



# **INCLUSIVE EXCELLENCE**

SYMPOSIUM 2018

**MONDAY, OCTOBER 29, 2018**

**ECCLES CONFERENCE CENTER, USU**

**8:00 AM - 3:30 PM**

SOME SESSIONS BROADCAST TO REGIONAL CAMPUSES



*Aggies*  
**THINK  
CARE  
ACT**

Presented by the Office of the President with contributions from the Access and Diversity Center, LatinX Cultural Center, the Office of the Vice President for Student Affairs, and the Center for Community Engagement.

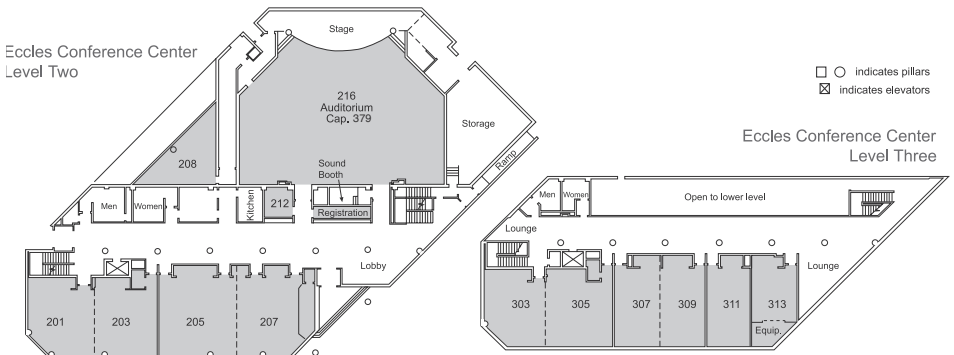
**UtahState**University®

# SCHEDULE AT A GLANCE

All presentations in the auditorium and in rooms 303/305 will be available via Aggiecast at [aggiecast.usu.edu](http://aggiecast.usu.edu).

8:00 – 8:15 am	<b>Welcome</b>	Auditorium
	Aggies Think, Care, Act Chairperson Eri Bentley	
8:15 – 8:30 am	<b>OPENING ADDRESS</b>	Auditorium
	President Noelle Cockett	
8:30 – 9:15 am	<b>MORNING KEYNOTE</b>	Auditorium
	Understanding Our Differences and Loving Each Other Anyway <i>Darren Parry, chairman of the Northwestern Band of the Shoshone Nation, Musician - Brenn Hill (see lyrics on speaker bio page)</i>	
9:30 – 10:20 am	<b>FIRST BREAKOUT SESSION</b>	
	Let's Talk About the Academic Needs of Students of Color – A Conversation of Inclusive Excellence Through a Critical Lens from Student Voices	Rooms 201/203
	QPR: Training and Building Personal Resiliency	Room 205
	Keynote Follow-up Session Question and answer period with Darren Parry, chairman of the Northwestern Band of the Shoshone Nation	Room 207
	Accessibility Benefits Everyone	Rooms 303/305
	LGBTQA+101	Rooms 307/309
10:30 – 11:20 am	<b>SECOND BREAKOUT SESSION</b>	
	Interfaith Ally Training on Campus: A Tool for Inclusive Excellence	Rooms 201/203
	Considerations of a Strength-Based Approach for Fostering a Latino-Friendly Climate on Campus	Room 205
	Building Bridges through Mentorship: How to Connect with Students of Diverse Backgrounds	Room 207
	Using Motivational Interviewing to Collaborate for Change	Room 303/305
	Connecting Communities of Color: A Historical Exploration of Art, Activism, Law and Popular Culture	Room 307/309

