## Thursday, February 1, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>MU Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-11:30 am</td>
<td>Check-in</td>
<td>Outside Turquoise</td>
</tr>
<tr>
<td>11:30 am-12:30 pm</td>
<td>Welcome Address and lunch</td>
<td>Turquoise</td>
</tr>
<tr>
<td>12:30-1:30 pm</td>
<td>Opening Keynote Address by Vivian Tseng</td>
<td>Turquoise</td>
</tr>
<tr>
<td>1:45-3:15 pm</td>
<td>Roundtables&lt;br&gt;Art &amp; Media Displays on Navigating Personal Identities</td>
<td>Turquoise&lt;br&gt;Coconino</td>
</tr>
<tr>
<td>3:15-3:45 pm</td>
<td>Networking and Poster Presentations&lt;br&gt;Musical Interactive Session</td>
<td>Turquoise&lt;br&gt;Yuma</td>
</tr>
<tr>
<td>3:45-5:15 pm</td>
<td>Symposium on teaching and mentoring&lt;br&gt;Symposium on Navigating Personal Identities&lt;br&gt;Science Interactive Session</td>
<td>Turquoise&lt;br&gt;Coconino&lt;br&gt;Apache</td>
</tr>
</tbody>
</table>

## Friday, February 2, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>MU Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-8:30 am</td>
<td>Coffee &amp; Bagels</td>
<td>Gold</td>
</tr>
<tr>
<td>8:30-9:45 am</td>
<td>Faculty Panel on Teaching &amp; Mentoring&lt;br&gt;Faculty Panel on Dangers of Colorblindness on People of Color&lt;br&gt;Faculty Panel on Being an Activist Scholar</td>
<td>Cochise&lt;br&gt;Gold&lt;br&gt;Coconino</td>
</tr>
<tr>
<td>10-11 am</td>
<td>Symposium on Conducting Research – STEM&lt;br&gt;Symposium on Conducting Research with Religion&lt;br&gt;Symposium on Conducting Research with Race/Ethnicity&lt;br&gt;Symposium on Conducting Research on Gender</td>
<td>Gold&lt;br&gt;Yuma&lt;br&gt;Coconino&lt;br&gt;Cochise</td>
</tr>
<tr>
<td>11:15 am - 12:15 pm</td>
<td>Closing keynote address by Robert Sellers</td>
<td>Turquoise</td>
</tr>
<tr>
<td>12:30-1:30 pm</td>
<td>Lunch with Community Leaders</td>
<td>Turquoise</td>
</tr>
<tr>
<td>TBD</td>
<td>Afternoon of Action</td>
<td>TBD</td>
</tr>
</tbody>
</table>
**DISI Graduate Conference Program – Thursday (2/1)**

**Thursday (2/1) 11:30 – 12:30 p.m.**

**Welcome Address & Lunch**

**Thursday (2/1) 12:30 – 1:30 p.m.**

**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.

**Thursday (2/1) 1:45 – 3:15 p.m.**

**Roundtables**

<table>
<thead>
<tr>
<th>Diversity and Inclusion in the Changing Faculty Landscape: Issues for Future Faculty Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gina Delgado, <em>Educational Leadership and Innovation</em></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil Weaver-Stoesz, <em>Fine Arts</em> &amp; Erika Moore, <em>Fine Arts</em></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEM Friends in Action: Social Design Research to Invite, Enable, and Empower Underrepresented Students to Pursue STEM Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deena Gould, <em>Learning, Literacies, Technologies</em></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Addressing STEM Disparities: Experiences, Interactive Tools, and Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adi Wiezel, <em>Psychology</em></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Helping Engineers Understand Inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nikki Stevens, <em>Human and Social Dimensions of Science and Technology</em></td>
</tr>
<tr>
<td>Addressing diversity &amp; inclusion in tech spaces must happen at the workplace and community level. This roundtable will discuss strategies for helping</td>
</tr>
</tbody>
</table>

---

**DISI Graduate Research Conference**

February 1-2, 2018

[ASU T. Denny Sanford School of Social and Family Dynamics](https://www.asu.edu)
employed engineers conceptualize diversity and inclusion and their role in engineering.

**Promoting Diversity and Inclusion Initiatives into Engineering Research Centers**
*Anjali Mulchandani, Environmental Engineering*
ASU is a member of 3 National Science Foundation Engineering Research Centers. A key initiative is to diversify the graduate and undergraduate student body within the ERCs and promote a culture of inclusion. We will be having a round-table discussion relating experiences and pitching ideas on how best to promote these initiatives within our centers and communicate them within the student and faculty body.

**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.

“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.

**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.

**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.

**Rise in Solidarity: Empowering Graduate Students of Color to Bridge Social Justice, Research, and Personal Identity**
*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.

