SEVENTH ANNUAL

DIALOGUE ON DIVERSITY

CONFERENCE 04.13.2018

THEME:

JOURNEYS

CO-HOSTED BY BELLARMINE UNIVERSITY (OFFICE OF IDENTITY AND INCLUSION), SPALDING UNIVERSITY (DIVERSITY CONSCIOUSNESS ACTION GROUP), UNIVERSITY OF LOUISVILLE (OFFICE OF DIVERSITY AND INTERNATIONAL AFFAIRS), JEFFERSON COMMUNITY AND TECHNICAL COLLEGE, COLLEGE PERSONNEL ASSOCIATION OF KENTUCKY & COLLEGE STUDENT EDUCATORS INTERNATIONAL

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SPECIAL THANKS TO

Gina Patrick, Bellarmine University
Louisville Water Company
Norton Healthcare
Feast on Equality
Heine Brothers
University of Louisville Office of Diversity
and International Affairs

DIALOGUE ON DIVERSITY

SCHEDULE OVERVIEW

8 - 9 A.M.
Registration and Breakfast, Frazier Hall

9 - 9:20 A.M.
Welcome and Opening

9:30 - 10:20 A.M.
Concurrent Sessions

10:30 - 11:20 A.M.
Concurrent Sessions

11:30 A.M. - 1:20 P.M.
Lunch and Keynote

1:30 - 2:20 P.M.
Concurrent Sessions

2:30 - 3:20 P.M.
Concurrent Sessions

3:30 - 4 P.M.
Closing, Student Performers, Frazier Hall

BELLARMINE UNIVERSITY
IN VERITATIS AMORE

jefferson open DOORS
Jefferson Community & Technical College

you belong.
UNIVERSITY OF LOUISVILLE

SPALDING UNIVERSITY

NORTON HEALTHCARE

ACPA Kentucky

CPAK
College Personnel Association of Kentucky

KEYNOTE SPEAKER

Valencia D. Clay

Educator, Valencia D. Clay, was an active child but dismally motivated to learn in school. On many days, she found herself suspended for fighting. Her life changed when she left New York. Attending Morgan State gave her a fresh start. After graduating, she began teaching at the Baltimore Freedom Academy. There, she found a high need for special educators, so she enrolled at Johns Hopkins University and received her Masters of Science in Special Education.

In the midst of earning her degrees and teaching, she co-founded a non-profit organization, The Flourishing Blossoms Society for Girls. The Blossom Girls have traveled to Puerto Rico to volunteer in underserviced communities and are heading to the Dominican Republic to complete an arts and mindfulness service initiative this summer.

Valencia is currently completing her 10th year as an 8th grade English teacher and Critical Theory professor in Baltimore, Maryland. With literacy as the foundation, she continues to prompt her students to analyze culturally relevant matters from a critical stance.

STUDENT PERFORMER

Jameelah Lockhart

Undergraduate Student,
Bellarmine University

From Louisville, KY, Jameelah Lockhart is a first-year student at Bellarmine, double majoring in English and Psychology, and will be performing an original written piece to introduce this year's Keynote Speaker. She is involved in many campus organizations including Black Student Union, BUKnighted, and Bellarmine Dance Company. Jameelah spent her spring break this semester in Selma, Alabama with a group of students focusing on Civil Rights and Racial Justice. She enjoys using poetry as a regular reflexive activity to free herself of the burdens that weigh her down and has performed pieces at a number of campus events. She believes that engaging in discussions and activities focused on diversity and inclusion, such as Dialogue on Diversity, is important because it gives people the opportunity to share and learn from each other's experiences.

