabling self-development and self-determination (Young, 1990). Jones (2000) states that members of the stigmatized races buy into the negative messages about their race and do not value themselves and their racial counterparts. This presentation will focus on the process of racial healing as a personal and cultural exploration, journey, and liberation.</li> </ul> <p><b>Room 302 (Facilitated Discussion):</b></p> <ul style="list-style-type: none"> <li>• <u>Body Policing and Cultivating Space for the Experiences of Harassment Among Marginalized People.</u> <i>Lakesha Winley, Syeda Rahmani, Amanda Weaver, Blake Bettis, &amp; Penelope Asay (Clinical Psychology)</i>. An intersectional discussion about the impacts of harassment in the form of body policing. The purpose of this discussion is to examine how clinicians can be better equipped to empower not only their clients but also themselves. Through guided self-reflection, discussion, and dissemination of tools from the presenters, participants will have a framework that makes space for unpacking and validating the experiences of marginalized individuals encountering body policing in an oppressive society. It is anticipated that Participants will gain awareness of the various experiences of harassment within different marginalized groups; develop additional techniques to assist with raising consciousness within clinicians and clients about the influence of systematic oppression on their experience. Providing them a context in which to understand their experience; develop additional tools and</li> </ul>

		<p>techniques for clinicians to validate and empower themselves and/or their clients around; and gain awareness of the need for further research in this area.</p> <p><b>Room 301 (Workshop):</b></p> <ul style="list-style-type: none"> <li>• <u>Hermeneutical Phenomenology Inquiry: Lessons Learned about Intracultural Bullying Between Mexican-Americans and Mexican Immigrants</u>, Sandra Espinoza-Montes (<i>Psychology &amp; Spanish</i>) &amp; Katherine L. N. Colles (<i>Psychology</i>). My study inquiry is a hermeneutical phenomenological approach to investigate acculturation conflicts in the form of bullying between Mexican-Americans and Mexican immigrants. The workshop will inform participants on intracultural bullying and its effects while offering recommendations to unify Mexican-Americans and Mexican immigrants. This presentation will inform participants about lessons learned regarding intracultural effects, such as: acculturation stress, academic distress, and depression; and inform participants about research methodology that will provide recommendations to better unify communities grappling with intracultural bullying between Mexican Americans and Mexican immigrants.</li> </ul>
4:00 pm	5:00 pm	<p><b>Room 302 (50-Minute Facilitated Discussion):</b></p> <ul style="list-style-type: none"> <li>• <u>Collaborating, Planning, and Implementing Social Justice Programs at Universities: A Student Perspective</u>, Samantha F. Hinnenkamp (<i>Counseling Psychology</i>). Social justice programming can feel overwhelming and complex for faculty, staff, and students within university systems. This facilitated discussion will include student perspectives on social justice programming in a university setting. Presenters will engage attendees in collaborative discussions while providing personal experiences, recommendations moving forward, and supportive evidence from empirical literature. After participating in this proposed facilitated discussion, participants will: increase their knowledge about planning and implementing social justice programming in a university setting; identify practices to eliminate the replication of privilege and oppression within programming groups; and build relationships with other individuals doing social justice programming.</li> </ul> <p><b>Room 301 (Facilitated Discussion):</b></p> <ul style="list-style-type: none"> <li>• <u>A Difficult Dialogue about Vulnerability: My students and I have biases. What should I do about it?</u> David Concepcion (<i>Philosophy</i>). Faculty and students arrive in university classrooms embodying histories of privilege and disadvantage of which they are often unaware and which impacts student learning. By participating in reflective activities, participants will be guided to some inclusive pedagogy that should improve the equality of opportunity in their courses. After this discussion, participants will have improved self-awareness of one's own biases and vulnerabilities, and be able to identify possible pedagogical responses to one's own unjustified biases and vulnerabilities.</li> </ul>



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The mission of the Center for Middletown Studies is to build on the scholarship inaugurated by Robert S. and Helen Merrell Lynd in their landmark studies *Middletown* (1929) and *Middletown in Transition* (1937). Recently, the Center has explored historical reading experiences, documented the process of consolidating local high schools, explored the impact of a factory closing, and welcomed scholars from China engaged in ethnographic studies of Middletown and American life. At present, the Center is examining the civic role of churches, everyday life experiences, and voter polarization in local contexts.

