Reversing the Media: #LatinxAreNot
Campanile, 10–10:50 AM

Whether it’s the local newspaper, national television, popular movies, or hit TV shows, the media touches our lives every day. It affects our thoughts and actions, even our perceptions on entire communities of people. Countless communities are affected by their false portrayals in media, especially minority groups. The Latinx community is one of the most apparent victims. Our research will be focusing on the most prevalent stereotypes in popular media that pertain to the Latinx community. We will be exploring the impact of these stereotypes on the Latinx people, as well as looking at what we can do about it.

Joi Latson, Sophomore, Global Resource Systems
Lisa Phommatha, Senior, Psychology
Derek Clayton, Sophomore, Computer Engineering and Journalism & Mass Communications
Jessica Graham, Senior, Business Management

Creating and Publicizing a Diversity Plan
Cardinal, 10–10:50 AM

Iowa State University’s Greenlee School was the 2014 winner of the national diversity award, the top honor of the Association for Education in Journalism and Mass Communication. Presenters were responsible for creating a Diversity website accessible from the Greenlee School’s home page. The showcase of the website is our Diversity Plan that has four action items: A diverse student body, a diverse faculty, a diverse curriculum and a supportive climate. Moreover, we have an diversity assessment standard that maintains a standing subcommittee to track and assess accomplishments in diversity and to review activities across action plans 1–4 in annual year-end reports to the director and faculty. This panel not only will review the plan and its effectiveness but also share methods to create assess-able diversity plans showcased on program websites.

Michael Bugeja, director and professor
Raluca Cozma, diversity chair and associate professor
Tracy Lucht, diversity committee member and assistant professor
Jason Wiegand, diversity committee member and academic adviser

Creating Inclusive Curriculum and Pedagogy to Facilitate Inclusive and Diverse Classroom Environments
Gallery, 10–10:50 AM

Inclusive curriculum and pedagogy are conceptualized as tools for teaching, learning, engagement and action to cultivate a culture of diversity awareness on campus. The overall goal is to transform the academic curriculums across higher education into inclusive, empowering, and equitable tools that promote retention and student success. Participants from a variety of
disciplines will discuss the meaning of inclusive curriculum and pedagogy and their own experiences and narratives around diversity and inclusion in the curriculum and classroom. Through an interactive format, presenters and audience members will collaboratively generate strategies. The audience will learn tools to make the classroom a place in which integrity, mutual respect, and academic excellence are valued and promoted for students and faculty of all identities and backgrounds, despite their many differences.

**Gloria Jones-Johnson**, Department of Sociology, University Professor
**Joan Cunnick**, Department of Animal Science, Professor
**Brian Burt**, School of Education, Assistant Professor
**Samantha Cross**, Department of Marketing, Assistant Professor
**Connie Hargrave**, Associate Professor, School of Education
**Jonathan Webb**, Lecturer, Department of World Languages and Cultures

**Whose Side Are You On? Why We Need Solidarity from Asian American/Pacific Islanders in the Fight for Racial Justice**
Gold, 10–10:50 AM

Why are Asian American/Pacific Islanders (AAPI) not represented in racial justice movements? Whose side are AAPIs on? This session will critically analyze how systemic racism has caused AAPIs to internalize the overt and covert acts of racism that they face. This has created a phenomenon in which AAPIs do not view themselves as people of color and as a result, there is a lack of action/political consciousness towards racial justice work, specifically as it relates to the #BlackLivesMatter movement. This session will also explore how AAPIs who do move in solidarity have been silenced or whose narratives have been made invisible. This session will utilize tenets from Critical Race Theory and various AAPI identity development models to examine why AAPIs should move in solidarity with current racial justice movements. Participants will learn more about how a history of systemic racism has affected the development of AAPI identities as people of color. Participants will learn about current AAPI student activism, engage in a meaningful dialogue about how to support and move in solidarity, and challenge racist ideologies and assumptions that prevent AAPIs from engaging in racial justice. This session should be of interest to administrators, faculty, staff, students, and all those concerned with learning more about AAPI identity and uniting the AAPI communities’ involvement with racial justice work.

