

**8th International
Globalization, Diversity,
and Education Conference**

February 22–24, 2012

Heathman Lodge
7801 NE Greenwood Drive
Vancouver, Washington



**8th International
Globalization, Diversity, And Education Conference**

CONFERENCE REVIEW COMMITTEE

Adam Attwood	Megan Levi
Pam Bettis	Christopher Parkin
Charise DeBerry	Pauline Sameshima
Ani Derderian	Caitlyn Scales
Wade Gauthier	Barbara A. Ward
Shannon Gleason	Mary Ward
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PARTNERSHIPS

Washington State University
College of Education

Gina Mikel Petrie & Greg Cunningham

SPECIAL THANKS

Pauline Sameshima
Cover Design

This cover is a tribute to the opening chapter of a marvelous new book called *Heart of Wisdom: Life Writing as Empathetic Inquiry* edited by Erika Hasebe-Ludt, Cynthia Chambers, Carl Leggo, and Anita Sinner. This artwork, like the book, represents a braiding of juxtapositions, a new cosmopolitan disposition that celebrates change, hope, ancestral genealogies, race, culture, and iconic and sacred references. This cover witnesses the vibrancy of global connections and pays humble homage to remarkable artists Norval Morrisseau, Sandra Silberzweig, and Frida Kahlo.

Heathman Lodge
Vancouver

CONFERENCE ORGANIZERS

Michael Hayes, Teaching & Learning, WSU
Krenny Hammer, College of Education, WSU

**8th International
Globalization, Diversity, and Education Conference**

February 22–24, 2012

PROGRAM

Wednesday, February 22, 2012

5:00 p.m. – 8:00 p.m. Registration

Thursday, February 23, 2012

8:00 a.m. – 4:00 p.m. Registration

9:15 a.m. – 10:45 a.m. Concurrent Sessions

10:45 a.m. – 11:00 a.m. Break

11:00 a.m. – 12:30 p.m. Concurrent Sessions

12:30 p.m. – 1:45 p.m. Lunch (on your own)

1:45 p.m. – 3:15 p.m. Concurrent Sessions

3:15 p.m. – 3:30 p.m. Break

3:30 p.m. – 5:00 p.m. Concurrent Sessions

5:00 p.m. – 6:00 p.m. Hors d'oeuvres and dessert (substantial)

6:00 p.m. – 7:30 p.m. Guest Filmmaker: **Carol Black**
Feature Film: ***"Schooling the World"***

Friday, February 24, 2011

8:00 a.m. – 12:00 p.m. Registration

9:15 a.m. – 10:45 a.m. Concurrent Sessions

10:45 a.m. – 11:00 a.m. Break

11:00 a.m. – 12:15 a.m. Keynote Speaker: **Mary E. Weems**
"One Love: Empathy and the Imagination-Intellect"

12:15 a.m. – 1:15 a.m. Lunch (on your own)

1:15 pm. – 2:45 p.m. Concurrent Sessions

2:45 p.m. – 3:00 p.m. Break

3:00 p.m. – 4:30 p.m. Concurrent Sessions

FEATURE FILM and KEYNOTE ADDRESS

Feature Film and Presentation

(Thursday, February 23, 6:00 p.m.)

“Schooling the World”

Carol Black, Filmmaker

Carol Black is an Emmy-Award-winning writer/director/producer of both entertainment and documentary television and film, co-creator with her husband Neal Marlens of the television series *The Wonder Years*, noted for its portrayal of the American public school experience. She studied education and literature at Swarthmore College and UCLA, and after the birth of her children, withdrew from a successful career in the entertainment industry to become involved in the alternative education movement. Her film *Schooling the World* is the culmination of many years of research into cross-cultural perspectives on education.

“Schooling the World” takes a challenging, sometimes funny, ultimately deeply disturbing look at the effects of modern education on the world’s last sustainable indigenous cultures. If you wanted to change an ancient culture in a generation, how would you do it? You would change the way it educates its children. The U.S. Government knew this in the 19th century when it forced Native American children into government boarding schools. Today, volunteers build schools in traditional societies around the world, convinced that school is the only way to a ‘better’ life for indigenous children. But is this true? What really happens when we replace a traditional culture’s way of learning and understanding the world with our own?

Keynote Address

(Friday, February 24, 11:00 a.m.)

“One Love: Empathy and the Imagination-Intellect”

Dr. Mary E. Weems

Assistant Professor, Department of Education and Allied Studies
John Carroll University

Mary E. Weems, Ph.D. is a poet, playwright, author, performer, and imagination-intellect theorist. She is the former Poet Laureate of Cleveland Heights (April 2007 – April 2009) and the first African American. She has been widely published in journals including *The African American Review*, *Obsidian III*, and *xcp: Cultural Poetics*. Her work has also appeared in numerous anthologies, most recently *Go, Tell Michelle: African American Women Write to the New First Lady* (SUNY Press) *Boomer Girls* (Iowa University Press), and *Spirit and Flame: An Anthology of African American Poetry* (SUNY Press).

Dr. Weems also works as a language-artist-scholar and education consultant in middle school, and high school classrooms, university settings and other venues through her business *Bringing Words to Life*. Programming includes *F.L.Y. (Finding Love in Yourself)* a self-esteem program for girls and women, which she has facilitated for the last five years as part of Ohio University’s, *Upward Bound Summer Institute*.

