From Research to Action
BALL STATE UNIVERSITY

Table of Contents

INTRODUCTION 7–9

LETTER FROM THE EDITOR 10–11

ACKNOWLEDGEMENTS 12

SPONSORS 13

CONFERENCE HIGHLIGHTS 14

CONRAD, BIGATTI, DIAZ, MEDINA, MIRABAL, AND WEATHERS LATINO YOUTH SUMMIT 15–48

TALBOT AND HENRICKS INCLUDING LGBTQ VOICE 49–77

RICHARDSON AND KELDERHOUSE CROSS-CULTURAL EDUCATION 78–93

JONES RETHINKING THE STORIES WE PUBLISH, SHELF, AND READ 94–111

METHIKALAM, SANDHU, AND MCCLINCEY IMPLEMENTING A PSYCHODYNAMIC APPROACH WITH SOUTH ASIAN WOMEN 112–137
BARBOUR AND ROBERTS 138–158
WINDOVER RECRUITING AND RETAINING LGBT ATHLETES LESSONS FROM THE POPULATION

SCHUETTE AND WUERFFEL 159–196
THE MORE THE OBSTACLES FALL BETWEEN US: AN INTERACTIVE, MULTI-MEDIA PERFORMANCE TO DEVELOP EMPATHY AND PROMPT ACTION
The Diversity Research Symposium (DRS) is an outgrowth of the concept of multicultural education (MCE). The efforts that have led to the continued development of MCE has been long and arduous, and space in this introduction does not allow for a full retracing of those difficulties. However, presented in this introduction is a sketch of those sequences that have led to this important symposium and research recaptured in this e-Book. In short, MCE is a natural out-growth of the philosophy of the founding principles of the United States of America, individual freedom and equality.

Although the pathway to equality and equity in the United States of America has a plethora of stories describing human injustices towards the descendants of men and women of color and others, the country was founded on the principles of equality and equity. Education was believed then, as it is today, to be the building blocks needed by its citizens to take full advantage of American culture, which is symbolized in the description of America as “The Country of Dreams.” While there are many defining moments in the development of the United States with regard to equality, perhaps, the two most important defining moments in education are the U.S. Supreme Court decisions of Plessy vs. Ferguson in 1892, and the Brown decision of 1952. For well over a half-century, the foundation of American education was built on the principle of Separate-But-Equal, which emanated from the Plessy decision. The practice of segregation in all aspects of the American culture was followed, to varying degrees, in all of the U.S. states. The most glaring practice was in education, the bedrock for obtaining the knowledge and skills necessary for full participation in American society. The impact of this decision on the development of all Americans lasted for well over two generations. In 1958, the first school district to try to desegregate its schools was in Little Rock Arkansas. For the next decade, the country was in constant turmoil over the desegregation of schools in particular and the entire society in general.

During this tumultuous time, the begrudging process of desegregation continued. Forced bussing placed minority students into many classrooms of previously all white schools. Before school desegregation there was a mistaken belief on the part of many white educators, as well as those of color, that in order for minority students to achieve, all that was needed was to put them in the same classrooms with white students. However, once students were together it became obvious that the school atmosphere including instruction and curriculum would have to change. As a consequence of this realization, in the 1970's, schools were introduced to the concept of MCE. While the concept sounded good, educators were grappling with defining and explaining MCE because at that time, there was no model to follow. There was only the conceptualization of a very few educators who were trying to define the field. Since
education symbolizes the American culture, the broad goal of MCE was to create a type of education that would assist all youngsters in getting the knowledge and skills necessary for full participation in American society. However, early multicultural education consisted of historical stories of practices of prejudices and racism by whites towards minorities. Sexism and classism were introduced later while sexual orientation and gender identity are relatively recent inclusions. In the early days of MCE African-Americans were most often presented in these stories. Many of the stories were presented with much emotion, and did cause many schools to make changes in some school practices. As valuable as these historical stories were, it soon became obvious that by simply putting minority students in classrooms with white students was not enough. Educators became acutely aware that in order for minority students to achieve at the same level as whites, teachers would have to be trained in working with students of different cultures. With this realization, educators began to turn to research to find the best practices for diverse schools.

Before attempts of desegregating schools were begun in the 1960s, our existing schools were teaching citizens how to live in a segregated society. They were not being taught to love and to care for one another. Through the school curriculum and the disparity of school facilities, white students were taught, even if unintentionally, to devalue and disrespect the contributions of minorities and women in the development of the U.S. The curriculum was strictly Eurocentric and white male dominated whereby minorities learned nothing about themselves or the contributions of their ancestors. The goal of MCE was to teach students how to live together in a desegregated society where all students would learn to have respect for one another and develop self-dignity.

Even when teaching students from the same culture, the act of teaching is difficult, complex, and frequently punctuated by many layers of complications. The simple differences of age and social class can be critical factors in successfully teaching someone else. When classrooms consist of students from two or three difference cultures, different social classes, and different dialects and languages, it becomes much more of a challenge for any teacher. When racism and prejudice become entangled with these factors, the difficulties in the teaching and learning process are magnified.