**Der Vang**, M.Ed., Multicultural Liaison Officer for the College of Liberal Arts and Sciences at Iowa State University
**Michelle Boike**, M.Ed., Coordinator of Multicultural Student Programs for the Diversity Center at Luther College

**Stories and Strategies: Listening to Students' Voices**
Oak, 10–10:50 AM
Given the recent discriminatory events at ISU, there is an increased need and interest to understand the everyday struggles of Racial/Ethnic Minorities (REM) on campus. First, this session will present data from a survey, conducted in the College of Liberal Arts and Sciences, that examined the discomfort students feel within/outside the classroom; it will focus specifically on the significantly greater proportion of discomfort reported by REM students compared to their Caucasian counterparts. Second, the presenters will share the stories and experiences of these students to inform the audience of the covert and overt ways discrimination occurs in the classroom and in the community. We will also share the suggestions proposed by the students to increase/foster inclusiveness within/outside the classroom. Third, we plan to have a group of REM faculty and graduate students share their own experiences and/or witnessed experiences of discrimination within and outside the classroom. Last, we will engage the audience in meaningful dialogue on how to confront and deal with discrimination that occurs within/outside the classroom. Attendants will leave session with a heightened knowledge of the discrimination that occurs at ISU as well as some formidable actions to implement and create a more positive environment within/outside the classroom.

**Spurty Surapaneni**, Doctoral Student, Psychology  
**Lisa M. Larson**, Professor, Psychology

**Small Hurts to Substantial Pain: Understanding Microaggressions**  
Gold, 10–10:50 AM

In this discussion and experiential presentation, we will address how we as social individuals contribute to diversity intolerance and discrimination through lack of awareness of privilege and microaggressions. Participants will address and dissect the impact of daily microaggressions and discrimination experiences. We will further address how these relational experiences impact our basic human needs of belonging, autonomy and competence. Participants will gain further awareness of how a climate of intolerance and lack of sensitivity impacts individuals. Finally, we will conclude with addressing ways to become more culturally aware and sensitive to promote diversity and embrace multiculturalism.

**Jennifer Major**, M.S., Doctoral Student of Psychology  
**Raquel Botello-Zamarron**, M.S. Doctoral Candidate of Psychology  
**Stephanie Carrera**, M.S. Doctoral Candidate of Psychology  
**Stacy Ko**, M.S.W., Doctoral Student of Psychology  
**Meifen Wei**, Ph.D., Professor of Psychology

**Why Does Talking About Race Suck So Much? Getting Students to Discuss Systemic Racism and White Privilege**  
Room 3512, 10–10:50 AM

In this lesson plan, which opens any of my courses focused on race, I begin with a critical discussion of systemic racism. It is important for students to understand that they live within—
and some benefit from—a system they did not create, but nevertheless exists. They can choose to live within this system by doing nothing about it, or they can decide it is wrong, and they will not partake in it. I begin with world colonialism, postcolonialism, neocolonialism, and our shameful legacy of global systemic racism. Briefly outlining our global history for students, I move our discussion to the United States, illuminating our problems with race and inequality in our country and how they were created, then how they have been perpetuated and persist today. My lesson plan ends with a conversation about why learning about race is important, a deep exploration of white privilege, and then what students can do to become anti-racist allies.

Dr. Brianna Burke, Assistant Professor of Environmental Humanities, English Department

**Black Lives Through the Lens: A Discussion on How the Media Portrays African Americans**
Campanile, 11–11:50 AM

Since the start of the Black Lives Matter movement there has been a rise in media coverage of African Americans. We will provide an overview of the disturbing trends that have surfaced in how the media continues to portray black lives. We will begin by looking at the history of African Americans in the media and then answer the question, where are we now? This presentation will discuss the ways in which African Americans are represented in both news and popular media. We will then explore how these media representations affect African American’s views of self and negatively impact their lives through cultural appropriation, internalized racism, and diminished self-esteem. We have set out to go beyond explaining these representations of African Americans in general, but also look at how they affect black men and women differently.

Carmen Ballagan, Speech Communications and Criminal Justice, Senior
Paul Parisot, Biology, Senior
Rachel Trainum, Speech Communications and Public Relations, Junior
Susan Cruz-Rodriguez, Public Relations, Junior

**Creating Inclusive Classrooms: From Good Intentions to Research-Based Best Practices.**
Cardinal, 11–11:50 AM

In January 2014, Iowa State's College of Liberal Arts and Sciences (LAS) offered a well-attended workshop on Creating Inclusive Classrooms. After attending this workshop, Javier Vela and Joe Burnett started incorporating multicultural names and characters into problems and exams as part of their large (700+ students) general chemistry course. In this ISCORE presentation, Vela and Burnett will share some of the motivations, examples and anecdotes gathered as part of this experience. During a more recent LAS search for a new faculty member in chemical education chaired by Tom Holme, we identified new ideas that could potentially enhance the effectiveness of inclusive classroom efforts. One example is differential item functioning (DIF) research, which shows that the ability of certain demographics (different
gender, race/ethnicity, socioeconomic status, or language ability) to correctly answer certain items (individual questions) is affected by the way these items are presented. The Holme group will share some of their insights and expertise into this and other relevant areas, and help us brainstorm on how these could be used to more specifically target inclusive classroom efforts in the future.