Have a green thumb to grow a garden: *Yourself*

By Jameelah Lockhart

I'm sorry that your garden inside your being has been damaged
Tornadoes wiped away your progress
You had to restart
It's a hard thing to digest
You didn't know how to
Fix your garden for you haven't taken good care of it in a while.
A deep cleanse of the shit that is just dead inside you and taking up space
People inserted flowers, but haven't taken care of them in a while had died,
weeds and negativity that built up because you did not know to take care of your garden
And that is okay
Take out the rot and decay
Take out the weeds of rape
The weeds of depression
The weeds of anxiety
The weeds of pain
This was the rot and decay that made people
Stay away including myself because
The smell was nauseating
The produce should've went away before
The decay
The produce of racism
The produce of sexism
The produce of rape culture
Throw it all away
It doesn't have a spot in your perfect garden in progress
Plant seeds of self-love
Plant seeds of it will never be my fault
Plant Seeds of pain turned into power
Grow produce of Me Too
Grow produce of Black Lives Matter too
Grow produce of Women are Equal too
It's time to renovate like Gardenscapes
Build myself up and get a gold star
For my accomplishments
Hydrate yourself with water
Put yourself in bright sunlight
Healing takes time
Don't rush a beautiful thing
I once heard that if you sing or talk to a plant it makes them grow
So talk or sing to your soul
Tell the inner blossoming you that you can't wait to see you grow
That you can't wait to meet the new bloomed you
And when that day comes
And it will come

You would take more pride in your garden because you grew it yourself
You grew yourself
From scratch
You saw a blueprint of how you wanted your growth to look like
And with you time and effort
You built a garden that you're satisfied with
So remember you don't need other people's flowers or resources to help you bloom
You got your own

CAMPUS MAP

THE DOD CONFERENCE WILL TAKE PLACE IN:

- Frazier Hall (5b), Check-in and All Meals
- Centro (1a, 1b), Pasteur (2), GBCH (5a), Wyatt (4), Miles (8), Concurrent Sessions
- Parking is available behind the SuRF Center (22) in Lot 1 and in the Frazier Lot

CONCURRENT SESSIONS

SESSION I: 9:30-10:20 A.M.

WORKSHOPS

Safe spaces: Coddled students, liberal assault on others, or an equitable and inclusive movement?

Centro-McGowan 176 • Presenters: LaNeeca Williams, Chief Diversity Officer, University of Evansville • Conference Track: Best practices/current research in diversity, inclusion and/or social justice.

Abstract: A Safe Space is a place where students can relax and be able to fully express, without fear of being made to feel uncomfortable, unwelcome, or unsafe because of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, religious affiliation, age, or physical or mental ability. Safe spaces are being requested due to student unrest. From the mixture of curiosity and rage about microaggressions and trigger warnings students are demanding safe spaces. The session will focus on how universities are dealing with the movement of safe spaces in colleges and universities across the country. We will examine how the University of Evansville has decided to have physical safe spaces on its campus and begin the dialogue about fostering academic freedom while also deflating mistrust and the negative effects on survivors of trauma, including international and domestic students of color.

Role of storytelling in interfaith relationships

Centro-McGowan 180 • Presenters: Melanie-Préjean Sullivan, Director of Campus Ministry, Bellarmine University; Bridget Bard, Undergraduate Student, Bellarmine University • Conference Track: Diversity, inclusion and/or social justice based techniques that can be utilized in the workplace. Action oriented workshops.

Abstract: Interfaith work is successful when there are common objectives and service, but they flourish and endure through shared stories, where participants find common ground. This workshop is designed to create an atmosphere for developing skills for effective storytelling. We will share research gleaned from the work of Eboo Patel and the Interfaith Youth Core. Patel is nationally recognized as an interfaith pioneer and consultant for government, corporations, and higher education. Students from Bellarmine and staff from Campus Ministry will facilitate some of the techniques they learned at the annual IFYC conference in Chicago, where campuses from throughout the US send representatives to engage in this important work for interfaith relationships and peace.

Talking circles versus talking in circles: Revisiting contemporary civil discourse

Centro McGowan 276 • Presenters: Shannon Cambron, Director of Undergraduate Education-School of Social Work, Spalding University; Chandra Irvin, Director for Peace and Spiritual Renewal, Spalding University; Janelle Rae, Director of Student Leadership and Multicultural Services, Spalding University • Conference Track: Diversity, inclusion and/or social justice based techniques that can be utilized in the workplace. Action-oriented workshops.

Abstract: In this era of emergent and urgent civic engagement, even those who are charged with finding comfort in the uncomfortable find themselves struggling to respond much less guide. This is true of faculty, social workers, administrators or anyone who chooses to engage in civic discourse. This workshop will focus on the opportunities available in organic conversations across disciplines within higher education, featuring a lived experience and the subsequent transformative campus engagement. Participants will be offered both a glimpse of the creative context as well as the action steps that lead to intentional dialogues that remain ongoing. Talking circles will be explored as a means of taking courageous steps toward difficult conversations. Finally, participants will be invited to participate in a talking circle to insure an "envivo" experience that can be replicated in organizations of all sizes and purposes.

