## Thursday, February 1, 2018

<table>
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<tr>
<th>Time</th>
<th>Session</th>
<th>MU Rooms</th>
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<tbody>
<tr>
<td>11:00 – 11:30 a.m.</td>
<td>Check-in</td>
<td>Outside Turquoise</td>
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<tr>
<td>11:30 – 12:30 p.m.</td>
<td>Welcome Address by Dr. Rick Fabes &amp; Dr. Stanlie James Lunch</td>
<td>Turquoise</td>
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<tr>
<td>12:30 – 1:30 p.m.</td>
<td>Opening Keynote Address by Dr. Vivian Tseng Roundtables</td>
<td>Turquoise</td>
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<tr>
<td>1:45 – 3:15 p.m.</td>
<td>Art &amp; Media Displays on Navigating Personal Identities</td>
<td>Coconino</td>
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<tr>
<td>3:15 – 3:45 p.m.</td>
<td>Networking &amp; Poster Presentations</td>
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<td>3:45 – 5:15 p.m.</td>
<td>Musical Interactive Session</td>
<td>Yuma</td>
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<td>Symposium on Teaching and Mentoring</td>
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<td>Symposium on Navigating Personal Identities</td>
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<td>Science Interactive Session</td>
<td>Apache</td>
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## Friday, February 2, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>MU Rooms</th>
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<tbody>
<tr>
<td>8:00 – 8:30 a.m.</td>
<td>Coffee &amp; Bagels</td>
<td>Gold</td>
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<td>Faculty Panel on Dangers of Colorblindness on People of Color</td>
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<td>8:30 - 9:45 a.m.</td>
<td>Faculty Panel on Being an Activist Scholar</td>
<td>Coconino</td>
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<td>Faculty Panel on Teaching &amp; Mentoring</td>
<td>Cochise</td>
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<tr>
<td>10:00 – 11:00 a.m.</td>
<td>Symposium on Conducting Research with STEM</td>
<td>Gold</td>
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<td>Symposium on Conducting Research with Race/Ethnicity</td>
<td>Coconino</td>
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<tr>
<td>11:15 – 12:15 p.m.</td>
<td>Closing Keynote Address by Dr. Robert Sellers</td>
<td>Turquoise</td>
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<tr>
<td>12:30– 1:30 p.m.</td>
<td>Lunch with Community Leaders</td>
<td>Turquoise</td>
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<tr>
<td>1:30 – 5:30 p.m.</td>
<td>Afternoon of Action</td>
<td>Transportation Provided to Volunteer Locations</td>
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Welcome Address & Lunch
Larissa Gaias, Dr. Rick Fabes, and Dr. Stanli James will give introductory remarks for the DISI Graduate Conference.

Opening Keynote Address by Dr. Vivian Tseng
Dr. Vivian Tseng is the Senior Vice President for Programs at the William T. Grant Foundation, where she leads the Foundation’s grantmaking programs and initiatives to connect research, policy, and practice to improve child and youth outcomes. Dr. Tseng has longstanding interests in strengthening the career pipeline for scholars of color. Under her leadership, the Foundation has deepened its support for scholars of color, including increased grantmaking and capacity support to underrepresented researchers and a grants program to promote stronger mentoring for students of color. Her research interests include racial, cultural, and immigration influences on child development, improving social settings and promoting social change.

Roundtables
1. Diversity and Inclusion in the Changing Faculty Landscape: Issues for Future Faculty Employment
   Gina Delgado, Educational Leadership and Innovation
   This will be a roundtable to collect feedback on how to approach the change in the professorate landscape, what the demographics of this population are, and to discuss the inclusion of every faculty member in these changes. Additionally, conversation will start on what graduate students should be aware of when applying for faculty positions in the future.

   Phil Weaver-Stoesz, Fine Arts & Erika Moore, Fine Arts
   This experiential learning activity will introduce participants to the 4-step Critical Response Process - a way of structuring interactions between people who have created something and people who are responding to it with a critical eye. We will demonstrate the process with an example piece of work and discuss how the process may work to support inclusion in academic spaces.