**Javier Vela**, Associate Professor, Department of Chemistry, College of Liberal Arts and Sciences

**Joseph W. Burnett**, Senior Lecturer, Department of Chemistry, College of Liberal Arts and Sciences

**Thomas A. Holme**, Professor, Department of Chemistry, College of Liberal Arts and Sciences

**The Womyn Behind the Counselor: A Panel Discussion of Transitions to a Predominantly White Institution**

*Gallery, 11–11:50 PM*

The purpose of this interactive panel is to educate staff, faculty, and students on the experiences counseling doctoral students have when transitioning from a racially/ethnically diverse institution or neighborhood to a predominantly White institution (PWI). We hope that our audience may gain a better understanding of how our transition experiences affect our relations with racial/ethnic minority students and our multicultural training experiences on campus. The panel will consist of five doctoral students representing Latina/o, Asian American, East Asian, biracial, and White cultural backgrounds. They will share their unique experiences with identifying with the majority (e.g., predominantly Latina/o or Asian) versus minority racial/ethnic groups, helping racial/ethnic minority students navigate feelings of marginalization at a PWI, and seeking out opportunities to engage with racial/ethnic communities on campus. The moderator will facilitate the panel with prepared questions, but time will also be allotted for questions from the audience.

**Stephanie G. Carrera**, Counseling Psychology, Doctoral Candidate

**Spurty Surapaneni**, Counseling Psychology, Doctoral Candidate

**Fei Yi**, Counseling Psychology, Doctoral Candidate

**Rachel L. Bitman-Heinrichs**, Counseling Psychology, Doctoral Candidate

**Elizabeth Tenbrook**, Counseling Psychology, Doctoral Student

**Starting with the Person in the Mirror: Self-reflection and Social Justice Work**

*Gold, 11–11:50 AM*

Social Justice work is not only rewarding but can also take a toll on your physical and emotional wellbeing. Because much of the focus of social justice work is on bettering our community and society, it can be easy for one’s focus to be centered on the outside world at all times. This session is about the importance of turning the lens inward and taking the time to practice
reflection and self-work. Self-reflection as a form of self-care is a necessary aspect of social justice and we will explore some of the ways it can be practiced.

Carmen Flagge, Coordinator of Diversity Programs, College of Human Sciences
Yvette Rodriguez, Graduate Assistant for Multicultural Programming, College of Human Sciences

Beyond Our Screens: Yik Yak and Racism
Oak, 11–11:50 AM

Social media is, and will undoubtedly continue to be a huge part of college students’ lives. 97% of college students have a social networking account and 77% of college students visit social networking sites several times a day (Jesse, 2013). Recently Yik Yak has been added to the list of continuously growing social media outlets. Yik Yak has become the most frequently downloaded anonymous social app in Apple’s App Store (Mahler, 2015). What has race got to do with all this? Yik Yak provides anonymity; anonymity provides the opportunity for social media users to hide who they are while allowing them to say exactly what they think without any social consequences. Unfortunately, this is allowing the expression of not only unpacked racial biases, but also messages of racial violence. Thus, does Yik Yak allow for civil discourse or is it simply unveiling a larger issue of campus culture? This session should particularly benefit participants who are interested in campus climate, free speech, critical race theory, and social media at college, specifically regarding the intersection of racism and social media on Yik Yak. Join us as we explore racially charged Yaks.

Ashley Maitland, Equity and Social Justice Coordinator, Margaret Sloss Women's Center
Tenzin Kunor, Graduate Apartment Community Manager, Department of Residence

Fears of Difference and Understanding the Benefits of Diversity
Pioneer Room, 11–11:50 AM

In this presentation, we will discuss research findings that include voices of ISU students as we work to become a community of inclusion and embrace the infinite benefits of diversity. We will address how students feel about diversity on campus. We will also look at the concerns experienced by students in terms of having diverse relationships on campus. Using psychological knowledge and research findings, we will further discuss addressing the concerns faced by both minority and majority students. Further, we will explore how diversity and multicultural environments are benefits to communities and individuals.