## **The Annual Research Conference in Adult, Community, and Higher Education**

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Our purpose is to present and share research and network with students, faculty, researchers, and practitioners in Adult, Community, and Higher Education.

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Whether you are capturing a story in front of or behind a camera, giving a dynamic speech, launching an interactive website, or writing a breaking news story, the College of Communication, Information, and Media has the academic programs, technology and facilities, student media, clubs and organizations, and more to help you enrich your inquisitive mind into the skills, knowledge, and experience you'll need for a fulfilling, successful career.

Comprising the Departments of Communication Studies, Journalism, and Telecommunications, and the Center for Information and Communication Sciences, we reside among the top 10 largest communications programs in the country. We currently have 2,100 undergraduate students and 200 graduate students enrolled, with a typical class size between 20 and 25 people.

## **College of Sciences and Humanities**

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The College of Sciences and Humanities prepares students with the skills and knowledge they will need to be successful in a changing society, enabling them to become responsible and responsive twenty-first century citizens. Through its majors, minors, and delivering the vast majority of courses that form the University Core Curriculum required for all Ball State undergraduates, the college provides students with experiences designed to enhance their ability to analyze situations, think critically, solve problems creatively, and communicate their ideas clearly.

## **Department of Communication Studies**

<http://cms.bsu.edu/academics/collegesanddepartments/communicationstudies/>

You'll find a wealth of opportunities, wisdom, and experience awaiting you in your academic career with the Department of Communication Studies. Leading the way is a diverse and well-qualified faculty. Most hold doctoral degrees, and together they represent interests in: public address, rhetorical theory and criticism, organizational communication, small-group communication, leadership, interviewing, argumentation and debate, interpersonal communication, communication theory, digital media, communication research, and communication education.

## **Department of English**

<http://cms.bsu.edu/academics/collegesanddepartments/english/academics>

Ball State's Department of English has a long history of rigorous research and scholarship; our doctor of philosophy in English with an emphasis in rhetoric and composition is one of the oldest established programs in the United States. Students and faculty work together closely both within the classroom and one-on-one. You can see the results of this kind of collaboration in the awards our students and faculty frequently earn, and in action in the recognition we receive, such as the 2008 Indiana legislature resolution commending the Indiana Writing Project.

## **The Graduate School**

<http://cms.bsu.edu/academics/collegesanddepartments/gradschool>

Are you ready for a leg up in your career, or do you want an even deeper understanding of your discipline? Ball State's graduate school can get you there. We offer more than 140 master's, doctoral, certificate, and specialist degrees, with many of them ranking among the best in the nation. Even if you already have a busy schedule, we offer flexibility with how you take classes—on campus, online, or a combination of both—whatever works best for you. Plus, our world-acclaimed faculty and facilities can immerse you in hands-on opportunities that focus on our entrepreneurial approach to learning.

## **Honor's College**

<http://cms.bsu.edu/academics/collegesanddepartments/honorscollege/>

Ball State's Honors College mission, vision and goals will give you the vehicle and the open road to surpass your expectations. Our tradition of innovative teaching and learning begins with the special benefits and resources we provide 1100-1200 high-ability students each year. Demanding courses, stimulating discussions, international study, and research projects will challenge your intellect and enhance your education. You'll be able to tailor your academic program to your wants and needs. You can pursue valuable scholarships and fellowships to support your goals.

## **Miller College of Business**

<http://cms.bsu.edu/academics/collegesanddepartments/mcob/>

The Miller College offers a full range of undergraduate, graduate, and certificate programs. Classroom learning is powerfully enhanced by transformative, immersive learning experiences, making business education at Ball State truly distinctive. The college enrolls more than 3,500 students (plus 1,700 minors) in 21 undergraduate and six graduate programs and is staffed by more than 100 full-time faculty members. With 35,000 alumni around the world, our programs continue to be ranked nationally as among the very best.