3. STEM Friends in Action: Social Design Research to Invite, Enable, and Empower Underrepresented Students to Pursue STEM Interests
   Deena Gould, Learning, Literacies, Technologies
   The persistent underrepresentation of persons of color and females in STEM majors and STEM careers is well documented. Most research about these inequities assumes a theoretical perspective aligned with a STEM pipeline metaphor. However, this pipeline metaphor does not account for more than half of the trajectories of people in STEM careers. Additionally, this pipeline metaphor has failed to broaden the participation of underrepresented populations in STEM fields. In this interactive session, we will compare and contrast social design research from a theoretical perspective of a STEM pipeline metaphor and a theoretical perspective of a STEM ecosystem metaphor. Taking an ecosystem perspective, we will critically examine and discuss my research study of an after-school STEM Club designed to support children of color and females to pursue and develop their own STEM interests.

4. Addressing STEM Disparities: Experiences, Interactive Tools, and Next Steps
   Adi Wiezel, Psychology
   This session is ideal for practitioners, researchers, and those interested in underrepresentation in STEM. The facilitator will present work in designing online interactive modules based on social psychological concepts such as token status, implicit bias, and self-fulfilling prophecies in the STEM context to increase awareness, understanding, and action among STEM faculty and practitioners. It then draws upon the experience and research of attendees to paint a clearer picture of the experience of women and underrepresented minorities in STEM, and will focus on developing shared solutions to help refine the modules and address future areas of research and intervention.

5. Promoting Diversity and Inclusion Initiatives into Engineering Research Centers
6. The Energy Efficiency and Cultural Significance of Traditional Housing: Reforming Federal Indian Programs
Kayla DeVault, Mechanical Engineering/American Indian Studies
This presentation features ongoing graduate research in tribal housing policy and energy efficiency, starring the Navajo Nation and Pueblo of Acoma. The project behind the presentation analyzes the shortcomings of Federal Indian programs and promotes the inclusion of cultural values and energy efficiency in housing design using southwest traditional templates. By highlighting the diversity of identities and cultural needs among Native Americans, arguments for reform in Federal Indian programs can be made both in housing and across all models affecting Indian Country.

7. “Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid” and Other Blatant Truths That are Ignored by the U.S. Public Education System’s Push for High-Stakes Testing
Casey Khaleesi, Social and Cultural Pedagogy
The United States legislature believes that the reason for our nations decline as a world leader in technology, innovation, and the economy is a flawed education system. Their answer to the problem is enforcing a rigorous high-stakes testing system. There has been much debate about the effectiveness of this ‘one size fits all’ approach to education. Legislators, administrators, teachers, and parents all have something to say. The focus of my research is going straight to those who are most affected by this approach, the students themselves.

8. Culturally Responsive Learning Environments
Shawn Clark, Education
Culturally responsive learning plays a significant role shaping the thinking process of individuals and honors the unique diversity of all cultures. The comprehensive theory recognizes the importance of including students’ and caregivers’ unique culture in all aspects of teaching and learning. The primary focus of culturally responsive learning environments is to help students and caregivers develop a deeper sense of cultural identity; motivating students to want to stay in school, promoting positive social relationships while developing leadership skills; and, improving connections with caregivers.

9. Race and Sustainability
Muriel Adams, School of Sustainability, Sarra Tekola, School of Sustainability, & Beth Ann Morrison, School of Sustainability
A presentation about race and sustainability followed by a discussion of these issues and how to address them in a culturally competent manner. We will utilize a restorative justice talking circle format for the discussion segment.

Annabelle Atkin, Family and Human Development & Michelle Pasco, Family and Human Development
This roundtable will focus on incorporating diversity and inclusion in terms of critical consciousness and personal identity in how we think about the implications of our research, especially as scholars of color. Discussion will primarily focus on how our personal experiences drive our research and advance social justice, as well as how we as students and scholars can contribute to the conversation of power and privilege within and outside of academia. We will discuss how the intersectionality of our identities and contexts shape our understanding of ourselves and the research that we do with the populations that we study. Then we will share strategies for how to stay engaged in social justice in our careers as scholars of color.

