Difficult Discussions in the Classroom
Sun Room, 4:10—5 PM

In this symposium, two faculty members, Prof. Loreto Prieto (Psychology) and Prof. Margaret LaWare (English) will share information about how to discuss difficult issues related to race and ethnicity in the classroom.

Difficult Dialogues: Ideas for Productive Outcomes: Dr. Prieto: When faculty, students and others involved in pedagogy encounter discussions involving cultural diversity, many feel lost and unsure how to proceed. Many, in an effort to ensure non-offensiveness, remain silent and forego opportunities to educate or enlighten students and colleagues via undertaking important, in depth conversations surrounding issues of cultural diversity. In this presentation, I will outline both personal factors and discussion-based guidelines that can help us to navigate difficult dialogues concerning cultural diversity. These ideas include awareness of our own cultural identities, cultural privileges, cultural biases, and understanding our stimulus value.

United to End Racism Co-Counseling: Dr. LaWare: In my section of the program, I will share the process of United to End Racism co-counseling, which principally involves two people agreeing to share an equal amount of time listening to each other, one person serving as the listener while the other person tells their story, and then switching roles at the end of an allotted amount of time. I will guide the audience through this process. The understanding is that when we get to tell our stories with deep listening and get to really feel the feelings associated with those stories such as grief, terror, sadness, we will be able to get out from under some of the fear and embarrassment that holds us back from thinking well about others, feeling more comfortable about approaching people from different racial and cultural backgrounds, and getting a better understanding about how we can end racism. It is a useful tool for the classroom because it gives everyone an opportunity to tell their story and to listen to stories.

**Loreto R. Prieto**, PhD, Professor of Psychology  
**Maggie LaWare**, Ph.D, Associate Professor of English

Fears of Difference and Understanding the Benefits of Diversity  
Campanile Room, 4:10—5 PM

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

Multicultural Competencies: Developing Awareness, Knowledge and Skills in Student Affairs Professionals toward an Inclusive Campus Culture
Pioneer Room, 4:10—5 PM

Multiculturally competent student affairs professionals are a critical component to an inclusive campus culture that supports students, staff and faculty in advancing the higher education mission. EDI (Equity, Diversity and Inclusion) is one of ten core competencies adopted in 2010 by ACPA and NASPA, two of the largest and most comprehensive professional associations for student affairs professionals. EDI offers several basic, intermediate and advanced levels of multicultural competency for student affairs professionals. Drawing upon Pope and Reynolds (1997) Dynamic Model of Student Affairs Competence, this session will explore ways student affairs professionals might develop multicultural competencies in areas of awareness, knowledge and skills. Whether you consider yourself beginning your cultural competency journey, or more advanced on the topic, join this important discussion to learn and/or offer insight.

Jenn Plagman-Galvin, MPA, Director of Operations, College of Human Sciences
Higher Education Doctoral Student, School of Education

Building a More Inclusive Department: A Case Study
Gold Room, 4:10—5 PM

This session will discuss a concerted effort by the ISU Mathematics Department to build a more inclusive department, with a focus on the graduate program. Strategies, successes, failures, and outcomes will be discussed. Although the Department won the 2015 American Mathematical Society Award for an Exemplary Program based in part on these efforts, such a project is never finished and challenges remain.

Leslie Hogben, Mathematics, Professor and Diversity Director
Cliff Bergman, Mathematics, Professor and Department Chair
Justin Peters, Mathematics, Professor and Graduate Director
Michael Young, Mathematics, Assistant Professor and leader of Mathematicians of Color Alliance
Mike Dairyko, Mathematics, PhD student and Math Grad Student Organization
Stephanie Wang, Mathematics, PhD student and Lead TA

Diversifying STEM: Graduate Selection and Training for ALL students
Cardinal Room, 4:10—5 PM
The talk will report on research and make recommendations to STEM departments to make their selection process and graduate training more equitable, to serve the broader mission of diversifying the sciences, and to better serve underrepresented (minority, low income, and/or first generation) students in post-graduate careers. A growing body of research is demonstrating that traditional measures used to gain access to graduate programs are discriminatory toward underrepresented groups while simultaneously being poor predictors of graduate student success. Alternative selection criteria and their will be presented that provided that look beyond GPA and GRE scores. The talk will also highlight several recruitment strategies/programs to increase the pool of UR-applicants that are on-going or can be expanded by ISU administrators and faculty. Lastly, there will be recommendations for improving graduate training that aligns with the values of UR-populations and match the current career opportunities of PhDs in and out of academia.

**Dr. Corey Welch**, Program Manager, STEM Scholars Program, LAS