2015 DRS Workshop Information

**Presenters:**

**Dr. Ruby Cain,** Assistant Professor of Adult & Community Education Director, Ball State University

**Doreath Lomax,** Graduate Student, Ball State University

**Title:** Negotiating the Land Mines and Silos in the Academy: Surviving or Thriving or Not!

**Abstract:** We live in an increasingly diverse world. The diversity of the student and faculty populations are increasing. With these gains there are distinct paradoxical realities. As more black students attend predominantly white institutions (PWIs), historically Black colleges/universities (HBCUs) continue to produce the highest number of graduates. These range from undergraduates to Ph.D.s. Jessop and Williams (2009) conducted a research study of minority ethnic students at a PWI in England. Their findings indicated a strong intent to be inclusive in the higher education curriculum. The mechanism by which this was to be implemented was grossly under-utilized. The students were aware of racism and provided anecdotal evidence. Yet, they tended to downplay the significance of the racism.

**Presenter:**

**Dr. Joni Clark**

**Title:** Womanist Identity Development (unpublished dissertation)

**Abstract:** This study used qualitative research techniques as described by Denzin and Lincoln (2003) and contributes to the body of existing literature explaining the phenomenon of identity development among adult, undergraduate Black women and how it influences their academic experiences. The criteria for participant selection was as follows: (1) twenty-five years of age or older, (2) currently enrolled in an undergraduate program (taking no less than 6 credit hours per semester), (3) female, and (4) self-identified as Black or African American. Data analysis revealed connections between the participants and Walker's (1984) definition of womanist behavior. The conclusion is that Black female students, depending on their overall level of identity development may indeed exhibit the traits of womanist ideals. Since this study used only Black female participants, the data will give researchers the opportunity to determine whether or not existing identity theories can be generalized to cover the identity development of Black women. It provides the basis for an “alternative epistemology for assessing knowledge claims, one using standards that are consistent with Black women’s criteria for substantiated knowledge and with Black women’s criteria for methodological adequacy” (Collins, 1989, p. 751).

**Presenter:**

**Andrew Derry,** Graduate Student, Ball State University

**Title:** Best Practices in Community Wellness of Diverse Populations

**Abstract:** These best practices are aimed at improving the community wellness of diverse populations, with a specific focus on the lesbian, gay, bisexual, and transgender community. The workshop will introduce exercises designed to help develop new skills and become more effective at working with individuals from diverse cultures and various backgrounds by understanding the own self and perceptions. This is based on literature analysis of best practices and model programs. Further resources focus on increasing awareness and exposure for teachers, educators, policymakers, and other community and wellness professionals.
**Presenter:**
Mary Fisher, Student, Office of Multicultural Services & Program, Indiana State University  
**Title:** Belief Zone (*Poster Presentation*)  
**Abstract:** As seen over the past few years, having a Sycamore Safe Zone has been helpful in many ways for the community here on campus. The Sycamore Safe Zone’s key purpose is to make sure the LGBTQ community at Indiana State feels comfortable and feels as if they have other people to confide in. The Belief Zone, in an essence, has the same purpose. In order to have a diverse community that works well together they must be able to trust in each other and communicate accordingly. Belief Zone provides a link between those with differing religious beliefs. It gives people the opportunity to learn about other religions and learn how to communicate with people who believe differently than they do. Though it may seem that religion may not come up in day to day conversation understanding someone’s religion will help you understand why they make some of their decisions the way that they do or why they talk the way that they do. Belief Zone is relatively a new concept on campuses in the United States, which is why it is so important that Indiana State University has one.

**Presenter:**
Dr. Lynn Foster, University College Advisor, Indiana State University  
**Title:** Servant Leadership and Its Role in Preparation of Clergy: a Phenomenological Study of Apostolic Pentecostal Leadership (unpublished dissertation)  
**Abstract:** Leadership approaches present an array of choices. The purpose of this qualitative phenomenological study was to learn how servant leadership or other possible leadership approaches were used by 10 congregational senior ministry leaders within the Pentecostal Churches of the Apostolic Faith Association International including the historical background of the PCAF founded in 1957. Interviews were administered using eight open ended questions and a closed, fixed-response to the ten characteristics of servant leadership. A triangular research method was used involving in-depth personal interviews. The ten qualified senior leaders served over a minimum of 20 years of ministry experiences each, which helped to determine how they defined, developed, administered and educated future leaders.

