

FEBRUARY **28** 2020

CELEBRATING **10** YEARS  
OF DIVERSITY DIALOGUE

CONNECTIONS AND INTERSECTIONS

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COMMISSION ON HUMAN DIVERSITY

10TH ANNUAL CONFERENCE

MC FARLAND STUDENT UNION BUILDING • KUTZTOWN UNIVERSITY



# AGENDA

**Breakfast and Registration — 8:00-8:45 MSU 218**  
**Welcome — 8:45-9:00 MSU 218**

## **BREAKOUT SESSION #1 — 9:00-10:00**

**The Power of Privilege: Rethinking Gender, Race, Class, and other Identity Markers — MSU 183**

Colleen Klemens, Kristina Fennelly, Tabettha Bernstein-Danis

**The Wide Wonderful World of the Privilege : A Close-Up Perspective of How this Social Class Interacts With Others — MSU 250**

Deb Johnson

**Socially Just Artmaking: A Practitioner's Inquiry of Passionate Teaching for Compassionate Action — MSU 312**

Jaime Brown

**(In)Visible: Increasing Academic Engagement for Students of Color Through Autoethnographies — MSU 116**

Jane Ammon, Amanda Holbrook, Paul Walsh

## **KEYNOTE SESSION 10:00-11:00**

**Keynote Presentation — MSU 218**

Mr. Chad Dion Lassiter

## **BREAKOUT SESSION #2 — 11:00-12:00**

**Further Q and A from Keynote — MSU 312**

Mr. Chad Dion Lassiter

**Relational Teaching Framework: Supporting Minoritized Youth — MSU 183**

Lori Berryman, Edward Luckey, Melanie Turrano

**Queer Representations in Horror Stories — MSU 116**

Lynn Kutch, Katie Steigerwalt

**Games People Play: Intersectioning Cultural Lines To Build Communities , Understand Others Through Authentic Interactive Exercises— MSU 250**

Deb Johnson, Brenda Muzeta

## **LUNCH and FEATURED PANEL — 12:00-1:00**

**Reflections from the Emerging Educators of Color Historic, Civic & Cultural Learning Experience— MSU 218**

Amber Jean-Marie Pabon, Dominique Headen, Akello Mosby, Carlos Brinkley, Kevin Abreu

## **BREAKOUT SESSION #3 — 1:00-2:00**

**Diverse Approaches to Practitioner Education Research — MSU 183**

Samantha Piller, Nicole Wack, Heather Osborn, Dan Metzger

**Obstacles of Cultural Adaptation — MSU 250**

Jasmine Burgos

**Exploring Transnational Experiences of Diverse Learners — MSU 116**

Brenda Muzeta

**Allyship Alongside Intersex Identities — MSU 312**

Amanda Slichter

## **FEATURED ARTIST PRESENTATION — 2:00-3:00**

**A Piece of my Mind — MSU 218**

John Noltner



### The Power of Privilege: Rethinking Gender, Race, Class, and other Identity Markers

**Colleen Klemens, Kristina Fennelly, Tabetha Bernstein-Danis**

This panel presentation seeks to question: “What is privilege? What are the markers of our individual identity? How do those markers intersect with our often-unexamined positions of privilege?” Dr. Clemens and Dr. Bernstein will provide a theoretical overview regarding notions of gender, race, class, and other identity markers in order to help students understand the definition and power of privilege. They will also share anecdotal examples to illustrate these theoretical concepts. Dr. Fennelly will guide students in considering how listening as a rhetorical tool can prove useful and empowering when recognizing privilege and when advocating on behalf of those in marginalized positions. In small groups, students will be invited to consider Peggy McIntosh’s list of “Daily Effects of White Privilege” as included in her seminal essay, “White Privilege: Unpacking the Invisible Knapsack.” Students will then circle five items of interest on that list, share why they chose those five items with their group, and then report back to the larger group about their conclusions regarding privileged vs. marginalized positions. The goals of this presentation include: (1) to educate students on key terms related to

intersectionality, privilege, and identity; (2) to equip students with skills and tools in order to recognize privilege and advocate on behalf of those who lack such privilege; (3) to empower students in using the knowledge they will gain in order to support social justice efforts, both on campus and in their individual communities. We will be sure to leave time at the end for open questions and discussions. A list of readings and resources will also be provided to attendees.

### The Wide Wonderful World of the Privilege : A Close-Up Perspective of How this Social Class Interacts With Others

**Deb Johnson**

This is an interactive workshop highlighting characteristics of the privileged and how attitudes, beliefs, and values have a tremendous effect on other groups in both positive and negative ways. There is a short 3 minute video with a card game response for the participants followed by a privilege line walk exercise. The objective is to confront biases with the elite value system which may be misinterpreted as often as racism and prejudice. The workshop will help dispel myths and stereotypes within this social group will ultimately show interactions on other groups.