11. Gender identity in the classroom: Creating an inclusive learning environment
Rachel Cook, Family and Human Development
This round-table discussion will introduce strategies for promoting diversity and inclusion in the classroom as a graduate student instructor. Discussion will primarily involve gender identity and expression but will also incorporate other intersecting identities. Topics will include ideas for teaching practices and class activities, discussions, and assignments that foster inclusion. Participants are encouraged to bring ideas, questions, and previously used strategies to discuss.

12. The Burden is on Us: The Fight for Social and Racial Justice
Sarah Parks, Counseling & Preston Johnson, Counseling
This roundtable explores the role of White anti-racist activism and the ways in which we can hold each other accountable as we seek to support those in the fight for social and racial justice. In order to take a critical look at our role in activism we will use the theoretical perspectives of Paulo Freire’s critical consciousness and Andrea Smith’s Three Pillars of Racism.

13. The Meaning of Diversity and Inclusion Across Academic Disciplines
Brittany Alexander, Family and Human Development
During the spring of 2016, a pilot study was conducted using focus groups comprised of graduate students from different academic disciplines with the goal of learning about graduate students’ understanding of diversity and inclusion in the context of a large research university, as well as learning about graduate students’ experiences navigating their identities in academia. Sixty four graduate students at a large research university participated in six focus groups and completed a survey before and after participating in the focus group. The next step is to investigate the focus group data to gain a better understanding of various disciplinary definitions of diversity and inclusion, to facilitate dialogue between disciplines, and to inform future interdisciplinary collaboration.
Autism Spectrum Disorder: A Case Study of KS
Gurjot Kaur, Psychology
The presentation will include literature background, diagnostic criteria, genetic and environmental factors, neuronal structural abnormalities, digestive function, and comorbidities. A case study of KS will provide researchers and other attendees with an illustration of what ASD might look like highlighting individual differences among children. The presentation will discuss the reason for referral, diagnostic procedure, developmental history, assessment results, and outcomes of the treatment plan that KS has pursued.

Networking & Poster Presentations

WEB OF SCIENCE DATABASE: KNOWLEDGE OF THE HOPI: A Prototype for the Future Research: Sampling and Patterns
Arina Melkozernova, Digital Humanities
The Hopi tribe of the US Southwest is the carrier of the traditional knowledge (TK) comprising the knowledge of sustainable living. The analysis of the representation of the Hopi way of life in Web of Science publications for the period from 1900 to 2016 revealed lacking connections between the science and the Hopi sustainable practices.

Narratives, labels, and critical incidents in the lives of undocumented college students
Laura E. Jimenez Arista, Counseling & Brian Yue Shi, Counseling Psychology
By examining the narratives of undocumented students in higher education, we wanted to contribute to the understanding of the social stigma towards undocumented individuals, the obstacles to get access to college, as well as the way undocumented students overcome barriers. This qualitative research study exposes (1) similarities in the narratives (barriers of undocumented students), (2) labels that undocumented students face, and (3) critical incidents in their lives. In addition, examples of how undocumented students have overcome barriers through positive self-talk, motivation, social support, and advocacy, were also examined.

Autism Spectrum Disorder: A Case Study of KS
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Thursday (2/1) 3:15 – 3:45 p.m.

Polyamory, exploring the melting pot of many loves
Chris Deaton, New Interdisciplinary Arts and Sciences
Polyamory is defined as the custom, practice, or orientation of engaging in multiple intimate relationships with the knowledge and consent of all partners involved. These relationships can come in various structures, but they all share the belief that you can have multiple, committed, loving relationships as long as you maintain open and honest communication with all participants. Many of those structures express a more egalitarian approach than traditional relationships often project, others are structured with formal and rigid hierarchies, but in the end polyamorous folks come from all walks of life; any gender, any sexual orientation, any ethnicity, or social standing – everyone has a seat at this table.

Inequities in Access to Unwritten Rules
Jacqueline Cala, Biology
We have identified a set of unwritten rules that students must generally know in order to obtain undergraduate research positions. However, students do not necessarily have equal access to these unwritten rules. The goal of this study is to encourage universities to distribute a common set of unwritten rules to all students.