**Presenters:**
Andrea Boehme, Circulation Manager, Cunningham Memorial Library, Indiana State University  
Landon Brothers, Assistant Director, Office of Tutorial Support, Indiana University-Purdue University Indianapolis  
Susan M. Frey, Coordinator Strategic Initiatives, Cunningham Memorial Library, Indiana State University  
Robert Harpool, Graduate Assistant, Indiana State University  
Mark Minglin, Executive Director, Academic Support Programs, Indiana University-Purdue University Indianapolis  
**Title:** Creating Spaces for the LGBTQ Community on Campus: Lavender Graduation Ceremonies  
**Abstract:** During the 2015 summer semester doctoral students in Dr. Mary Howard-Hamilton’s Foundations of American Education class designed an implementation packet to aid in the hosting of a Lavender Graduation Ceremony. Universities can foster an environment of inclusive excellence and community by supporting underrepresented students as they move through rites of passage such as graduation. The lesbian, gay, bisexual, transgender, and queer
(LGBTQ) community has not historically been supported or celebrated for their unique contributions to the wider university. Many colleges and universities are thus turning to Lavender Graduation Ceremonies as a venue to demonstrate their encouragement, gratitude, and support for LGBTQ students. Separate from the campus-wide ceremony, a Lavender Graduation can include both LGBTQ students and their allies. It promotes an atmosphere of positive recognition and family pride in graduating students as well as instilling a sense of enthusiasm in matriculating students. Hosting a Lavender Graduation Ceremony is an opportunity for institutions of higher learning to make a seamless link between their diversity practices and the goals outlined in their diversity policies. This presentation will review the history of Lavender Graduation Ceremonies, research on how inclusiveness affects the lives of LGBTQ students, and practical advice on hosting a Lavender Graduation Ceremony. Video clips and handouts are included.

Presenter:
Dr. Jennifer Goetz, Assistant Professor of Psychology, Centre College
Title: “I’ve Been There”: A Study of a Peer-Mentoring Intervention for Students of Color
Abstract: Students of color attending predominantly white colleges and universities have been found to have lower retention and graduation rates (Harper, 2008) than their white counterparts, as well as lower levels of satisfaction and sense of belonging (Ancis, Sedlacek, & Mohr, 2000; Harper, 2009; Torres-Harding, Andrade, & Diaz, 2012). We present methodology and results from a longitudinal quasi-experimental study in which we tested whether forming a relationship with an advanced student mentor could improve psychological well-being and belongingness of incoming students of color at a predominantly white institution. In addition, we examined whether cross-group student mentors (white students) were as effective as mentors who were students of color. On the one hand, intergroup contact theory and research suggests that cross-group friendships may facilitate college adjustment by decreasing intergroup anxiety (Page-Gould, Mendoza-Denton, & Tropp, 2008) and increasing sense of belongingness and satisfaction for students of color (Mendoza-Denton & Page-Gould, 2008). On the other hand, advanced students of color can serve as successful role models and provide advice on how to navigate the unique challenges being a minority in a predominantly white institution (Harper 2008, 2009). We hypothesized that incoming students of color who interacted with an advanced student of color would report better psychological well-being and sense of belonging at than incoming students with cross-race mentors at the end of their first year of college.

Presenter:
Glenn Herring, Area Coordinator, Office of Residential Life, Indiana State University
Title: A Phenomenological Approach to Understanding S.T.R.O.N.G. MENToring: An African American Male Retention Program at a Midsize Predominantly White Institution
Abstract: In higher education, the retention of African-American males has added to the discussion of what is needed to resolve the many challenges this population encounters on college campuses. Nationally 67.6% of African-American males who enter college fail to graduate within six years, which is the lowest graduation rate among gender and race in higher education (Harper, 2009). At the site location significant factors impact the need to assist with the retention of African-American males. Among these factors are social integration and academic achievement. At site location there were 1,280 undergraduate African-American students enrolled for the fiscal year 2010. The African American male population was 470 and of the 470 males 123 (26%) grade point averages fell below a 2.0 for spring 2010 (Office of
This study was designed to allow African-American males the opportunity to narrate their experiences as participants in the Successful Teaching Related to Overcoming Negative Generalities (S.T.R.O.N.G.) MENtoring program. The relevance of this study was significant due to the lack of scholarly research conducted exclusively on the experiences of African-American male participants in the S.T.R.O.N.G. MENtoring program at the site location. Using phenomenological inquiry, the purpose of this present research was to explore the phenomena of the African-American undergraduate male experience in a retention program at a Midsize Midwestern predominantly White institution.