Cultural consciousness on our campuses…. Are we woke or in a trance?

Hilary's • Lyle Q. Foster, Diversity Trainer, Missouri State University—Dialogue on Diversity Community Conversation Speaker

Abstract: Higher education has in many ways experienced a transformation as students reflect the changing landscape of our nation. This has taken a variety of forms including protests, sit-ins and a lot of public attention. Clearly we continue to reflect and react to what we can do at our respective institutions to respond and improve. Yet, we still face some of the same outstanding issues. This session explores what does it mean to be a part of a responsive institution as we respond to our nation in 2018. Call it cultural awareness, cultural competence or cultural consciousness.....the question remains are we doing what we should and what we can.....are we woke?

Where is everyone? Getting more people interested in multicultural topics and education

Centro-McGowan 081 • Presenters: David Hustsell, Doctoral Student, Spalding University; Nardin Michaels, Doctoral Student, Spalding University; Truman Harris, Doctoral Student, Spalding University • Conference Track: Overview of diversity, inclusion and/or social justice in business, education, health, international affairs, media, religion, and politics.

Abstract: There is a growing emphasis on multicultural competence in various fields of study with many educators and campuses implementing lesson plans, courses, and training programs to fulfill the need for greater understanding of multiculturalism. However, the call for multicultural education has been met with skepticism by some educators and students, particularly by those who may not identify as a person with a marginalized or minority identity. As a result, they may avoid such education or only participate at a surface-level, with minimal interest in the content. This poses a challenge to those who are invested in multicultural education and may create additional difficulties in communicating or absorbing concepts that are discussed. In an effort to address this issue, the purpose of this roundtable discussion is to discuss methods and strategies to get more students and educators (particularly those from more privileged backgrounds) to appreciate and participate multicultural education and diversity.

College experience for Black students: Myths vs. Reality

Miles Hall 233 • Presenters: Ashleigh Hazley, Career Advisor, Bellarmine University; Matthew McClendon, Program Coordinator, University of Louisville • Conference Track: Best practices/current research in diversity, inclusion and/or social justice

Abstract: Enrollment is the backbone of the college system. Students choosing/being prepared to attend college allows growth within the system. There are only two groups where enrollment of high school graduates into college have sustained at a steady rate: White and Asian populations. The past ten years showcase dramatic and unstable highs and lows for Black high school graduates enrolling in college. Data from the Bureau of Labor shows that while high school enrollment for this special population peaked in 2014 at 70.9%, the following year that rate dipped to 54.2%—a low not met since 1995 (51.4%). Although these are national rates, the Kentucky Council on Higher Education reports that state enrollment rates overall have been on a steady decline but has been highest for Black students (-17.8%). With this information, we seek to rely on theory and surveys to understand why Black students choose to attend college.

Developing an inclusion strategy

Pasteur Hall 202 • Presenters: Tim Findley, Division Vice President of Diversity and Inclusion, Kindred Healthcare • Conference Track: Overview of diversity, inclusion and/or social justice in business, education, health, international affairs, media, religion and politics.

Abstract: Diversity is a fact. You always have diversity. Diversity dimensions are always present, it could be age, gender, race, ethnicity, sexual orientation or even dimensions like socioeconomic status or geographic location to name a few. You always have diversity, but inclusion is a choice. Inclusion is a behavior, an action that may or may not be present. Andre Tapia in his book, The Inclusion Paradox, says "diversity is the mix, but inclusion is making the mix work. You see the mix doesn't always work effectively." Strategic organizations understand that inclusion must be a strategy and intentionally developed. They understand that the absence of inclusion can affect productivity, innovation, market share and even the bottom line. But how do you develop an Inclusion Strategy? What are the steps? How do I customize it for my organization? What should I do first, second, third, and does the order matter. This presentation will layout the steps and considerations for organizations wanting to develop an Inclusion Strategy customized for their organization and industry.

Breaking through barriers: Integrative health in underserved communities

Centro-Horrigan 110 • Presenters: Sarah Shelton, Clinical Coordinator, Spalding University; Shamima Akhtar, Doctoral Student, Spalding University; Adriana Pena, Doctoral Student, Spalding University • Conference Track: Overview of diversity, inclusion and/or social justice in business, education, health, international affairs, media, religion, and politics.