Fathering as I See Fit: Within Couple Actor-Partner Effects of Beliefs on Fathering During Adolescence
Xiaoye Xu, Family and Human Development
While the link between parenting behavior and children’s adjustment is well-documented, less is known about the origins of parenting behavior. Because behavioral importance in two-parent families is socially constructed within couples, we collected data from fathers and mothers in two-parent families with adolescents who were diverse in terms of ethnicity and co-residential father type. We conducted actor-partner interdependence models and found that for fathers and mothers, greater importance of a father behavior was associated with the father’s performance of the behavior. Importantly, partner effects were present for father-to-mother, with stronger effects in Mexican American parents, but not mother-to-father.
**Pride Versus Prejudice: The Role of Shifting Expressions and Multiracial Pride on the Relationship Between Multiracial Discrimination and Psychological Well-Being**  
*Preston Johnson, Counseling*

This poster will outline the methods, model, and preliminary data analysis regarding a study of multiracial individuals and the roles of empirically identified resilience strategies on the association between discrimination and psychological well-being.

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**Musical Interactive Session**

**Tune-In**  
*Mateo S. Pimentel, Human and Social Dimensions of Science and Technology*

This musical performance is interactive. Participants manipulate audible media simply by moving their bodies about a given space, effectively making music and noise. The corporeal experience bespeaks the intersection of music and phenomenological research interests in many areas (e.g., science and technology, architecture, geography, communication, anthropology, digital design, and social technologies). Moreover, the music and sound which participants manipulate consists of digital photos gathered from Colombian research partners with disciplinary backgrounds in art, engineering, development, mineral resources, the environment, and more. Their photos are reproduced as sound, which participants can engage with physically.

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**Thursday (2/1) 3:45 – 5:15 p.m.**

**Symposium on Teaching and Mentoring**

**Religious Cultural Competence in Evolution Education (ReCCEE)**  
*M. Elizabeth Barnes, Biology and Society*

Research shows that religious students may feel uncomfortable and excluded because of their religious beliefs when learning evolution in college biology classes. In order to help religious students feel more comfortable and more included while learning evolution in college biology, we introduce Religious Cultural Competence in Evolution Education (ReCCEE), which includes a set of evidence based practices for instructors to use when teaching evolution to religious college biology students.

**Developing Diversity-Sensitive Curriculum for the Health Humanities**  
*Gregg Fields, English: Writing, Rhetorics, and Literacies & Mari Ocando, Spanish Linguistic*

This presentation will highlight the collaborative work from Summer 2017 of two graduate teaching associates to develop curriculum for a new sequence of Health Humanities courses for AY17-18 which leads undergraduate students to critically consider questions about their personal, social, and community well-being like the following. Can you be healthy in mind, but not in body or vice versa? How does your community or your socio-economic status affect your health? What is well-being and how is it shaped by individual and collective histories and identities?

**Learning Anxiously: The opportunities and challenges of science active learning classrooms for college students with anxiety**  
*Virginia Downing, Non-Degree Seeking Graduate Student & Katelyn Cooper, Biology*

As we transition undergraduate science classrooms from traditional lecture to active learning we predict that student characteristics, such as anxiety, are more apparent. In this exploratory interview study, we probed the experiences of 29 students with anxiety and found that asking students to speak in front of the whole class increases student anxiety in large-enrollment active learning courses. We also found that active learning increases student anxiety caused by social interactions, but decreases student anxiety caused by concerns about academic performance. We hope that this research encourages instructors to consider structuring their active-learning courses in ways that are more inclusive.

**How Does a Therapy Dog Influence Sight Word Scores Among Second Graders and Fluency Rates Among Third Graders Learning English at a Title I Elementary School?**  
*Terri and Copper Hlava, Social and Cultural Pedagogy*

Learn how a canine classmate can encourage engagement, improve achievement, and create cohesion among second and third grade students learning English as a second language at a Title I elementary school in Arizona. Hint: It has to do with valuing diversity among students and species, empowering students to become teachers, and having some fun!