Presenter:
Dr. Amy Hillard, Assistant Professor, Psychology, Adrian College
Title: Do Motivations to Control Prejudice Vary by Target Group? (Poster Presentation)
Abstract: Plant and Devine (1998) created a scale to measure internal and external motivations to control prejudice (MCP). Those with high internal MCP express little or no prejudice in public or private because of their personal beliefs. However, those with high external MCP express little or no prejudice in public because of social sanctions against prejudice, but tend to express prejudice in private, where there are no sanctions. Although the scales have been shown to be valid and reliable, Plant and Devine’s (1998) MCP scale was focused on Blacks, which may not generalize to MCP toward other disadvantaged groups (Monteith & Voils, 2001). The present study assesses whether a generic MCP scale (i.e., with items referring to “people” rather than “Black people”) has the same factor structure as the traditional MCP scale (with items referring to “Black people”). Thus, the psychometric issue of concern is measurement and structural invariance across the scale targets.

Presenter:
Dr. Christopher Hubbard, Assistant Professor of Management and Leadership, School of Business and Nonprofit Management, North Park University
Title: If You’re Black, Latino or A Women; Underemployment Is the New Unemployment
Abstract: Unemployment has long been a topic of discussion among political and economic pundits who believe it to be of national concern. And rightly so, the negative impact of a volatile labor market is far reaching and detrimental to the whole of society (Verbruggen, 2015; Brand, 2015). Yet, the urgency with which unemployment has been discussed, as of late, has been replaced with a general sense of optimism amid recent successive reports of positive job growth and decreases in the unemployment rate (BLS, 2015; Kasperkevic, 2015). The latest report by the Bureau of Labor Statistics (BLS) purported 5.1% as the unemployment rate, which is the lowest it had been in 5 years. And while the current labor statistics point to a recovering labor market; a closer look at the quality of jobs that are being filled paint a far bleaker picture. As such, the overarching interest of this workshop is to look closer at the quality of positions that are being filled and who are filling them. Of the approximately 63% people who comprise the current American workforce; nearly 15% of that group or 24 million people fail among the ranks of the underemployed (BLS). Individuals who have jobs that don’t call upon them to put their education, experience or training to work or individuals who work part-time when they’d rather have a full-time job make up this often forgotten segment of the labor force. This suggests the quality of the job is inconsistent with the abilities and ambitions of the worker.
**Presenter:**
Dr. Terri Jett, Associate Professor and Special Asst. to Provost on Diversity and Inclusivity, Butler University
Monica Strigari, Assistant to the Provost, Butler University

**Title:** Founder’s Day - A Wake-Up Call for Our Commitment to Diversity

**Abstract:** This workshop is about how we, as an institution, responded to challenges we faced in multiple ways with regard to issues of diversity and inclusivity. We were cited by the HLC accrediting body with concerns about diversity, we had an unfortunate classroom incident that gave us pause to consider our commitment towards inclusive language in the classroom and we continue to have concerns regarding recruitment of diverse faculty and staff and students. One successful response, that has included many people across the institution was to reclaim our Founder's Day -- after all, we were founded by abolitionist Ovid Butler and were one of the first institutions in the country to admit women and African Americans at it's founding. This workshop will explain the significance of our Founder's Day efforts to change the campus climate and move us forward in a sustainable way in our efforts to be more diverse and inclusive.