11:30 – 12:20 pm	<b>LUNCH</b>	Served on both 2nd and 3rd floors.
12:30 – 1:20 pm	<b>AFTERNOON KEYNOTE</b>	Auditorium
	Five Myths About Immigration and Why They Matter <i>Angela Morrison, associate professor, School of Law, Texas A&amp;M University</i>	
1:30 – 2:20 pm	<b>THIRD BREAKOUT SESSION</b>	
	Aggies Elevated: Neurodiversity Meets Opportunity at Utah State University	Rooms 201/203
	Promoting Inclusion and Understanding in the Multicultural Classroom	Room 205
	Keynote follow-up session Question and answer period with Angela Morrison, associate professor, School of Law, Texas A&M University	Room 207
	Transformation of (Mis)Perception	Rooms 303/305
	Working with Veteran and Service Member Students	Rooms 307/309
2:30 – 3:20 pm	<b>FOURTH BREAKOUT SESSIONS</b>	
	Hands-on Methodologies to Create an LGBTQIA+ Inclusive Environment at USU	Rooms 201/203
	The Interconnectedness of Disability Models, Biases, and Inclusion for Individuals with Disabilities	Room 205
	Cultural Adaptation Theory as a Pathway to Enhancing a Culture of Inclusion	Room 207
	Not My Place to Speak: Encouraging Risk in Classroom Discussions	Rooms 303/305
	Strategies for Speaking out Against Everyday Prejudice	Rooms 307/309



# KEYNOTE SPEAKERS



**DARREN PARRY**, *chairman of the Northwestern Band of the Shoshone Nation*

Chairman Parry has served on the Northwest Band Tribal Council on two

separate occasions, most recently for the last six years. Darren also serves on the board of directors for the American West Heritage Center, in Wellsville, Utah. He attended the University of Utah and Weber State University and received a bachelor's degree in secondary education, with an emphasis on history. His passions in life include his family – his wife Melody, nine children, and 11 grandchildren – and his Tribal family. Darren was honored for preserving Shoshone history by the Idaho State Historical Society, and he wants to make sure that those who have gone before him are not forgotten. It is important to him that all peoples' perspectives are heard and respected.



**ANGELA MORRISON**, *associate professor, School of Law, Texas A&M University*

Angela D. Morrison's teaching and research

interests draw on her expertise in immigration and workplace law. Prior to working at Texas A&M, Professor Morrison was a visiting assistant professor at the UNLV School of Law and the legal director of the Nevada Immigrant Resource Project at UNLV. As director of NIRP, she provided direct legal representation to noncitizen victims of trafficking and crime and conducted outreach on immigration-related issues to community partners, immigrant communities, and governmental organizations. Before directing NIRP, Professor Morrison worked for the U.S. Equal Employment Opportunity Commission where she was the first EEOC trial attorney in Las Vegas, litigating employment discrimination claims in federal district courts in Hawaii, Nevada, Guam, and southern California. She graduated from the William S. Boyd School of Law summa cum laude where she was the editor-in-chief of the Nevada Law Journal and was a student attorney in the Immigration Clinic.

## AND THE RIVER RAN RED

© *Brenn Hill/Rod Miller*

Bitter wind cries out of a moonless sky,  
canteens freeze to ice  
Horses stagger on seventy miles by dawn  
victory comes at a price

Drum beats pound, the songs resound on  
cliffs above the river banks  
A Warm Dance to bring in an early spring  
and send the Great Spirit thanks.

And the river ran red rolling with the  
bodies of the dead  
Massacred on the banks of the River Bear  
Blue coated soldiers carried out the killing  
orders there  
And the river ran red

Hoofs test the edge of the bluff ledge to  
the banks of the Bear below  
And the Splash freezes quick and the ice  
flows thick in the black of the rivers flow  
Before the sun before night is done brass  
bugles sound the attack  
Through Beaver Creek ravine rolled the  
killing machine and there was no turning  
back

And the river ran red rolling with the  
bodies of the dead  
Massacred on the banks of the River Bear  
Blue coated soldiers carried out the killing  
orders there  
And the river ran red

No surrender no quarter now blood  
forever stains her shore  
With bayonet and gun when their work  
was done 300 Shoshone breathed no  
more

And the river ran red rolling with the  
bodies of the dead  
And the river ran red

**brennhill.com**  
**writerodmiller.com**

**Understanding Our Differences and Loving Each Other Anyway**

*Darren Parry, chairman of the Northwestern Band of the Shoshone Nation*

History isn't always tidy and neat; sometimes it can be dark and hurtful, and the victims are usually those who have been marginalized by society. The Bear River Massacre ended the conflict between two different groups of people who lived in two very different worlds. It is a story of conflict, tragedy, and, ultimately, forgiveness.