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**To be funny or not to be funny: Student perceptions of instructor use of humor in college science classrooms**  
*Katelyn Cooper, Biology & Jacqueline Cala, Biology*

We explored why students appreciate humor in college science classrooms and whether student identities predict what subjects they find humorous and offensive. We surveyed 1637 students across 25 science courses and found that 98% of students appreciate humor in science classrooms. Students reported ten reasons that they appreciate humor, and some were more likely to be reported by students with specific identities. Lastly, we found that females, Latino/a students, Black students and LGBTQIA students are more likely to be offended by humor used by instructors. These findings can be used to help instructors be inclusive when incorporating humor in class.
**Symposium on Navigating Personal Identities**

**What it Means to be an Undocumented Adolescent: Review of Policy and Empirical Studies**  
*Hye Jung Park, Psychology*

This presentation addresses the impact of uncertainties of an Undocumented immigrant within the context of the vulnerable developmental stage of adolescence and young adulthood. The talk will focus on two major periods: the transition from high school to college and navigating through college. Through a narrative woven together through empirical and case studies, this presentation hopes to bring light to an area of improvement within the Arizona university community to promote ASU’s “New American University” model created by university’s President Crow.

**Weighted Identities: Deviant Fat Bodies and the Power of Self-Representation**  
*Erin Valentine, Women & Gender Studies*

Fat stigma puts larger bodies in a state of low self-esteem, low body image, and low self-worth. Mainstream media diets, or media popularly taken in, build and uphold the power structures and views of society. This media defines what is acceptable and creates the stereotypes and stigmas in which we all live. Alternative media diets offer substitute options that could be used to benefit larger bodies and breakdown existing fat stigmas. I plan to critique mainstream media diets and their encouragement of fat stigma by showing the importance and power of self-representation of deviant fat bodies in social media.

**Successful Women in Engineering: Oral Histories, Stories, and Professional Identity**  
*Sean Moxley-Kelly, Rhetoric, Writing and Literacies*

This presentation draws on extensive oral histories of successful women engineers. It reveals the valuable lessons these histories present about women overcoming challenges in the male-dominated field. In particular, this presentation, grounded in Rhetoric and Writing scholarship, examines the professional identities of successful women engineers and the development of those identities through storytelling.

**Science Interactive Session**

**Assessing the Impact of Flash Mentoring for Educational Outreach**  
*Abigail Howell, Molecular and Cellular Biology*

Since 1997, Science Is Fun has brought exciting and engaging science demonstrations to more than 100,000 K-12 students across Central Arizona to inspire student’s natural fascination with science. To assess program impact, this study will measure student interest in science, attitudes towards science, and perceptions of scientists using validated survey instruments and the novel Draw a Scientist Test (DAST). The research outcomes will aid facilitators in determining if the services offered are appropriate to the targeted participants, if the program inputs are correlated with the intended outcomes, and in what ways the participants and stakeholders have benefitted from the program.
DISI Graduate Conference Program – Friday (2/2)

**Faculty Panel on the Dangers of Colorblindness on People of Color**

**Gold**

Friday (2/2) 8:30 – 9:45 a.m.

**Faculty Panel on the Dangers of Colorblindness on People of Color**

*Dr. Neal Lester, Dr. Saskias Casanova, Dr. Rudy Guevarra, Charlinda Haudley*

We will be doing a panel discussion with experts from the field of African, Asian, Latino and Native American studies, and social science in the effects of colorblindness on these populations. We will be examining the social, cultural, political and psychological impacts of colorblindness and go into suggestions of institutional changes that can help society move away from this harmful practice.

**Faculty Panel on Being an Activist Scholar**

**Coconino**

Friday (2/2) 10:00 – 11:00 a.m.

**Faculty Panel on Being an Activist Scholar**

*Dr. Brandon Yoo, Dr. Ersula Ore, Dr. Rebecca White, Dr. Stephen Wirkus*

Faculty panel on being an activist-scholar in academia that will include topics such as, advice and challenges on being an activist-scholar pre- and post- tenure, resources for support, how to choose battles and causes, how to integrate activism into research, how to deal with power differentials, and how your personal path lead you to where you are now.