**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.

**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.

**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.

Art & Media Displays on Navigating Personal Identities

**Sorry, I'm Not Your Type**
*Lauren Mark, Hugh Downs School of Human Communication*

This autobiographical performance explores the contradictions and juxtapositions of navigating Asian identity in the United States. Using a combination of spoken text and movement, the author/performer integrates personal narratives of American life from three generations in her family and vignettes of budding academic life, in addition to professional training as a dancer through various cultural lenses.

Documentary & Discussion on Navigating Personal Identities

*Coconino*

A documentary highlighting the topic of navigating personal identities will be shown followed by a moderated discussion on the documentary and themes surrounding navigating personal identities.

Networking & Poster Presentations

**WEB OF SCIENCE DATABASE: KNOWLEDGE OF THE HOPI: A Prototype for the Future Research: Sampling and Patterns**
*Arina Melkazanova, 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.

**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.

Thursday (2/1) 3:15 – 3:45 p.m.

**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.

**Leading a Diversity and Inclusion Initiative in an Open Source Community**
*Nikki Stevens, Human and Social Dimensions of Science and Technology*

Open source software communities are great spaces for learning, networking and growing as a technologist but bad spaces for demographic and identity diversity. This presentation will review the key learnings from 18 months spent leading a diversity and inclusion initiative in a large FL/OSS community.

**Fathering as I See It: 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.

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.

Thursday (2/1) 3:45 – 5:15 p.m.

Syposium 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 & 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.
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.

On Blackness with Blacks
Obenewoa Oduro-Opuni, International Letters and Cultures
The examination of the long-term effect of G.W.F. Hegel’s racializing and racist writings contributes to a marginalized strand of Hegel scholarship in Germany. Yet, this foundational discourse continues to shape contemporary Germany’s engagement with Blackness and has severe implications on material realities for a now notable black population in Germany. This case study will use literature, poetry and lyrics by May Ayim and Joy Maureen Denalane to demonstrate the persistence of Hegel’s ideas in black German self-representations in cultural production, questioning whether critical commentary in itself sets the parameters for liberation.

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.
**Faculty Panel on the Dangers of Colorblindness on People of Color**
Dr. Neal Lester, Dr. Saskias Casanova, Dr. Rudy Guevarra, Charinda 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**
Dr. Brandon Yoo, Dr. Ersula Ore, Dr. Rebecca White, Dr. Erika Camacho
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**
Dr. Sara Brownell, Dr. Jennifer Cason, 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**
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 enculturated into the engineering community.
<table>
<thead>
<tr>
<th>Symposium on Conducting Research with Religion</th>
<th>Yuma</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explaining the Dearth of African Americans in Evolutionary Biology as a Function of Religiosity</strong></td>
<td>All are alike unto God: Evolving Representations of Mormonism in LDS Publications 2001-2017</td>
</tr>
<tr>
<td>M. Elizabeth Barnes, <em>Biology and Society</em></td>
<td>David Kean, <em>Religious Studies</em></td>
</tr>
<tr>
<td>We explored a mechanism that may contribute to the absence of African Americans receiving degrees in evolutionary biology. We hypothesized that African American college students would be more likely to reject evolution than their non-black peers and that this would be mediated by religiosity. Surveys showed that African American students scored lower on acceptance of evolution and that this relationship was explained by religiosity. Given that past research illustrates how evolution education is often not inclusive of religious individuals, this result further implies a need for cultural competence in evolution education to foster ethnic and religious diversity in evolutionary biology.</td>
<td>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 tap 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Symposium on Conducting Research with Race/Ethnicity</th>
<th>Coconino</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wait, What Did You Just Say? Associations between social dominance, colorblind ideologies, and attributions of racial microaggressions</strong></td>
<td>Go back to Where You Came From, Immigrant</td>
</tr>
<tr>
<td>Maryn R. Arévalo Avalos, <em>Counseling Psychology &amp; Kevin Lou, Counseling Psychology</em></td>
<td>Brittany Romanello, <em>Sociocultural Anthropology</em></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Symposium on Conducting Research with Gender</th>
<th>Cochise</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Girl talk vs. boy talk? More like own-group vs. other-group: Gender patterns of what boys and girls expect in social interactions</strong></td>
<td>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.</td>
</tr>
<tr>
<td>Sonya Xinyue Xiao, <em>Family and Human Development</em></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bronfenbrenner Meets Butler: A Conceptual Integration of Feminist Analysis and Developmental Psychology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Nielsen, <em>Family and Human Development</em></td>
</tr>
</tbody>
</table>
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.

Friday (2/2) 11:15 – 12:15 p.m.
Closing Keynote Address by Dr. Robert Sellers
Turquoise

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.

Friday (2/2) 12:30 – 1:30 p.m.
Lunch with Community Leaders
Turquoise