## FIRST BREAKOUT SESSIONS

9:30 – 10:20 am

Rooms 201/203

**Let's Talk About the Academic Needs of Students of Color – A Conversation of Inclusive Excellence Through a Critical Lens From Student Voices**

*Israel Torres, program advisor in Student Leadership and Involvement, University of Utah*  
*Zitlalli Herrera, Graduate Assistant Programing, University of Utah*

As students navigate concepts and spaces of power, what support can we offer to our minoritized students that often are not considered and largely underrepresented? Specifically from a first-generation/student of color perspective, we will critically analyze how institutions can discontinue failing to meet student's social and academic needs.

Room 205

**QPR: Training and Building Personal Resiliency**

*Dr. Justin Barker and Dr. Kimberly Meyers, USU Counseling and Psychological Services*

QPR stands for Question, Persuade, and Refer: three simple steps anyone can learn to potentially help save a life from suicide. Additionally, participants will learn about the concept of resilience and how they can build resiliency in themselves and others.

Room 207

**Keynote Follow-up Session**

Question and answer period with Darren Parry, chairman of the Northwestern Band of the Shoshone Nation

Rooms 303/305

**Accessibility Benefits Everyone**

*Christopher Phillips, Center for Innovative Design and Instruction, Academic and Instructional Services, USU*

Creating online materials that are accessible for students with disabilities is a legal requirement. However, there are also significant benefits to all students that come from creating inclusive content. We will discuss the responsibilities and opportunities to both students and instructors that come from creating content usable by everyone.

Rooms 307/309

### **LGBTQA+101**

*Macy Keith, LGBTQA+ Program Coordinator, Access and Diversity Center, USU*

Learn the basics of LGBTQA+ identities and their unique struggles in this safe-space seminar. We will define sex-assigned-at-birth, gender identity, gender expression, and sexual orientation followed by an experiential activity and discussion. This seminar is open to all. Come with questions; leave better equipped to help the LGBTQA+ community.

## **SECOND BREAKOUT SESSIONS**

10:30 – 11:20 am

Rooms 201/203

### **Interfaith Ally Training on Campus: A Tool for Inclusive Excellence**

*Dr. Bonnie Glass-Coffin, professor, Department of Sociology, Social Work, and Anthropology; director of Interfaith Leadership Certificate Program, USU*

This stand-alone program was developed and has been used to build capacity for appreciating and engaging with religious difference on campus since 2015. After providing a brief overview, participants will be able to experience a “speed-faithing” activity, which is a key part of the training program.

Room 205

### **Considerations of a Strength-Based Approach for Fostering a Latino-Friendly Climate on Campus**

*Dr. Celina G. Wille, Extension assistant professor, USU*

*Dr. María Luisa Spicer-Escalante, professor, Department of Languages, Philosophy, and Communications, USU*

Moving away from past stereotypes, this presentation examines the value of a psycho-socio-cultural approach to understanding and supporting first-generation Latina/o students to graduation. Discussion focuses on how Latino students’ increased psychological, social and cultural well-being can translate into increased persistence. Strength-based practices to implement on campus are illustrated.

Room 207

### **Building Bridges through Mentorship: How to Connect with Students of Diverse Backgrounds**

*Dr. Kathryn Weglarz, post-doctoral fellow, Department of Biology, Utah State University*

*Dr. Emily Sadler-Pitts, Department of Biology, USU*

*Curtis Frazier, faculty, USU Eastern, Blanding*

*Dr. Alan Savitzky, professor and head, Department of Biology, USU*

*Elizabeth Ogata, graduate student, Department of Biology and Ecology Center, USU*

Engagement is essential to student success, particularly those who are underrepresented in academia. Here we present lessons we learned from successfully connecting with Native American students during the formation of the Native American Summer Mentorship Program and translate them so others can apply these lessons in their practice.