**Presenter:**
Charlene Johnson, Indiana State University

**Title:** Social Distance, Perceived Unwanted Sexual Interest, and Heterosexual Students’ Attitudes Toward Trans People (Poster Presentation)

**Abstract:** The purpose of this study is to explore heterosexual people’s prejudice toward trans people. Specifically, we will examine whether the perception of unwanted sexual interest is associated with heterosexual people’s desire to maintain social distance from a trans person as well as negative attitudes toward trans people. We will also compare and contrast the views of heterosexual women and men toward trans people. We predict that women will be overall more accepting of trans people than the men. Furthermore, consistent with previous research (Gerhardstein & Anderson, 2010; Nagoshi et al., 2008; Norton & Herek, 2013), we predict that men will have a more negative and physically aggressive attitude toward a trans person than women. Finally, we predict that women and men who perceive unwanted sexual interest directed towards trans people will have higher levels of trans-prejudice and will elect to maintain a greater social distance from a trans person. However, the extent of the social distancing may depend on the gender of the trans person as well as the gender of the participant. Data collection will begin in October and conclude in approximately late February. During the conference we hope to present preliminary data if available. Understanding the prejudices and misconceptions that heterosexual people hold toward the trans people will allow for educators and advocates to undertake better strategies to cultivate a climate of understanding, acceptance, and diversity.

**Presenter:**
Dr. Darolyn Jones, Assistant Professor, Ball State University

**Title:** Worlding: Rewriting the World and the Word in Disability Studies

**Abstract:** Philosopher Martin Heidegger turned the noun and word, “world” into the verb, “worlding.” For Heidegger, the act of “worlding” is a continuous cycle of making meaning and making sense. Literary activist Paulo Friere encouraged us to read the world, not just the word.
Presenter:
Dr. Susan Kray, Associate Professor of Communication and Gender Studies, Indiana State University
Title: A Symbiosis in Ruins? These are Diversity Issues Too
Abstract: Researchers do not commonly treat the undervaluing of “old people” as an issue related to the increased complaints about current kinds of problems generated by some of the young. My study, however, connects these problems directly to issues of disempowerment and devaluation experienced in our society by aging adults. I identify a causal connection between over-entitled youth and the undervaluing, disenfranchising, and discrediting of “old people.” Devaluing elders removes from the emotional/relational environment a key stabilizing factor and source of support for the young. Youth, I argue, is not really being served; it is being served up, only in a different fashion from the way old age is being served up. Two crucial stages of life have been rewritten, each to its own detriment and to that of society. Normal symbiotic alliances between young and old are impeded and nobody wins. While teachers complain about belligerence and disorderliness in the classroom, employers may complain that young people do not show up on time, or learn the job properly, or get along with co-workers. This is an interdisciplinary study in which I analyze results of some ways in which our culture, using words, visual images, and everyday conduct, communicates values relevant to age. I refer particularly to the imagery and values communicated about young people of approximately college age, on the one hand, and, on the other, the generations approximately the age of their grandparents and older. My study is partly comparative, constituting an attempt to illuminate certain perceived problems in our culture, particularly the sense of “entitlement,” the confrontive behavior, and the stresses, even suicidal stresses, increasingly reported as characteristic of many young.

Presenter:
Dr. Mai Kuha, Assistant Professor, Department of English, Ball State University
Title: Street Harassment in the Curriculum: Risks, Rewards, and Dynamics
Abstract: In this presentation, I argue for including street harassment as a topic in university courses, for three reasons. First, understanding and remedying street harassment requires attention to important topics that we want students to engage with in any case: gender, race/ethnicity, orientation, socioeconomic status, and the intersectionality of all these, particularly in their relationship to institutional and de facto power structures. Second, raising awareness of street harassment is crucial in moving us towards a society that protects every individual’s right to participate in public life with safety and dignity; class discussion is one place where this awareness-raising can occur. Third, our students are likely to be personally affected by harassment. In one survey, 67% of college students had been harassed on campus, and 20% reported that it interfered with their studies (Hollaback!). As university community members, we have a responsibility to encourage an inclusive and safe environment, and class discussion is one of the steps we can take. To conclude the session, I will facilitate group discussion among participants.