The test of time for any educational philosophy such MCE is the academic achievement of all students. While our society is beginning to reap many positive gains as a result of MCE, the academic achievement of some groups has not been realized. For example, positive gains have been made in the areas of athletics, business leadership, entertainment and politics; however, the ultimate test of high achievement for a significant number of minorities – African Americans, Hispanic Americans, Native Americans, and poor whites – is falling short of the promise of MCE. Once again educators have turned to research in the areas of cross-cultural teaching in search of empirical evidence to support best practices for schools in a multicultural society.
As will be seen in the chapters of this book, MCE has developed considerably from the lessons of ethnic stories, and the focus primarily on African-Americans. As the chapters in this book will show, MCE has become an interdisciplinary field and has a focus on many different sub-groups. Taken together the chapters in this book offers a glimpse into the complicated and interwoven nature of ideas in MCE.
LETTER FROM THE EDITORS

We are very excited to share with you our Diversity Research Symposium (DRS) eBook. The DRS is unique in that it provides an opportunity for people from all academic disciplines to discuss their work on cultural diversity. While the eBook includes work presented at the symposium, it represents the culmination of six years of exchanges about cultural diversity issues among faculty, staff, students, and community members from over 30 universities and organizations and more than 10 U.S. states, representing over 30 academic sub-disciplines.

These eBook chapters have gone through a rigorous peer-review process. A committee of 13 members from diverse disciplines conducted a blind review of 100 submitted proposals. The committee invited only 39 of these proposals to be presented at the 2015 DRS. The editors invited the authors of 29 of the presented projects to submit a chapter for publication consideration. At least four scholars from different disciplines reviewed each of the submitted chapter manuscripts. Inclusion of the chapters in the eBook occurs only if the majority or all of the reviewers recommended acceptance and if the authors sufficiently revised and/or addressed concerns shared by the reviewers.

We were impressed by the commitment and contributions made by these authors and hope that these chapters will inspire your work with cultural diversity issues.

Sincerely,

Linh Nguyen Littleford, Ph.D.

Charlene Alexander, Ph.D.
HISTORY OF THE DIVERSITY RESEARCH SYMPOSIUM

The Diversity Research Symposium was co-founded in 2009 by Linh Nguyen Littleford (Associate Professor in the Department of Psychological Science) and Charles R. Payne (Assistant Provost for Diversity, Emeritus; Director of the Office of Institutional Diversity, Emeritus; and Professor of Secondary Education, Emeritus), both at Ball State University. The DRS aims to 1) provide an educational environment in which faculty, staff, community members, and students from all disciplines who are interested in cultural diversity issues can learn, interact, share ideas, and network with one another; and 2) encourage members of academic institutions to infuse cultural diversity issues into their research, curricula, and professional development.

Organizing and hosting responsibilities are rotated every year among three universities (Ball State University, Indiana State University, and Indiana University Southeast). In selecting the symposium’s theme, keynote speakers, and activities, the organizers highlight the diversity-related values and objectives at their respective institutions while achieving the goals of the DRS.

Themes of past symposia are as follows:

2015 Diversity Research Symposium: Community: Embracing All Identities. Hosted by Indiana State University.


2013 Teaching & Research Symposium: Diversity & Inclusivity. Hosted by Indiana University Southeast.


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

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

The editors acknowledge and thank the contributing authors who worked diligently to produce the chapters included in this eBook that we believe capture the essence of the Diversity Research Symposium. These authors are to be commended for their patience and dedication to the production of this eBook, with our varied hectic schedules and responsibilities patience was key and we appreciate their commitment to the work of Diversity. We look forward to expanding these contributions in the months ahead. We also would like to acknowledge the hard work and constructive feedback of the following reviewers: Dr. Terri Teal Bucci (Ohio State University), Dr. Sharon Fraser-Burgess (Ball State University); Dr. Theodore Chao (Ohio State University), Dr. Holly Davis (Ohio State University), Dr. Ling He (Miami University), Dr. Jungham Kim (Ball State University), Dr. Katherine H. Lee (Indiana State University), Dr. Sylvia Martinez (Indiana University), Dr. Renae Mayes (Ball State University), Dr. Charles Payne (Ball State University); Dr. Connie Titone (Villanova University), and Dr. Robert Willey (Ball State University).

We would especially like to thank Dr. Charles Payne for his many years of service and dedication to diversity efforts at Ball State University. This symposium is a result of his willingness to entertain one faculty member’s (Littleford’s) musing, “Wouldn’t it be great if we organized something where people from different disciplines who do diversity work could get together to learn, interact, network, and support each other?” Without Charles’ unwavering support and commitment, the symposium would not exist, and for this we are especially grateful. We are also especially pleased to have partners like Indiana University South East and Indiana State University.

Thanks go the Ball State Digital Corps for their creativity and expertise in designing and layout of this eBook and to the many faculty and administrators who have supported us financially and emotionally throughout this process. Thanks to Elizabeth Palmer for designing our logo and Amer Khubrani for providing us with the photographs. Thanks also go to the unsung heroes who champion diversity initiatives in Higher Education, our students who demonstrate every day by their caring of others, and advance the work we hope to see come to fruition. Finally, we would like to thank each of you, who in reading this eBook, demonstrate your commitment to improving the lives of those less fortunate and those who have suffered oppression in one way or another, in this multicultural society we live in.

Thank you.

Linh Nguyen Littleford, Ph.D.

Charlene Alexander, Ph.D.
Sponsors
WE THANK THE FOLLOWING SPONSORS FOR THEIR GENEROUS SUPPORT

Ball State University

Vice President for Enrollment, Marketing, and Communications

Department of English

Counseling Center

Honors College

Department of Psychological Science

Virginia Ball Center for Creative Inquiry

College of Communication, Information, & Media

College of Sciences and Humanities

Department of Computer Science
Conference Highlights