## **Women's and Gender Studies Program**

<http://cms.bsu.edu/academics/collegesanddepartments/wgs>

The Women's and Gender Studies program at Ball State University is an interdisciplinary program embracing a wide variety of academic approaches relevant to the study of women, gender, and feminisms, and stresses that those issues are situated in and intertwined with sexuality, race, ethnicity, class, nationality, geography, (dis)ability, and religion. We challenge our students to critically investigate and evaluate intersections through learning grounded in feminist research and theory. We focus both on scholarship and tolerance.

## **Department of Counseling Psychology, Social Psychology and Counseling**

<http://cms.bsu.edu/academics/collegesanddepartments/counselingpsych>

We have impacted human-service agencies, schools, and academic settings across Indiana and the rest of the country. We graduate highly skilled professionals in counseling, counseling psychology, and social psychology, all dedicated to helping people improve their quality of life. Our mission is to make a significant contribution to the fields of psychology and counseling through research, practice, service, and/or teaching, grounded in social justice and diversity paradigms tied to developmental, systems, holistic, and strength-based theories and strategies.

## **Department of Educational Psychology**

<http://cms.bsu.edu/academics/collegesanddepartments/teachers/departments/edpsychology>

Whether your ultimate goal is conducting research or working with children directly in the schools, Ball State's nationally accredited and highly ranked Department of Educational Psychology can provide you with the tools you need to build a successful career. We offer minors in human development or gifted and talented education; graduate degrees in either educational, quantitative, or school psychology; and licensure and certification programs in education of high-ability students, human development and learning and neuropsychology.

## **Department of Educational Studies**

<http://cms.bsu.edu/academics/collegesanddepartments/teachers/departments/edstudies/>

Our distinguished faculty, award-winning academic programs, and rich legacy of community collaboration and teacher preparation provide students with an entrepreneurial approach to education. Through immersive learning projects, our students work directly with the community to serve as catalysts for change, and put theory into practice. The Department of Educational Studies offers PhD, EdD, graduate masters, and undergraduate degrees, as well as numerous specialized certificates, to meet the needs of students at all levels of their academic career. Many of our programs can be completed online.

## **Department of History**

<http://cms.bsu.edu/academics/collegesanddepartments/history/>

Our department will give you not only the basics you need, but we will go above and beyond to make sure you are prepared for a career in history or pursuing another degree. We have exceptional teachers who have received several honors and recognition and have a wide range of research interest. Our curricula will challenge you to think differently about cultures, places, and events in history. You will also benefit from personal attention in our classrooms, as we have small class sizes.

### Department of Political Science

<http://cms.bsu.edu/academics/collegesanddepartments/politicalscience>

The Ball State Department of Political Science offers bachelor's degrees, master's degrees, and even minors so you can choose the right education to fit your career goals. With dedicated faculty who are experts in their fields, hands-on opportunities through immersive learning, internships and student activities, and resources such as the Bowen Center for Public Affairs and state-of-the-art technology throughout campus, you will receive a top-notch education that will set you apart from others in the job market.

### Department of Psychological Science

<http://cms.bsu.edu/academics/collegesanddepartments/psychology>

Undergraduate and graduate studies in psychology can lead to fascinating careers, a deeper understanding of others, and greater awareness of one's own behavior and motivations. The psychological science major is designed for students with a variety of career goals. You may be seeking employment immediately after graduation, or you may use your degree as preparation for graduate study leading to a variety of careers in teaching, counseling, and other fields.

### Multicultural Center

<http://cms.bsu.edu/campuslife/multiculturalcenter>

Our purpose is twofold, not only do we seek to help students of color on campus, we also assist in educating the campus community on diversity. We want all students, regardless of background, to utilize and enjoy the services and resources we provide. The center also serves as a hub for students to gather and hang out, get papers done in the computer lab, or do research in the Malcolm X Library. We serve as the point of contact for the EXCEL summer bridge program. We invite incoming students of color and first-generation college students to come to campus and be paired with a mentor who will help them make the transition to college.

### Muncie Human Rights Office

<http://www.cityofmuncie.com/muncie-human-rights-office.htm>

The office is tasked with ensuring that your rights as a citizen and resident of Muncie Indiana are protected. The focus is to promote equal opportunity and equal rights for everyone regardless of race, religion, color, sex, or disability.



### African American Studies Program, Ball State University

### Department of Sociology, Ball State University



<http://munciesymphony.org/>



<https://www.foistersflowers.com/>