Presenter:
David Largent, Instructor, Computer Science, Ball State University
Title: Towards Building Community in the Computer Science (and Other Disciplines) By Embracing Diversity
Abstract: As with many academic departments, our Computer Science (CS) Department struggles with obtaining wide-ranging diversity within our student body. During the 2014-
2015 academic year, I introduced pedagogical components that had students in our Social and Professional Issues course research the historical reasons, and develop suggestions to address this issue. The students explored how to create a welcoming and inclusive environment, especially for those currently being underserved. This presentation will describe the approaches taken, the outcomes, and explore how others might benefit. I believe participants from all disciplines, not just CS, may find this presentation useful.

**Presenter:**

Karen Liu, Professor, Early Childhood Education Indiana State University  
**Title:** Exploring the COIL impact on Hoosier Students’ Global Competency  
**Abstract:** Having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively in diverse environments." (Hunter, 2004). Most of the students at Indiana State University are first generation college students. Very few of them have had any experience interacting with people whose first language is not English. Similarly, most students have not traveled outside United States. To prepare our students to compete in a fast-changing, interconnected world, we must provide them with the knowledge and skills in their content area that imparts global competency to interact and communicate effectively worldwide. COIL stands for Collaborative Online International Learning. The overall goal of the project was to provide ISU students with a cross-cultural learning and communication opportunity to enhance their global competency.

**Presenters:**

Marlene Lu, Project Assistant, Blumberg Center, Indiana State University  
Pete Ciancone, Executive Director, Wabash Independent Living and Learning (WILL) Center  
**Title:** Embracing Disability Etiquette  
**Abstract:** Approximately 15% of the world's population (110-190 million people) have disabilities that cause major challenges in their daily way of life. When you factor in that 71% of all disabilities are "invisible," the etiquette of interacting with people with disabilities is likely a daily occurrence for everyone. Embracing a personal awareness of the etiquette of interacting with people with disabilities will go a long way into dismantling attitudinal and environmental barriers and lead to a more inclusive society. This session will showcase how one can achieve this awareness using person-first philosophies and methods.

**Presenter:**

Alyaa Malibari, Student, Indiana State University  
**Title:** Valuing Ethnic Diversity: A Cultural Awareness Workshop Professional Training  
**Abstract:** The workshop will focus specifically on racial issues by discussing five primary racial awareness orientations: Condemnation, Discrimination, Tolerance, Acceptance, and Affirmation. Primary goals include increasing awareness about racial issues, building a personal involvement with the problem of racism, developing personal flexibility in responding to racism, and making a commitment to change some small part of one's own racism. With providing the results of having this problem in the university.

**Presenters:**

Dr. Roseanne Fairchild, Associate Professor, Department of Nursing, Indiana State University  
Ann McNeil, Adjunct Faculty, Indiana State University  
**Title:** Addressing the Healthcare Experiences of the LGBT Veteran  
**Abstract:** Addressing the Healthcare Experiences of the LGBT Veteran
The LGBT population has diverse healthcare needs that are not being met. The Institute of Medicine (IOM), Healthy People 2020 and the Agency for Healthcare Research have identified healthcare disparities and barriers to healthcare in the LGBT population. The LGBT population has faced social stigma based on sexual orientation and gender identity in the healthcare arena. Education of VA healthcare providers has not focused on the healthcare needs of this population. The purpose of this project was to engage Lesbian, Gay, Bisexual and Transgender (LGBT) veterans in conversations regarding their healthcare experience, access to healthcare, and healthcare disparities within the VA medical system in order to improve the therapeutic environment of care as it relates to the LGBT veteran population at the Louis Stokes Cleveland Division Veterans Administration Medical Center (LSCDVAMC).

Presenters:
Dr. Nancy McWilliams, Assistant Chair/Associate Faculty of Economics, Ivy Tech Community College
Dr. Ronald Sloan, Vice Chancellor of Academic Affairs, Ivy Tech Community College

Title: Creating Diversity and Inclusion Within a Student Success Course

Abstract: For the fall 2015, East Central Region created a special section of our required student success course entitled “Student Success in University Transfer: Diversity and Inclusion”. This class is made up of all African American males and will act as a mentee feeder for our DEAP (Diversity Enhancement Advancement Program) that works to support this demographic as they work towards their educational goals. Our panel will share our process of how we came to see the need for such a class and program within our region. We will discuss the creation of additional learning objectives that focus on the mentor needs of our students and engaging them within our community. We will share the methodology for achieving these goals. Since we are in the infant stages of implementation for the class, we will share the challenges that we have already encountered and any anticipated concerns as we continue in the course. The course will be expanding to two more of our campus locations this spring so we will discuss our expectations as we begin to scale this special course offering across our multi-campus region. Finally, we will share our vision for the newly formed DEAP and how we believe it will enhance our African American student persistence, retention and graduation rates within our region. Ultimately, our goal is for each of these students to reach their personal education goals. This discussion is a how-to primer for others to gain insight and inspiration as they move toward better serving the African American male student population on their campuses.