Abstract: Despite high levels of need, there are numerous barriers to accessing mental health services in communities that are vulnerable, impoverished, disenfranchised and underserved. Relatively few behavioral health professionals are formally and appropriately trained in provision of integrative health services, whereby behavioral health assessment and intervention is a component of primary healthcare. Barriers to behavioral health access among minority populations include but are not limited to cost, transportation, stigma, and motivation. Integrating behavioral health into primary care settings decreases these barriers and increases the likelihood of behavioral health service utilization. Spalding University's new Interdisciplinary Behavioral Health Scholars Program (IBHSP) is a HRSA funded initiative to train mental health providers in the fields of psychology and social work as part of interdisciplinary healthcare teams to provide outreach, education, assessment, and intervention to underserved minority populations. An overview of the program model, discussion of experiences, and review of outcomes will be provided.

SESSION II: 10:30-11:20 A.M.

WORKSHOPS

Safe spaces: Coddled students, liberal assault on others, or an equitable and inclusive movement? (Continued)

Role of storytelling in interfaith relationships (Continued)

Talking circles versus talking in circles: Revisiting contemporary civil discourse (Continued)

Cultural consciousness on our campuses.... Are we woke or in a trance? (Continued)

PRESENTATIONS

Students beyond barriers: The journeys and experiences from three students with disabilities

Centro-McGowan 170 • Presenters: Ronda Purdy, Director of Disability Services, Bellarmine University; Erika Pearson, Administrative Assistant for Disability Services, Bellarmine University; Amber Schools, Undergraduate Student, Bellarmine University • Conference Track: Overview of diversity, inclusion and/or social justice in business, education, health, international affairs, media, religion, and politics.

Abstract: Disability Services will be presenting in partnership with three Bellarmine students with disabilities. These students will share their educational journeys with the audience. By giving a voice directly to students with disabilities the audience will learn about disability competences directly from the students who are impacted the most. The audience will walk away with a deeper understanding of the educational journeys that students with disabilities lead at Bellarmine. With this deeper understanding, we hope that it will positively impact the interactions and support that faculty, staff, students, and the community give to people with disabilities. Overall, we would like to see Bellarmine work towards a broader definition of diversity, one that includes students with disabilities.

Cultivating inclusive mindsets in the classroom and beyond: Adventures in community-based research

Centro-Horrigan 110 • Presenters: Heather Pruss, Assistant Professor of Criminal Justice, Bellarmine University • Conference Track: Best practices/current research in diversity, inclusion and/or social justice.

Abstract: The purpose of this session is to generate ideas about how we might adopt inclusive practices in our own occupational contexts. Presenters will detail their experiences conducting a community-based research project as an avenue for cultivating inclusive mindsets in a college classroom (and the community). This project was the collaborative effort of faculty, students, and employees and residents from a local shelter assisting those experiences homelessness and/or substance use disorders. Reflections from persons involved in this effort will allow us to explore the merits of community-based research as an example of classroom practices promoting inclusivity; the conversation will then transition to how participants might craft such as an approach in their own work.

Multi-bricked road: Using intersectionality in work

Miles Hall 233 • Presenters: Arielle Clark, Coordinator for Technology Administration, University of Louisville • Conference Track: Overview of diversity, inclusion and/or social justice in business, education, health, international affairs, media, religion, and politics.

Abstract: Everyone's journey is paved with multiple bricks. Each person has multiple identities, and our intersectionality can be a useful tool in student interaction and day-to-day operations. In this lecture, Arielle will discuss what intersectionality is, different identities a person can have (and the –isms and -phobias against them), how to use your intersectionality to its greatest potential in your work, and how to avoid the pitfalls of intersecting identities.

"No you can't touch it": A journey through black women and their natural hair

Pasteur Hall 202 • Presenters: Camille Jackson, Graduate Student, University of Louisville; Chelsi Sloan, Graduate Student, University of Louisville • Conference Track: Overview of diversity, inclusion and/or social justice in business, education, health, international affairs, media, religion, and politics.