Raquel Botello-Zamarron, M.S. Doctoral Candidate of Psychology
Spurty Surapaneni, M.S., Doctoral Student of Psychology
Meifen Wei, Ph.D., Professor of Psychology
Using Inclusive Language in Leadership
Room 3512, 10–10:50 AM

Leaders should exemplify integrity, inclusivity, and honor the diverse world around us. Ethical leaders should integrate Inclusive language into our daily conversations and behaviors. This session will uncover assumptions we have about groups of people, why this is problematic, and how society has developed negative contexts around particular words. Moreover, the session will offer how leaders can incorporate more inclusivity into dialogue and leadership. As leaders, we have a responsibility to engage and provide safe spaces for all people to learn, process, and reflect on their experiences.

Amber Manning-Ouellette, Ph.D., Lecturer of Leadership Studies, Catt Center for Women and Politics

-ISM’s Explored Through the Eyes of George Washington Carver Students
Great Hall, 11-11:50 AM

This session will explore the different ISMs (racism, sexism, ageism, etc.) experienced through the research of George Washington Carver (GWC) Scholars. The GWC scholars are first-year students who collectively work together in groups on a variety of research topics. This poster session will be a representation of the research findings and the interpretation, by the GWC Scholars, on how the particular –ISMs are viewed at Iowa State University, the Ames community, and across the nation. During the poster presentation, the audience will be able to walk around and explore, learn and ask questions to the creators of the posters about the different points of view and research that each scholar completed.

First Year Students, George Washington Carver Academy

The Educational Experience of Native Americans at Iowa State: Past, Present, and Looking Into the Future
Campanile, 2:10–3 PM

Since its establishment in 1858, Iowa State University has played a significant role in the education of young Iowans. However, before the university even existed an education process was already in place by the various Native American tribes who originally called Iowa home. The purpose of this study is to inform the audience of the history of Native American education in the state of Iowa and at Iowa State University, what struggles Native Americans, including both students and staff, face at this university currently, and what we as fellow members of the Iowa State community can do to advocate for Native Americans on campus.

Maisa Al-Wahaibi, Sociology & Women's and Gender Studies, Senior
Rachel Ramirez, Graphic Design & U.S. Latino/a Studies, Junior
Angel Raymundo, Psychology & Sociology, Senior
CyclONE Nation --> Aggie Pride: Lessons learned during my staff exchange to North Carolina A&T
Cardinal, 2:10–3 PM

In October 2015, I had the opportunity to spend a month in staff exchange at North Carolina Agricultural and Technical State University (NC A&T). This opportunity is the result of an institutional partnership between NC A&T and Iowa State University. During my visit I met with faculty, staff, and students from across the University, with emphases in the Division of Student Affairs and the "Greatest Homecoming On Earth!" This was an energizing professional experience, and provided powerful lessons - both personally and professionally! Please join me to learn more about my experiences as a white male visiting the largest HBCU and the lessons I learned before, during, and after the exchange!

Dr. Keith E. Robinder, Associate Dean of Students, Iowa State University

Real Talk: Discussing the Experiences of Minority Student-Athletes at Iowa State University
Gallery, 2:10–3 PM

This panel discussion will showcase the unique journey of ISU student-athletes on their path to academic & athletic excellence as they navigate a predominantly white institution. Current student-athletes will share both their triumphs and challenges, ranging from maintaining a productive balance between athletics and academic commitments to coping with the high visibility attached to being an ISU student-athlete. For minority student-athletes, the high visibility can be magnified, thus creating a myriad of unique challenges. Various aspects of campus and community life will be discussed through a question and answer session.

Student-Athletes, TBD / Patrice Feulner, Assistant Athletics Director for Student-Athlete Development

Unconscious Bias: Self vs. Others’ Need for Conscious Introspection
Gold, 2:10–3 PM

Overall, people tend to have favorable perceptions about themselves when compared to others. These implicit assumptions and conclusions are not based on evidence or reality. Thirty undergraduate students who were taking the same college course together were asked to rate their own perceptions about others using an instrument with sixteen variables. Two weeks later, the same students were asked to rate themselves using exactly the same instrument; but this time each statement started with I instead of People. The participants of this study rated themselves favorably in 15 out of the 16 variables. Eight variables show statistically significant differences. For example, these participants assumed that others are: naturally lazy; motivated by fear; work for money or reward; naturally dependent on others etc. The participants were handed with the findings of this study and were asked to analyze and provide explanations as to why these ratings
show evident differences. These participants were somewhat perplexed by the rating differences and their own thinking process. This activity allowed students to reflect on their own assumptions and become cognizant of an evasive nature of implicit bias and need for introspection.