Presenter:
Quillian Murphy, Graduate Student, Indiana State University

Title: The Experiences of Children in the Foster Care System (poster presentation)

Abstract: This poster session will explore the social, physiological, and psychological experiences of children of color within the foster care system. The purpose of the session is to inform attendees of the abuse and living conditions of which these children often witness. The impact of such conditions on the children’s development, life satisfaction, and any existing criminal record data will be explored. The system is in need of restructuring. Let us begin the conversation.
Presenter:
Dr. Crystal Reynolds, Indiana State University
Title: The Cuban Institutes at Indiana State University
Abstract: On the eve of Indiana State University’s sesquicentennial, this paper explores a seemingly hidden aspect of Indiana State’s history, the Cuban Institutes of 1963 and 1964. In the late 1950s and early 1960s, escaping Fidel Castro’s harsh regime, many Cubans escaped to the United States, especially to the city of Miami seeking the American Dream. Once in Miami, the realities of life soon set in for this group. Life was hard for many of the highly educated Cubans who had to compete with Americans for the highly paid professional jobs. Settling for menial jobs, many of the Cuban Exiles accepted the new realities of life. However, in the early 1960s life would change significantly for many in this group. Indiana, facing a severe Spanish teacher shortage, would engage in a remarkable and innovative program. Indiana State University, taking the lead in this endeavor, would seek to train the most educated of the Cuban Exiles to be Spanish language teachers who in return would teach in the schools of Indiana for a designated period of time. It would be a win win situation. However, once in Terre Haute, the realities soon set in for the newly arrived Cubans. Material from firsthand accounts and oral interviews with the Cuban students highlight this presentation.

Presenter:
Dr. Crystal Reynolds, Indiana State University
Title: Key Events of the Asian Experience at Indiana State University, 1865 to 1990 (poster presentation)
Abstract: This poster presents the almost hidden history of the Asian Experience at Indiana State University from its inception in 1865 to 1990. The poster examines the person who is believed to be the first student of Asian descent to attend Indiana State University in the late 1940s through the various students from China, Korea, Hawai’i to the various faculty members of Asian descent from the mid-1960s to 1990 who have called Terre Haute and Indiana State University home and who have made significant contributions to the institution. The poster examines these individuals place in the history of the University via archival documents and oral interviews.

Presenters:
Aaron Slocum, Area Coordinator, Office of Residential Life, Indiana State University
Kale Walker, Director of Human Resources, Indiana State University Foundations
Title: Empowering Men & Women of Color Within Residential Life: Mentorship & Academic Success
Abstract: Reaching men and women of color during their first year of college is vital to their academic success. With increasingly limited resources and high demands from today’s students, institutions across the country have struggled to create initiatives that lead to increased retention rates for students of color. Improving the retention and success rates of undergraduate students continues to be a major topic of discussion for higher education administrators and other university stakeholders. To address this concern a multicultural male and female living learning community initiative was created at Indiana State University. A Living Learning Community (LLC) is a cluster of students residing on a designated floor within the residential hall. These communities are formed around a common theme that links them to one another, these may include: specific interest areas, majors, common passions or identities. Utilizing student development theories as a foundation, and a residential educational curriculum, students are exposed and engaged in an environment fostering mentorship,
academic coaching, and personal development to assist students of color to grow, thrive, and achieve in an atmosphere where the odds are against them. This presentation will focus on mentoring, academic excellence, and academic coaching in which these participants received in the first year of the program. During this presentation participants will gain information about the unique features of this program that promotes engagement, cultural development, self-identity development, and student success. In addition, participants will discuss theoretical applications and best practices that will provide you with the appropriate tools to create a mentoring based living learning community at your prospective institutions.