Abstract: With African American women in higher education and in many professions, having natural hair is often frowned upon. Not having the knowledge and understanding the process of natural hair may be one the reasons for the negative attitude towards the concepts. Through this presentation, we would like to inform, address and answer questions about natural hair by showing our own journey, while working in a professional setting.

SESSION III: 1:30-2:20 P.M.

WORKSHOPS

"If I tell you more, what will you tell me?": Engaging identity and difference through storytelling, performance, and sustained campus dialogues

Centro-McGowan 176 • Presenters: Natasha Reifenberg, Undergraduate Student, University of Notre Dame; Cecilia Lucero, Academic Advisor, University of Notre Dame • Conference Track: Diversity, inclusion and/or social justice based techniques that can be utilized in the workplace. Action-oriented workshops.

Abstract: Campuses often address diversity by reacting to crises - after racial tensions finally boil over or rampant gender discrimination leads to assault. A student-led project at Notre Dame takes a "pre-action" approach, engaging difficult and often divisive topics about identity and difference throughout a year-long process of writing, rehearsing, and performing of original anonymous monologues. Now entering its seventh year with the theme "Try Us", Show Some Skin gives voice to unspoken narratives, the lived histories, cultural contexts, languages, faiths, and educational experiences of individuals. SSS combines the art of storytelling and theatric performance to catalyze positive change around social norms and dialogue at a campus-wide level. Attended by over 1,200 faculty and students a year and selling out within hours, Show Some Skin has become a valuable resource for students, faculty and administrators in promoting a more welcoming environment with less stigma around issues of identity and difference.

I can be magic and I can be angry: An exploration through the intersectionality of black women

Centro-McGowan 170 • Presenters: Indigo Cornelison, Graduate Student, University of Louisville; Ariel Watson, Graduate Student, University of Louisville • Conference Track: Diversity, inclusion and/or social justice based techniques that can be utilized in the workplace. Action-oriented workshops.

Abstract: During this workshop, participants will have the opportunity to be introduced to the topic of intersectionality and how that affects black women. Looking deeper into this intersection of identities, workshop moderators will combine personal experience with identity development theories to provide a framework for practical implications by participants. The phrase black girl magic will also be explored as a way to understand black women and their resilience. As a result of attending this session, all participants should expect to learn techniques on how to better support the black women around them. Black women participants, specifically, will gain a clear understanding on why it's okay to be coined an "angry black woman" and self-care techniques to protect their magic.

From service member to civilian student or jobholder: Best practices in onboarding former military talent

Centro-McGowan 276 • Presenters: Amy Herd, Assistant Professor of Human Resources and Organization Development, University of Louisville • Conference Track: Best practices/current research in diversity, inclusion, and/or social justice.

Abstract: Each year, approximately a quarter of a million veterans return to the civilian workforce or into higher education after serving honorably in the military. Employers often find these former military members to be high-performing employees who bring with them desirable competencies that they developed while serving in the military. At the same time, however, employers often report challenges in interpreting the service members' experience and translating it into civilian workforce terms. Veterans also report challenges in their transition to civilian employment. In many ways, the military organizational culture is different from many civilian organizations' culture, with different leadership norms and human resource practices. In addition, the media portrays veterans alternatively as "hero, victim, or violent aggressor," and these stereotypes affect the transition process. This interactive workshop explores recent comprehensive research on the military-to-civilian transition process, including stereotypes and best talent management practices for recruiting, selecting, and onboarding former military talent.

Strengthening a university's inclusive excellence through the multicultural/diversity center by building partnerships

Hilary's • Presenters: S.G. Carthell, Senior Director of Diversity Initiatives, Murray State University • Conference Track: Diversity, inclusion and/or social justice based techniques that can be utilized in the workplace. Action-oriented workshops.

Abstract: This interactive session will explore the important leadership role Multicultural/Diversity Centers must play in building partnerships as our universities develop and reassess their perspective diversity plans. Best practices, program development, assessment, key steps to establishing productive and effective collaborative partnerships with key stakeholders at the local, state, regional and national level will be discussed.

PRESENTATIONS

Inclusion as a form of resistance

Centro-McGowan 081 • Presenters: Dr. Hoon Choi, Assistant Professor of World Christianity, Bellarmine University • Conference Track: Overview of diversity, inclusion and/or social justice in business, education, health, international affairs, media, religion, and politics.