**Awoke D. Dollisso**, Ph.D., Senior Lecturer, Agricultural Education & Studies, Iowa State University

**Exploring Identity through Film: A Day in the Life of an MVP Scholar**
Oak, 2:10–3 PM

As part of the course University Studies 102A, Multicultural Vision Program (MVP) scholar explore various identity markers each week. Their final group project for the class is a short documentary in which the scholars utilize storytelling to reflect on what they have learned throughout the semester about these identity markers. In addition, the scholars also share about the impact their identities have on their Iowa State University experience. This panel discussion will address the challenges and opportunities that our sophomore MVP scholars have encountered since taking this course.

**Tabatha Cruz**, Program Coordinator for Retention, Office of Multicultural Student Affairs
**Ariana Mora**, Student Affairs, graduate student, Multicultural Vision Program, Sophomore Scholars

**Understanding and Reducing Implicit Bias**
Pioneer, 11–11:50 AM

Contemporary research on racism in cognitive psychology focuses primarily on implicit biases. One has an explicit bias EB if one has EB, one can become aware that one has EB by reflecting on her own thinking, and one voluntarily uses EB to guide thought and action. One has an implicit bias IB if one has IB, one can’t become aware that one has IB by reflecting on her own thinking, and IB automatically guides one’s thought and action. Two robust findings from research on implicit biases: first, many people who explicitly reject any racist ideology have implicit biases against African Americans; second, because of their implicit biases, many people who explicitly reject any racist ideology behave in ways that differentially harm African Americans. Despite the focus on implicit biases within cognitive psychology, popular discussions of race relations rarely consider them, likely because too few people understand how implicit biases work. In this presentation I (i) review recent literature on implicit biases against African Americans, (ii) explain how these biases explain much of the behavior that differentially harms African Americans, and (iii) explore strategies for eliminating these implicit biases and, insofar as they can’t be eliminated, minimizing their impacts.

**Stephen Biggs**, Assistant Professor of Philosophy, Department of Philosophy and Religious Studies
**ISM’s Explored Through the Eyes of George Washington Carver Students**
Great Hall, 2:10–3 PM

This session will explore the different ISMs (racism, sexism, ageism, etc.) experienced through the research of George Washington Carver (GWC) Scholars. The GWC scholars are first-year students who collectively work together in groups on a variety of research topics. This poster session will be a representation of the research findings and the interpretation, by the GWC Scholars, on how the particular ISMs are viewed at Iowa State University, the Ames community, and across the nation. During the poster presentation, the audience will be able to walk around and explore, learn and ask questions to the creators of the posters about the different points of view and research that each scholar completed.

**First Year Students**, George Washington Carver Academy

**Unraveling Sexual Stereotypes of Asian American Men and Women**
Campanile, 3:10–4 PM

This session will take a look at the contrasting expectations of sexuality from East Asian American men and women in the United States. First, we will focus on the china doll/geisha and schoolgirl stereotypes, which portray East Asian American women as meek, obedient, and sexually submissive. We then compare these negative portrayals to the stereotypes that American society has on Asian American men. Specifically, we discuss the misrepresentation of Asian men as emasculated and asexual human beings. Why are these expectations the COMPLETE opposite? We will answer this question, as well as examine the origins of these stereotypes, how they are perpetuated by the media, the negative effect they have on the lives of East Asian Americans, and how both serve to benefit the desires of white men. Finally, we will provide a framework that transcends these stereotypes and helps represent the true lived experiences of East Asian men and women.