**Faculty Panel on Addressing Diversity/Inclusion in Teaching and Mentoring**

**Cochise**

Friday (2/2) 10:00 – 11:00 a.m.

**Faculty Panel on Addressing Diversity/Inclusion in Teaching and Mentoring**

*Dr. Sara Brownell, Dr. Tamiko Azuma, Dr. Keon McGuire, Dr. Kathy Nakagawa*

Faculty panel on incorporating diversity and inclusion to mentoring and teaching that will include topics such as, addressing the needs of diverse students, classroom engagement, discussing controversial topics, and responding to students with different viewpoints.

**Symposium on Conducting Research with STEM**

**Gold**

Friday (2/2) 10:00 – 11:00 a.m.

**Understanding the Role of Social Support in the Associations Between Loneliness and Well-Being for STEM Graduate Students**

*Mercedes Anderson, Counseling Psychology*

The present study aimed to identify the association between social support from various sources (friends, family, and significant others) and psychological well-being for students in STEM graduate programs, with a particular focus on minority women. This study questions whether social support, particularly family support, can buffer the negative associations between loneliness and psychological well-being for STEM graduate students and whether this relationship differs on the bases of gender and ethnic minority status.

**Who perceives they’re smarter? Exploring the influence of gender, transfer student status, and native English speaking on student academic self-concept in physiology**

*Katelyn Cooper, Biology*

Academic self-concept is one’s perception of their ability in an academic domain compared to other students. We explored whether student characteristics (e.g. gender) influence academic self-concept in biology. Students self-reported how smart they perceived themselves in biology. We found that males, native English speakers, and non-transfer students had higher academic self-concept in biology compared to females, non-native English speakers, and transfer students.

**Engineering Doctoral Students' Interpersonal Interaction and Sense of Belonging - An Investigation in Culturally Diverse Groups**

*Eunsil Lee, Engineering Education Systems and Design*

Current decline in international students’ application to nearly 40 % at 261 U.S. colleges and universities led policy makers and school administrators to pay attention to international students. In engineering, especially in doctoral education, international students account for a large percentage of the population. The potential loss of talented students has led to new recruitment concerns understanding the real-experiences of these diverse populations in engineering. Recently, a lack of interpersonal interactions in the doctoral engineering program was reported as one of the challenging experiences caused by the unique composition of the population. This study is a response to calls for understanding this lack of interaction in engineering doctoral program, in consideration of its implication to the degree to which student get encultured into the engineering community.
Symposium on Conducting Research with Race/Ethnicity

Wait, What Did You Just Say? Associations between social dominance, colorblind ideologies, and attributions of racial microaggressions
Maryvn R. Arévalo Avalos, Counseling Psychology & Kevin Lau, Counseling Psychology

The current study analyzed how participants’ colorblind ideology and social dominance orientation are associated with their attribution of racial microaggressions. Findings demonstrated that social dominance orientation and colorblind racial ideologies were positively correlated; yet, both were negatively correlated with attributions of a racial microaggression. Implications for future research and interventions that promote inclusivity and diversity will be discussed.

The Development of Children's Prosocial Behavior Towards Racial Outgroups: Preliminary Results and Methodological Challenges
Diana Gal, Family and Human Development

This presentation will be based on a recent pilot study conducted on the ASU campus with children between Kindergarten and 2nd grade. I plan to: 1) explain the need for research studying the development and predictors of children's prosocial behavior towards those different from them 2) to describe methodological challenges we encountered in the process of developing this study, and 3) to highlight key preliminary results.

Symposium on Conducting Research with Gender

Girl talk vs. boy talk? More like own-group vs. other-group: Gender patterns of what boys and girls expect in social interactions
Sonya Xinyue Xiao, Family and Human Development

This is an empirical study on elementary-age children’s beliefs about the communicative responsiveness and interruptive behaviors of same- and other-gender peers. We explored both gender and age differences of these beliefs. We further examined the relations between these beliefs and children’s friendships, and expectations of inclusion and discomfort with same- and other-gender peers.