Abstract: Asian histories and representation are often invisible in our history books and educational processes. This presentation aims to make visible the invisible story of American history concerning Asian Americans, namely the Japanese American internment camps during World War II. We will highlight the efforts of religious groups and politicians that worked both to fight against such injustice and to uphold such an atrocity. Our suggestion is that including these stories function as resistance of unjust structures and will benefit not only the Asian American communities but also other marginalized groups of our time (e.g. Muslim communities) and indeed the American society as a whole.

Inclusion in online courses: Research and strategies to overcome communication gaps

Centro-McGowan 270 • Presenters: Janice Poston, Instructional Developer, Bellarmine University Conference Track: Overview of diversity, inclusion and/or social justice in business, education, health, international affairs, media, religion, and politics.

Abstract: Present research on inclusion or lack of inclusion in online courses and strategies to make online courses more inclusive and appealing to a diverse audience of students. Strategies for an instructional setting will be explored with a focus on increasing communication and interaction in online and hybrid courses. After this session faculty/staff will be able to articulate some of the challenges student from diverse groups face and articulate strategies for creating a more inclusive hybrid/online classroom.

Listening to children: Truths about race

Clayton Hall 230 • Presenters: Anthony Peterson, Adjunct Professor and Doctoral Candidate, Trevecca Nazarene University • Conference Track: Diversity, inclusion and/or social justice based techniques that can be utilized in the workplace. Action-oriented workshops.

Abstract: For many reasons Americans resist talking about race, especially in our personal lives. But recent history has demonstrated the great we need for those personal conversations. This workshop provides an approach to race dialogue that begins with storytelling and listening. This approach is born out of listening to children as a catalyst for those difficult conversations. Listening to the questions of participants generates stories, which can spark productive dialogue. The workshop will demonstrate the approach, provide opportunity for practice, and invite analysis and assessment. An introduction to the approach can be seen at https://youtu.be/u5GCetbP7Fg.

"I, too, have knucked, bucked, and been ready to fight": Developing the skills to effectively handle confrontation in the workplace

Clayton Hall 234 • Presenters: Ashley Offutt, Associate Director for Diverse Retention, Eastern Kentucky University • Conference Track: Diversity, inclusion and/or social justice based techniques that can be utilized in the workplace. Action-oriented workshops.

Abstract: Confrontation can be frustrating; however, it is not always negative. You can have disagreements with those in your social circle, but what do you do when you are not agreeing with a colleague in the workplace? This presentation will provide you with the tools for effective communication practices to make sure that your needs are met as an individual, while also ensuring that you are adding to the level positivity, and clarification, in your working environment.

CPAK Business Meeting

Clayton Hall 232

Abstract: Are you a member of CPAK or ACPA? Join the 2018 CPAK Executive Committee as we host our spring business meeting. Topics to include events, how to get involved, Executive Committee reports, and highlights from the recent APCA convention.

SESSION IV: 2:30-3:20 P.M.

WORKSHOPS

"If I tell you more, what will you tell me?": Engaging identity and difference through storytelling, performance, and sustained campus dialogues (Continued)

From service member to civilian student or jobholder: Best practices in onboarding former military talent (Continued)

I can be magic and I can be angry: An exploration through the intersectionality of black women (Continued)

Strengthening a university's inclusive excellence through the multicultural/diversity center by building partnerships (Continued)

PRESENTATIONS

LGBTQ affirming practices in the classroom: What, why, and how

Centro-McGowan 081 • Presenters: David Hutsell, Doctoral Student, Spalding University; Colton Groh, Doctoral Student, Spalding University • Conference Track: Overview of diversity, inclusion and/or social justice in business, education, health, international affairs, media, religion, and politics.

Abstract: Despite growing societal acceptance and visibility of LGBTQ persons, LGBTQ students still face a number of challenges on their campuses. While a school's LGBTQ-affirming policies can improve campus climate and have been linked to improved well-being for LGBTQ students, educators and staff also play a pivotal role in the lives of LGBTQ students. However, educators may not be aware that such methods are warranted, nor may they know how to implement LGBTQ-affirming practices in their classrooms. Thus, this purpose of this presentation is to discuss the important role educators can play in supporting their LGBTQ students, as well as highlight efficacious LGBTQ-affirming strategies educators can implement in their classrooms. Additionally, information regarding further readings and resources will be provided. Participants will leave with specific, concrete practices they can immediately employ in classrooms or other work environments.