### Socially Just Artmaking: A Practitioner’s Inquiry of Passionate Teaching for Compassionate Action

**Jaime Brown**

The arts serve as a vehicle to activate the imagination of students in developing a broader understanding of injustice, its consequences, and the range of alternative possibilities (Bell & Desai, 2011). As more young artists engage in this dialogue, we must investigate how young people themselves make sense of and experience the transformative power of the arts (Dewhurst, 2014). Activist art can communicate ideas about individual and community experiences to a wider audience; it can make public that which has been ignored, silenced, or kept from public conscience (Dewhurst, 2014). Visual expression allows one to increase their understandings beyond the limitations of words. Artmaking provides an often-overlooked means of knowing and infrequently used research avenue for exploring a phenomenon (Lee, 2013). The primary purpose of this study gives students the opportunity to explore ways in which they can effect change in the world around them through self-expression. A secondary purpose intends to add to existing dialogue about the transformative power of the arts.

This mixed-methods research study was designed to address the following questions: (1) How do students perceive and respond to injustices in their world using meaning-making through the visual arts? (2) What methods do student participants find successful in engaging in dialogue about and creation of social justice activist art? (3) Does an activist art project or program impact a student’s level of comfort in social situations? Keywords: social justice, art education, activist art

### (In)Visible: Increasing Academic Engagement for Students of Color Through Autoethnographies

**Jane Ammon, Amanda Holbrook, Paul Walsh**

As a part of their doctoral research, Ammon, Holbrook, and Walsh provide insight regarding the experiences of students of Color who feel invisible and uncared for in school, as suggested by supporting literature. They argue it is imperative teachers gain insight into the lives of their students by utilizing culturally caring pedagogies in the classroom and school community, such as autoethnographies. The panel will discuss the research supporting the use of autoethnographies in the classroom. They will offer suggestions for teachers



on how to incorporate this culturally caring pedagogy into their curriculum in order to foster meaningful relationships that enhance the academic engagement of students of Color

### Relational Teaching Framework: Supporting Minoritized Youth

**Lori Berryman, Edward Luckey, Melanie Turrano**

This panel presentation will discuss the benefits of adopting a relational teaching framework in regards to three minoritized populations of students: black boys, sexual minority youth, and girls. While each minoritized group faces separate levels of inequality, they all suffer negative consequences of stigmatized identities. Black boys face adultification, hypermasculinity, and non-relational stereotypes that impede academic success. Sexual minority youth face bullying, psychological distress, depression, and health problems, and SMY have higher risk of absenteeism, lower educational aspirations, and increased drop-out rates. Historically, girls have limited educational opportunities; they receive less attention from teachers than boys, and African-American girls have fewer interactions with teachers than do White girls, despite evidence they initiate interactions more frequently. This panel will discuss a breadth of research that shows how relational teaching practices

combat negative perceptions, increase academic achievement, and support a more inclusive school-wide community for each of these minoritized groups.

### Queer Representations in Horror Stories

**Lynn Kutch, Katie Steigerwalt**

This session offers two related presentations. First, "Hannibal and the Monster Queer," by Katie Steigerwalt, is a needlework piece depicting the connection between Weimar Republic era Film and modern queer representation in the horror genre. It is accompanied by a paper that goes in depth about one specific example of this, the show "Hannibal", and why this story is so important for queer representation in general and LGBT+ youth in particular. The second presentation is "When AIDS Was Funny: Ralf König's Comics and Film" by Lynn Kutch. German artist Ralf König's 1987 comics *Killer Condom* demonstrates a proficient implementation of exaggerated satirical elements that confront the hypocrisy and fear found in much of the official messaging about AIDS and its prevention. Reversing the commonly perceived positive purpose of a condom, König invents in his work the central metaphor, the maiming toothed *Killer Condom*. The wildly satirical horror story allows König to underscore a competing sets of ethics: those of the public health agencies viewing AIDS as a health crisis and those of members of the gay community who felt stigmatized and excluded from dialogue.

### Games People Play: Intersectioning Cultural Lines To Build Communities, Understand Others Through Authentic Interactive Exercises

**Deb Johnson, Brenda Muzeta**

The presentation will focus on authentic, cultural games, music, and community building activities that will show how diverse groups share similarities. Games will divulge the ices of Native Americans, Asians, and African Americans. The games are brief and involve group participation. Discussion will follow to gather the reactions to practices that create positive community building reactions.