Room 303/305

### **Using Motivational Interviewing to Collaborate for Change**

*Dr. David E. Christian, licensed clinical psychologist, Private Practice, Logan  
Sharla Hart, Director of Elementary and Secondary Field Experience, USU*

Aggies Think, Care, Act's mission promotes collaboration between people of diverse identities and values. Participants in this workshop will be introduced to Motivational Interviewing (MI), a powerful set of research-based communication and collaboration skills. Participants will learn and practice MI in pairs, on a diversity-related topic of their interest.

Room 307/309

### **Connecting Communities of Color: A Historical Exploration of Art, Activism, Law and Popular Culture**

*Dr. Marisela Martinez-Cola, Department of Sociology, Social Work, and Anthropology, USU*

In this program, Dr. Martinez-Cola takes you on journey as she reveals the numerous ways communities of color have been connected throughout history. She introduces the audience to the oft-unknown connections and similarities in the areas of activism, law, the arts, and popular culture.

## **LUNCH**

11:30 am – 12:20 pm

Served on both 2nd and 3rd floors

*Breakout rooms available for lunch*

## **AFTERNOON KEYNOTE**

12:30 – 1:20 pm / Auditorium

### **Five Myths About Immigration and Why They Matter**

*Angela Morrison, associate professor, School of Law, Texas A&M University*

From incorrect assumptions about how the U.S immigration system operates, to widely held but incorrect beliefs about immigrants, common myths about immigration are destructive to productive public discourse about immigration policy. More significantly, they result in the inequitable and unjust treatment of immigrants. This talk corrects five common myths about immigration and challenges audience members to help educate others, build understanding, and engage respectfully in dialogue about U.S immigration policy.

## **THIRD BREAKOUT SESSION**

1:30 – 2:20 pm

Rooms 201/203

### **Aggies Elevated: Neurodiversity Meets Opportunity at Utah State University**

*Dr. Jeff Sheen, associate director of Research and Training Division, Center for Persons with Disabilities, USU; Sue Reeves, graduate student, Disability Disciplines, USU*

**Panel members: Aubrie Hansen, Jenna Mosher, Lindsay Thunell, Sadie Anderson, Bryce Hampton**

Young adults with intellectual disabilities are an underrepresented, yet increasingly important part of diversity in traditional four-year college campuses. A panel of Aggies Elevated students discuss their experiences at USU, and their impact of a college experience on future employment opportunities and quality of life.

Room 205

**Promoting Inclusion and Understanding in the Multicultural Classroom**

*Dr. Ekaterina Arshavskaya, assistant professor, Intensive English Language Institute, USU*  
*Marta Halaczkiwicz, instructor, Intensive English Language Institute, USU*  
*Dr. Jim Rogers, professor, Intensive English Language Institute, USU*

Participants will be introduced to a model of intercultural competence understanding and then use the concepts to analyze critical incidents which highlight various misunderstandings. Using the incidents, participants will identify the source of the misunderstanding, brainstorm solutions, and then discuss applications to their own classrooms.

Room 207

**Keynote follow-up session**

Question and answer period with Angela Morrison, associate professor, School of Law, Texas A&M University

Rooms 303/305

**Transformation of (Mis)Perception**

*Dr. Mehmet Soyer, visiting assistant professor, Department of Sociology, Social Work, and Anthropology, USU*

**Panel members: Simone Regan, Kylen Kaminski, Gonca F. Soyer, Tasha Bauck**

This panel will focus on identifying and addressing sexism, racism, homophobia, and xenophobia against Muslim women and other forms of oppression in everyday interactions. Participants will learn how to consider context (e.g., relationship, setting, external factors such as stress) in order to challenge such comments with greater confidence and efficacy.

Rooms 307/309

**Working with Veteran and Service Member Students**

*Tony Flores, coordinator, Veterans Resource office, USU*

The intent of the workshop is to give participants tools to assist veterans and service members pursuing their education. We will examine military language, life, and experience to develop a cultural understanding of veteran and service members.

**FOURTH BREAKOUT SESSION**

**2:30 – 3:20 pm**

Rooms 201/203

**Hands-on Methodologies to Create an LGBTQA+ Inclusive Environment at USU**

*Rachel Hager, graduate student, Ecology, USU*  
*Macy Keith, LGBTQA+ program coordinator, Access and Diversity Center, USU*

Improving the campus climate for LGBTQA+ students is an essential step to create a more inclusive institution at USU. Through a hands-on approach, participants in this session will leave with an extensive toolbox of methodologies to create an LGBTQA+ inclusive environment at USU.