Standing in the gap: Black women's narratives, self-determination, and *Queen Sugar*

Centro-McGowan 270 • Presenters: Dionne Griffiths, Nonprofit Administrator, Louisville, KY Conference Track: Overview of diversity, inclusion and/or social justice in business, education, health, international affairs, media, religion, and politics.

Abstract: In television, film, and in American society, black women's lives have often been marginalized. Black female actresses in television and film have struggled to break out of the stereotypical roles of asexual mammies, hypersexual jezebels, and emasculating sapphires. In spite of many triumphs, black American women still have to fight for their voices to be heard and honored in order to demonstrate that they are valuable human beings. Television shows like *Queen Sugar*, with a mostly black cast, portray the multilayered experiences of people of African descent and the self-determination of black women. It shatters historical misrepresentations of black women in the media. I will present poetry and narratives by women of African descent as it relates to their diverse lives. I will also incorporate an analysis of *Queen Sugar* and the four main black female characters as dynamic representations of the range of real black women's experiences.

Sex, poetry, and other drugs

Clayton Hall 230 • Presenters: Tamika Dozier, Assistant Director, Diversity at the Table
Conference Track: Overview of diversity, inclusion and/or social justice in business, education, health, international affairs, media, religion, and politics.

Abstract: During this presentation, we will discuss sex and body positivity, as well as sexual education. We will focus on the ways in which different social groups are and are not allowed to express their sexual freedom based on their social construction. Examples of slut shaming, rape culture, and body shaming that we see in media and in our daily experiences, will be to discuss the importance of sex and body positivity. By bringing attention to the intersections of gender, race, class, and sexuality and how it relates to sex and body positivity, we will create a space where participants are able to talk about the limitations of sexual freedom.

The secret path: Educational strategies to recognize national strategy in the past and create a bridge of hope and reconciliation for the future

Clayton Hall 234 • Presenters: Thomas Malewitz, Doctoral Candidate, Bellarmine University
Conference Track: Overview of diversity, inclusion and/or social justice in business, education, health, international affairs, media, religion, and politics.

Abstract: In 2016, Gord Downie a Canadian poet and musician, composed an album and graphic novel depicting the story of Chanie "Charlie" Wenjack (1954-1966), a First Nations boy who died of exposure attempting to walk 600 km to return to his family from captivity by the Canadian residential school system. Downie's art and poetry have become incorporated into schools throughout Canada to become a bridge for initial steps of reconciliation between Anglo-Canadians and the First Nations. Drawing on the inspiration of Downie and Wenjack, this session would explore why American culture and the educational system needs to honestly address its own tragedies to create hope for reconciliation between multi-ethnic cultures that define the American consciousness. This presentation would also offer suggestions of how to use contemporary media forms to introduce and engage students in a dialogue of respect and acceptance of national diversity through social justice awareness.

CONNECT WHILE AT THE DOD

Tag your social media posts on Facebook, Instagram and Twitter with #DOD18 to engage in virtual conversations during the conference!

Bellarmine Office of Identity & Inclusion

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For more information about our conference, please visit www.bellarmine.edu/diversity/diversityconference or contact us at identityandinclusion@bellarmine.edu.

We value and appreciate your feedback.

USING YOUR SMARTPHONE CAMERA, PLEASE TAKE A PICTURE OF THE QR CODE ABOVE TO BE DIRECTED TO THE EVALUATION SURVEY FOR THE DIFFERENT SESSIONS YOU ATTENDED TODAY. A FEW PAPER COPIES OF THE EVALUATION WILL ALSO BE AVAILABLE IN EACH PRESENTATION ROOM. RESULTS OF THE EVALUATION WILL BE SENT TO THE CONFERENCE PRESENTERS AND TO INFORM NEXT YEAR'S CONFERENCE OFFERINGS.

A CONFERENCE EVALUATION WILL BE SENT TO YOU AT THE EMAIL ADDRESS YOU USED TO REGISTER, PLEASE COMPLETE THE SURVEY SO THAT WE MAY USE YOUR INPUT IN THE PLANNING PROCESS OF THE EIGHTH DIALOGUE ON DIVERSITY CONFERENCE.