Bronfenbrenner Meets Butler: A Conceptual Integration of Feminist Analysis and Developmental Psychology
Matthew Nielson, Family and Human Development

At the outset, merging critical feminist inquiry and developmental psychology seems impossible. The former is strongly committed to reflexivity, situatedness, and critiquing objectivity whereas the latter is founded on ideals of objectivity and universality. Yet feminist psychologists exist and actively explore the ways that uniting these disparate disciplines strengthens their research. The present research is a conceptual model of the way my own developmental work will be challenged and improved by a feminist perspective.

Racism and Sociopolitical Engagement Among Lesbian, Gay, and Bisexual Racial/Ethnic Minority Adults
Rachel VanDaalen, Counseling Psychology

Experiences of discrimination due to one’s racial; ethnic; or lesbian gay, or bisexual (LGB) status have been associated with higher levels of sociopolitical involvement in racial, ethnic, and sexual minority communities. In this study, we examined (a) the associations between perceived racism in the LGB community, sociopolitical involvement in LGB racial or ethnic minority communities, and outness; and (b) whether the association between perceived racism and sociopolitical involvement in the LGB community is moderated by outness among LGB racial or ethnic minority adults. The study draws on a sample that is diverse with respect to age, gender, sexual orientation, race, and ethnicity. Results revealed that Asian American participants perceived higher levels of racism in the LGB community than Latina/o participants. Perceptions of racism in the LGB community predicted sociopolitical involvement in LGB communities.

Go back to Where You Came From, Immigrant
Brittany Romanello, Sociocultural Anthropology

This is the history of white supremacy’s influence on U.S. immigration policies that you never learned in grade school. Come learn about our nation’s immigration waves both before and after 1965- we will address not only who the new immigrants were but why they came. We will evaluate how the foundations of immigration law continue to impact modern day social and political narratives about race, immigration status and institutional power.

All are alike unto God: Evolving Representations of Mormonism in LDS Publications 2001-2017
David Kearl, Religious Studies

The Church of Jesus Christ of Latter-day Saints publishes coverage of its General Conference meeting in its Ensign Magazine twice a year. This coverage includes carefully curated photographs of members of the LDS Church who attend this meeting. I used content analysis to tag these photographs as a means of exploring how the LDS Church represents itself to people who consume this magazine. Through my research I have found that during the time period I studied, representations of non-American, non-Caucasian, and Female individuals increased dramatically. At the same time, the LDS Church faced scrutiny from disaffected members and national news outlets for how it had historically treated these groups. I argue that the increased representation of these groups in the Ensign magazine is a rhetorical strategy the LDS Church is using to address these criticisms.
Closing Keynote Address by Dr. Robert Sellers

Dr. Robert Sellers is a Professor of Psychology and Education, as well as Vice Provost for Equity and Inclusion, and Chief Diversity Officer at the University of Michigan. In this role, he works with university administration on matters related to diversity regarding academic, student, and faculty affairs. Dr. Sellers' research interests include racial and ethnic identity, personality and health, and athletic participation. His research examines the ways in which the interaction between personal characteristics (e.g., identity and attributional styles) and characteristics of the social environment influence subsequent behavior and adaptational outcomes. He is one of the founders of the Center for the Study of Black Youth in Context, which conducts research on the healthy development of African American youth and provides an important training ground for future researchers.

Lunch with Community Leaders

Network during lunch with community leaders from the following organizations:

1. Fresh Start Women's Foundation
2. Living United for Change in Arizona (LUCHA)
3. One-n-Ten
4. Welcome to America Project
5. Peacework Medical Projects
6. Native Health
7. Puente AZ
8. Arizonans for Children
9. Islamic Speakers Bureau AZ
10. I-HELP (Interfaith Homeless Emergency Lodging Program)

Afternoon of Action

Transportation will be provided to three local non-profit organizations. At Native Health Gardens volunteers will help this health care organization prepare their community garden for planting. At Arizonans for Children volunteers will help clean and disinfect toys, tables, and chairs and paint public restrooms for this organization that serves children in foster care. At Welcome to America Project volunteers will act as warehouse support by organizing donations for refugee families.

T. Denny Sanford School of Social and Family Dynamics
Graduate College
Office of Inclusion and Community Engagement