Room 205

### **The Interconnectedness of Disability Models, Biases, and Inclusion for Individuals with Disabilities**

*Kayla Currier Kipping, graduate student, Interdisciplinary Transition and Rehabilitation Counseling, USU*

*Sue Reeves, graduate student, Disability Disciplines, USU*

*Dr. Trenton Landon, assistant professor, Department of Special Education and Rehabilitation, USU*

We are all impacted by the attitudes of those around us. The aim of this presentation is to describe the constructs of implicit and explicit bias and their relation to disability. Specifically the presenters will discuss the influence of implicit and explicit biases on the college experiences of students with disabilities.

Room 207

### **Cultural Adaptation Theory as a Pathway to Enhancing a Culture of Inclusion**

*Dennis Kohler, director, Academic Success Center, USU*

“Cultural adaptation” is the process of integration within a new culture. This session will address both the challenges and success strategies of cultural sojourners, and also discuss how adaptation is integral to the human experience. The session will discuss how to promote empathy and understanding to support inclusion efforts.

Rooms 303/305

### **Not My Place to Speak: Encouraging Risk in Classroom Discussions**

*Dr. Christopher González, associate professor, Department of English; director of Latinx Cultural Center, USU*

How do you talk about controversial or difficult topics in your classroom? How do you handle topics that concern marginalization on the basis of race, ethnicity, sexuality, gender, religion, and disability in a classroom that may not identify with such marginalized groups? This workshop will identify obstacles and propose strategies for creating a classroom environment conducive to grappling with challenging material.

Rooms 307/309

### **Strategies for Speaking out Against Everyday Prejudice**

*Dr. Mollie Murphy, assistant professor, Languages, Philosophy, and Communication Studies, USU*

*Dr. Mehmet Soyer, visiting assistant professor, Department of Sociology, Social Work, and Anthropology, USU*

This program will focus on identifying and addressing sexism, racism, homophobia, and other forms of oppression in everyday interactions. Participants will learn how to consider context (e.g., relationship, setting, external factors such as stress) in order to challenge such comments with greater confidence and efficacy.

# POSTERS

## **The USU Center for Community Engagement**

The USU Center for Community Engagement (CCE) *develops active citizens through community engagement and scholarship*. Aggies who participate in curricular and co-curricular CCE programs graduate as *Citizen Scholars*, equipped with strong civic identity, community leadership skills, and experience tackling critical issues identified by the community.

## **A Qualitative Investigation of How Student Parents Cope with Multiple Roles**

*Kristen Hall, graduate student, Human Development and Family Sciences, USU*

*Audrey Juhasz, graduate student, Human Development and Family Sciences, USU*

Student-parents are an invisible group coping with additional burdens on their time, finances, and emotions. Qualitative interviews with student-parents attending USU illuminate challenges faced, motivation, and coping strategies. Recommendations for being sensitive to this population's needs will be presented as well as an opportunity to discuss personal experiences with student-parenting.

## **Leveraging Mobile Games for Civic Engagement**

*Julia Lamarra, graduate student, Instructional Technology and Learning Sciences, USU*

*Apoorva Chauhan, graduate student, Computer Science, USU*

*Dr. Breanne K. Litts, assistant professor, Instructional Technology and Learning Sciences, USU*

This research poster reflects the findings of four ARIS (an open source platform to create location-based games) workshops conducted with 33 kids, ages 9-16, during fall 2016, spring 2017, fall 2017, and spring 2018. We specifically look at youth perceptions of civic issues after their interaction with ARIS.

## **Culturally Responsive Making: Lessons Learned from Designing with Indigenous Communities**

*Dr. Breanne K. Litts, assistant professor, Instructional Technology and Learning Sciences, USU*

*Dr. Kristin A. Searle, assistant professor, Instructional Technology and Learning Sciences, USU*

We will share information about our process co-designing with indigenous communities to develop culturally responsive making and makerspaces with indigenous communities in Arizona and Utah. We partner with these communities to design maker activities utilizing technologies that complement existing cultural practices where the communities are located. Project funded by National Science Foundation.