**Kailyn Wilson**, Animal Science and Psychology, Sophomore  
**Chandler Wilkins**, Community and Regional Planning, Junior  
**Theo Freier**, Political Science, Sophomore  
**Moises Monrroy**, Community and Regional Planning, Senior

Anyone know where I can cash in my white privilege points? Do I need a card? I keep hearing I have this, but I’m not sure where to go or how to use it.
Cardinal, 3:10–4 PM

What does white privilege look like? This interactive session will allow audience members to voice their opinions of what it means to be White. While many White people do not have a clear understanding of their privilege, White privilege is prevalent in our everyday lives. This misunderstanding leads us towards systemic racism and to institutions where White Power is encouraged. This session will work towards helping audience members understand White
privilege, gain an understanding of how white supremacy affects the perception of White privilege, and most importantly, what they should do with this privilege.

Brian Le, Kinesiology and Health, Senior
Jocelyn Jackson, Mechanical Engineering, Junior
Olivia Carrasco, Mechanical Engineering, Sophomore
Limay Vong, Industrial Design, Junior

Inclusive and Uncommon Leadership: Subverting a Perfectly Acceptable Student Ambassador Program
Gallery, 3:10–4 PM

Since the fall of 2013, the Greenlee School of Journalism and Communication has experienced a substantial increase in enrollment. With a record number of students from underrepresented backgrounds enrolling at and visiting Iowa State University, it is judicious to enlist students from historically marginalized groups to help inform and execute recruitment efforts. The coordinator of the Greenlee School’s ambassador program set out to reform their existing program in order to make it more inclusive and reflective of Iowa State’s changing demographics. In this panel presentation, the coordinator will share strategies he implemented to identify and assemble a team of uncommon leaders from diverse backgrounds. Current Greenlee Student Ambassadors, as well as recent alumni who served as ambassadors, will impart their Greenlee story and discuss the anxiety, challenges, and rewards of representing the Greenlee School and Iowa State University. There will be reasonable time set aside for questions and answers from the audience.

Jason C. Wiegand, Academic Adviser III, Greenlee School of Journalism and Communication
Omo Abalu, Greenlee Ambassador, Journalism and Mass Communication / Pre-Law, Junior
DJ Jefferson, Greenlee Ambassador, Journalism and Mass Communication, Senior
Christian Spendlove, Greenlee Ambassador, Advertising, Senior
Lissandra Villa, Greenlee Ambassador, Journalism and Mass Communication & Political Science, Senior
Katlego (Kat) Mogongwa, Media Coordinator, Flynn Wright, ISU & Greenlee School Alumnus, B.A., Advertising, Spring 2015

Microaggressions, Revisited: Recognizing and Addressing Systems While Maintaining Relationships
Gold, 3:10–4 PM

In an effort to advance the conversation on campus about microaggressions, this presentation will provide a brief overview, talk about ways to address microaggressions and microaggressive systems, and how to maintain and re-establish working relationships through open conversations. As members of the Iowa State community, we are beholden to navigate these conversations and environments of learning, further development, and equity. We invite you to join us in this dialogue to further the conversation and engage these questions together.
Lona Davenport, Department of Residence, Residence Hall Director
Elizabeth Martinez-Podolsky, College of Agriculture and Life Sciences, Multicultural Liaison Officer

Men of Color: Intersections of Race/Ethnicity, Gender Role Socialization, and Masculinity
Oak, 3:10–4 PM

All men are influenced by various components of their upbringing and background in their conception of what constitutes a man, with identity markers such as race and ethnicity playing an especially salient role in the unfolding of one’s gender role socialization. Men of color may experience difficult dilemmas as they strive to remain faithful to the values of their culture of origin while also negotiating between rigid, sexist, or overly restrictive gender roles and incompatible situational demands. For example, culture-specific conceptions of masculinity may promote success and well-being in certain situations (e.g., working hard to provide for one’s family), yet also be maladaptive in others (e.g., distress in intimate partner relationships as a result of overemphasis on work). Our presentation will discuss how men of color cope with and adapt to the complex interaction of race/ethnicity-based gender role socialization and situational demands. We will also engage faculty, staff, and students in a thoughtful discussion about the unique race-based gender constraints experienced by men of color.

Stacy Ko, M.S.W., Doctoral Student, Counseling Psychology
Julio Rivas, M.S., Doctoral Student, Counseling Psychology

The Missing Color on the Rainbow Flag
Room 3512, 3:10–4 PM

This session will both give an overview of the current research regarding LGBT issues on college campuses and also address the issue of the missing experiences and voices of LGBT students of color. This session is both informational and a call to action for more research on the experiences of LGBT students using an intersectional lens.

Dan Carney, Second-Year Masters Student, School of Education
Yvette Rodríguez, Second-Year Masters Student, School of Education