### Featured Panel: Reflections from the Emerging Educators of Color Historic, Civic & Cultural Learning Experience

**Amber Jean-Marie Pabon, Dominique Headen, Akello Mosby, Carlos Brinkley, Kevin Abreu**

The Emerging Educators of Color hosted an educational experience for six undergraduate and graduate students as well as attending faculty on October 25th and 26th. The group attended the Brown Annual Lecture in Education Research in Washington D.C. to hear keynote speaker, Dr. Prudence L. Carter, Dean and professor of the Graduate School of Education at the University of California, Berkeley. The group also traveled to the National Museum of African American History and Culture. The panel will be facilitated by Secondary Education faculty member Dr. Amber Jean-Marie Pabon and inclusive of four participants in the experience: 1) Dominique Headen; 2) Akello Mosby; 3) Carlos Brinkley and; 4) Kevin Abreu. This panel entitled "Reflections from the Emerging Educators of Color Historic, Civic & Cultural Learning Experience" will focus on the following questions:

- 1) How did the experience foster community between students and faculty?
- 2) What new understandings about education did students learn from the experience?
- 3) In what ways of personal relevance did the experience contribute to students' knowledge of African American history and culture?



## Diverse Approaches to Practitioner Education Research

**Samantha Piller, Nicole Wack, Heather Osborn, Dan Metzger**

We are four doctoral students in an Ed.D. program focused on improving pedagogy and promoting social justice. Perspectives from our action research dissertation projects will be discussed to open dialogue on practitioner education research with diverse student populations. Samantha Piller, a secondary education Life Skills Support teacher, will present on how Disability Studies (DS), Disability Studies and Critical Race Theory (DisCrit), and Phenomenology provide perspective on her work with students with significant disabilities, their perceptions as they navigate a work-based learning program, and the perceptions of community stakeholders. Nicole Wack, a high school chemistry teacher teaching inclusion classes, discusses using an interpretivist paradigm to analyze strategies for communication and collaboration between general education teachers and families of students with disabilities. Heather Osborn and Dan Metzger teach English at a local community college. Osborn's research focuses on utilizing multimodalities and translanguing pedagogy within the context of writing for healing and social suffering theory in the literature classroom, culminating with a collaborative literary publication. Using Foucauldian poststructural approaches,

Metzger discusses how thematic journaling assignments may provide students transitioning to college opportunities to confront institutional barriers inherent to higher education. We also discuss how being part of a Leader Scholar Community supports diversity in our research.

## Obstacles of Cultural Adaptation

**Jasmine Burgos**

We as humans experience the world from our own lenses. What we see, what we know, and what we begin to learn shapes our cognitive and social being. Understanding the obstacles that our community members with unique backgrounds and experiences is critical in improving their overall educational experience. One of these obstacles, in which may be the most influential, is cultural adaptation. The adaptation process runs on a recurring cycle that if not attended to could reap consequences for our community.

## Exploring Transnational Experiences of Diverse Learners

**Brenda Muzeta**

According to the U.S. Department of Education, there has been a rise in numbers of English learners in U.S. public schools. It is estimated that by 2025,

25 % of students in public schools will be English language learners (National Center for Education Statistics). While education research on English learners has predominantly focused on Latin and Asian groups, it is important to note that English learners are a diverse group with the majority being U.S. - born citizens (Wright, 2015). There are, however, English learners who fall into other categories, such as transnational students. In this presentation, I will explore the population of African English learners; a population that has rarely been included in the literature, and whose experiences are often minimized. The presentation will highlight the sociocultural processes that influence the student experiences. In addition, I will examine the cultural transitions and acculturation experiences within the transnational spaces of multilingual African students striving to navigate two worlds.

## Allyship Alongside Intersex Identities

**Amanda Slichter**

Experts estimate that about 1.7% of people are born with intersex traits (equivalent percentage to people born with red hair). This session is for anyone would like to learn best allyship practices in solidarity with students and colleagues who identify as intersex. We will review terms and concepts, distinguish myths from facts, hear from the voices of intersex-identified people, and discuss scenarios in small groups.



## Featured Artist Presentation: A Piece of my Mind

**John Noltner**

A Peace of My Mind is a multimedia arts project, created by award-winning photographer John Noltner, that uses portraits and personal stories to bridge divides and encourage dialogue around important issues. Through exhibits, workshops, lectures and onsite studios, A Peace of My Mind leads transformative experiences that help a polarized world rediscover the common humanity that connects us.

A gifted storyteller, Noltner has worked on four continents, gathering stories of human courage, grace, and resilience. He has produced projects for national magazines, Fortune 500 companies, and non-profit organizations. A Peace of My Mind reflects his belief that art and storytelling can help individuals, organizations and communities articulate their deepest values and encourage action toward building social capital and community connections.