## **Being Secular: Challenges & Community**

*Muriel McGregor, graduate student, Political Science, former president of USUSA Secular Student Alliance, USU*

*Chase Gabbitas, undergraduate student, Biological Engineering, former president of USUSA Secular Student Alliance, USU*

Organized religions often play a critical role in providing students with friends, guidance, and support. However, an increasing number of students identify as religiously unaffiliated and/or non-religious. These students often struggle to find communities and support when entering a new community, and often find themselves rejected by roommates and/or family.

## **Increasing the Level of Diversity and Inclusion of the USU AIAA Chapter**

*Joel Mork, student, Mechanical and Aerospace Engineering, USU*

A major problem in aerospace is a lack of diversity. As the future leaders of the aerospace industry, the USU American Institute of Aeronautics and Astronautics chapter seeks to increase its level of diversity thereby increasing the aerospace industry's level of diversity. An outline of USU AIAA's vision and plan for diversification is given.

## **Group Play Therapy for Siblings of Children with Disabilities**

*Dr. Megan Oka, assistant professor, Marriage and Family Therapy, USU*

*Jennifer Walker, graduate student, Marriage and Family Therapy, USU*

*Ashley Tuft, graduate student, Marriage and Family Therapy, USU*

*Travis Spencer, graduate student, Marriage and Family Therapy, USU*

*Macy Winegar, undergraduate student, Human Development and Family Studies, USU*

This poster is based on a group play therapy for children with siblings with disabilities that began at USU in 2015. We will discuss the purpose, structure, and outcomes of the group. Participants will learn how we provide weekly sessions addressing the needs of these often-forgotten children and parents.

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# **Accessibility and Inclusion**

## **Mobility**

The most accessible entrance to the Eccles Conference Center is located on the west side of the building. Each room has wheelchair accessible seating areas and the building is equipped with an elevator. If sitting for a long duration creates physical discomfort, attendees are invited to stand or move around as needed.

## **Hearing**

If you requested an American Sign Language interpreter during online registration, we will connect you with your interpreter at the registration booth. Assistive listening devices will be available at the registration desk upon request. Keynote presentations in the auditorium will be delivered through the sound system. Breakout sessions will not use microphones and a sound system in order to prevent noise contamination between rooms.

## **Vision**

If presenters have materials to distribute, you can access electronic versions by going to the symposium website. Please note not

all presenters submitted the electronic materials, and links are attached to each program title.

## **Gender Identity**

We encourage you to choose a pronoun button that is right for you and wear it throughout the day. The two single stall restrooms on the third floor are designated as all-gender restrooms for the symposium. Restrooms on the main floor and basement floor are separated as men's and women's.

## **Nursing**

Room 313 (top floor) is designated as a nursing room and is accessible throughout the day.

## **Religion and Spirituality**

Room 311 (top floor) is designated as a reflection room for prayer, meditation, and contemplation on the task of inclusion. Everyone is invited into this space, regardless of religious or spiritual beliefs. This space is created in collaboration with the USU Interfaith Initiative.

## **ABOUT AGGIES THINK, CARE, ACT**

Aggies Think, Care, Act is an initiative for fostering a caring community that enhances the learning environment for all Aggies. The initiative embraces diversity, human dignity, and social responsibility. We challenge all Aggies to acknowledge and act upon Utah State University's principles of community, which elevate the academic experience and prepare Aggies to become global citizens and leaders.

Aggies Think, Care, Act is guided by a committee of representatives from 30-plus campus units. Members meet monthly to collaborate on projects such as the Inclusive Excellence Symposium, informally assess climate issues on campus, and expand the effectiveness of existing programs to benefit an inclusive environment.

Learn more at [thinkcareact.usu.edu](http://thinkcareact.usu.edu).

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## **SYMPOSIUM COMMITTEE**

Taylor Adams (Regional Campuses)

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Scott Bates (Department of Psychology)

Eri Bentley (Counseling and Psychological Services:  
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