**CHAD DION LASSITER, EXECUTIVE DIRECTOR PENNSYLVANIA HUMAN RELATIONS COMMISSION**

Chad Dion Lassiter began serving as the Executive Director of Pennsylvania's top civil rights agency on May 24, 2018. Since that time, he has initiated a "NO HATE IN OUR STATE" town hall series, a "Social Justice Lecture Series", a racial reduction response team and implemented the Lean Management program at

PHRC. Chad has also scheduled several specific trainings for the staff to be better equipped to do their work including HUD training, EEOC training and Implicit Bias training. Recently from suggestions made by Mr. Lassiter, the Department of Corrections began making arts and crafts available in visiting rooms to diminish the trauma children feel when visiting incarcerated family. This simple step will also encourage positive bonding experiences for families.

Chad Dion Lassiter is nationally recognized in the fields of American race relations and violence prevention among African-American males. Mr. Lassiter has worked on race, peace and poverty-related issues in Africa, Canada, Haiti, Israel and Norway and is called upon frequently by media outlets to comment on race relations and violence prevention.

Mr. Lassiter received his master's degree from the University of Pennsylvania Graduate School of Social Work, where

he was the A. Phillip Randolph Award winner in 2001. He received his bachelor's degree in social work from Johnson C. Smith University in 1995.

Prior to accepting his post at PHRC, Chad D. Lassiter was an Executive Director of the Red Cross House with the American Red Cross of Eastern Pennsylvania, a Visiting Scholar at West Chester University in the Undergraduate School of Social Work. He was also a former Adjunct Professor at the University of Pennsylvania School of Social Policy and Practice, where he was the 2008 recipient of the Dr. Martin Luther King, Jr. Community Involvement Award. He is a former research fellow at the W.E.B. DuBois Collective Research Institute at the University of Pennsylvania Graduate School of Education, where he worked on two national research projects, P.L.A.A.Y. (Preventing Long Term Anger and Aggression in Youth) and H.I.P.P. (Health Information Providers and Promoters).

Mr. Lassiter is a co-founder and current president of the Black Men at Penn School of Social Work, Inc. The group seeks to recruit Black males into the profession of social work, as well as providing anti-racism and violence prevention trainings to urban and suburban schools around the country. He has been recognized as one of the "Young Leaders of the Future Under 30" by Ebony Magazine and "Who's Who among African-Americans" with such notables as Colin Powell and Michael Jordan.

Appointed by former Mayor Michael Nutter, he has served on the Board of Trustees of the Philadelphia Prisons and the Board of Directors of Community College of Philadelphia.

Chad Dion Lassiter is mentored by the works and teachings of Dr. W.E.B. DuBois, Rev. Martin Luther King, Jr. civil rights leader Ida B. Wells and SP2 mentors Ram A. Cnaan and Walter D. Palmer.

*Mr. Lassiter has worked on race, peace and poverty-related issues in Africa, Canada, Haiti, Israel and Norway and is called upon frequently by media outlets to comment on race relations and violence prevention.*

# THE KU COMMISSION ON HUMAN DIVERSITY

The Commission on Human Diversity reports directly to the Administrative Council. It is established to:

- Facilitate the development of an environment, in which members of the university community are valued and their differences are honored.
- Provide understanding for and among all groups pursued through the arrangement and support of special activities such as open forums, diversity dialogues and education workshops promoting awareness and honor of each other's differences.
- Educate, be consulted on policy, and provide recommendations in all areas of diversity. In particular, the committee is charged by the President to specifically consider issues related to Religion, Sexuality, and Disability Awareness.

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## 2019-2020 COMMISSION ON HUMAN DIVERSITY

- Mark Wolfmeyer, Chair** (At-Large Faculty Member Representative)  
**Jerry W Schearer, Vice-Chair** (GLBTQ Resource Center Liaison)  
**Deborah Duenyas, Secretary** (College of Education Representative)  
**Stephen Stoeffler** (Collage of Liberal Arts and Sciences Representative)  
**Amy Pfeiler-Wunder** (College of Visual & Performing Arts Representative)  
**Paige Brookins** (Academic Dean/Director)  
**Connie Lawrence** (AFSCME Representative)  
**Hanna Hotalen** (SCUPA Representative)  
**Ko-Hsin Hsu** (At-Large Faculty Member Representative)  
**Baron Vanderburg** (At-Large Professional Staff Representative)  
**Muratcan Erkul** (College of Business Representative)  
**Jason Garcia** (At-Large Professional Staff Representative)  
**Bruce Gottschall** (Lamba Liaison)  
**Daniel Metzger** (Graduate Student Representative)  
**Vicki Meloney** (Volunteer Member, Poster and Program Designer)  
**Tabetha Bernstein-Danis** (Volunteer Member)
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**THANK YOU TO THE FOLLOWING FOR THEIR SUPPORT OF TODAY'S CONFERENCE:**

**Office of Student Involvement; Office of Inclusion and Outreach; PSECU; and MSU Advisory Committee. Office of the President. Also thanks to the hard work of the MSU Services Staff; Custodians; and Aramark Catering. Finally, thanks to all the presenters, panel members, and many others for being a part of this conference.**

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