WEDNESDAY, FEBRUARY 22, 2012

5:00 p.m.-8:00 p.m. Registration

THURSDAY, FEBRUARY 23, 2012

8:00 a.m.-4:00 p.m. Registration

9:15 a.m.-10:45a.m. **Concurrent Sessions**

Sacajawea Room *Individual Paper Presentations*
Higher Education and Faculty Development

Global Faces in Everyday Classroom

Yoshiko Colclough, Montana State University – Nursing
Dawn L. Doutrich, Washington State University – Nursing
Shigeko (Seiko) Izumi, Washington State University – Nursing

As the higher education invites more diverse students and faculty worldwide, both students and faculty are challenged how to learn/teach in this global classroom. Two foreign-born faculty teaching in the US colleges with their American colleague will share their experiences and explore the possibilities of embracing globalization in local classrooms.

Internationalizing the World: Higher Education, the Global Market Place and Pedagogies of Resistance.

Kumari Beck, Simon Fraser University

Inspired by this year’s featured film “Schooling the World”, this paper explores the connections between globalization, higher education and the booming market in international education. Showing how the commoditization of higher education ‘schools’ the world in new ways, the author argues for pedagogies that counter these harmful influences.

Qualitative Analysis of Diversity Qualifications and Expertise Used By Candidates for a Diversity Faculty Position

Dana Lee Baker, Washington State University
Art Blume, Washington State University
Randy Boose, Washington State University
Kathi Fountain, Washington State University
Karen Schmaling, Washington State University

This paper focuses on how candidates applying for diversity related employment define and discuss diversity. The core research questions examined in this paper are: How do candidates articulate diversity in the context of applying for a diversity focused faculty position? and how do these aspects of diversity as articulated by candidates tend to map onto what has been considered core to customary understandings of diversity as opposed to elements of human difference usually considered less core to diversity?

Thursday, 9:15 a.m.-10:45a.m

Chief Comcomly Room Individual Paper Presentations
Community Partnerships for an Education of Healing

Academic-Prison Partnerships: Administering Sustainable Programs that Serve Both Community Needs and Marginalized Populations.

Peter Boghossian, Portland State University

Megan Glavin, Portland State University

This paper describes a successful collaboration between an Oregon university and a local prison. The partnership has resulted in student internship placements providing cost-effective grant writing and educational services that benefit inmates.

Learning to Learn in Community: Reparative Pedagogy—an Aesthetic Way of Teaching

Pauline Sameshima, Washington State University

Reparative Pedagogy conceptually frames support for inspiring learners, supporting partnerships, and constructing learning exchanges. This pedagogy focuses on redress and offering. Relationality is critical to the shaping of the local and global commons and the arts offer modes of communication that are critically needed to revive these spaces.

Inclusive Community Partnerships in Milwaukee, WI: A Domestic Intercultural Immersion Project

David Jones, UW-Eau Claire

April Ross, UW-Eau Claire

Amy Young, UW-Eau Claire

This interactive presentation highlights a domestic intercultural immersion project and discusses strategies for linking coursework with social justice issues. Each participating student is immersed in an organization in Milwaukee's urban core, with missions including services and family support related to domestic violence, undocumented immigrants, and economic development in stressed neighborhoods.

Chinook Room Individual paper presentations
Arts-Based Research and Aesthetics for Modern Times

The Game: Creating a Literature in the Form of a Computer Game

Shannon C. Gleason, Washington State University

A computer game was developed to creatively challenge the form, purpose, and conventions of literature reviews, which are usually linear narratives presented in text and printed in academic journals. The game rejects simple, standardized formats, and seeks to reach outward, beyond the academy, to popular culture and understanding.

Devising Educational Research: A Literature Review

Mindy Curtis, University of Idaho

Devised theatre is a postmodern genre of theatre in which performing artists work in collaboration to write, create and produce a theatrical performance. This paper outlines the way in which devised theatre has grown to be utilized and investigated in the field of educational research.

Writings from the Margins: An Examination of Voice, Presence, and Agency

Heidi Stanton Schnebly, Washington State University

Using sociocultural proprioception as an organizing theoretical framework and art and poetry as a way to make sense of the many concepts, I used critical discourse analysis as the tool to examine how voice, presence, and agency were reflected in the narratives collected from the twenty-eight participants of the Power of One Portrait Project at WSU-Pullman.

Klickitat Room *Individual Paper Presentations*

Critical Perspectives on Educational Assessment

Hoop Jumping Or Highly Qualified? Teacher Certification Tests and Quality Teaching

Elaine Radmer, Gonzaga University

Under No Child Left Behind, Washington teaching candidates must pass a content knowledge test to receive a teaching endorsement. This presentation will explore teacher certification tests through voices from the field, publicly available data, and standard test development procedures. Audience members will have a chance to discuss quality teaching and accountability.

Testing on a Global Scale: Policy Creep and the Standardization of Identity

Linda Mabry, Washington State University

Global spread of high-stakes standardized testing, increasingly incorporated into governments' educational policies, threatens not only schools, funding, teachers, and curriculum but also societal and individual identity. Test developers are not held accountable for meeting existing testing or accountability standards, even as impoverished students, their futures, and their schools are jeopardized.

Cowlitz Room *Individual Paper Sessions*

Poetry and the Pedagogical Arts

Discovering a Poetic Pedagogy through Letters to a Teacher

Adam Attwood, Washington State University

This presentation contextualizes an analysis of student letters and course evaluations with a literature review of the educational theorist and poet Matthew Arnold. It interlinks Arnold's poem "Desire" with the data to evoke Arnold's educational theory centering on the concept of "becoming something".

Writing Love in the Shadow of Fear: Poetry and Wisdom

Carl Leggo, University of British Columbia

We need a curriculum of love. In order to learn how to live fearlessly we must learn how to live with love. In order to learn the wisdom, philosophy, and practice of love, we need to acknowledge that we are part of a vast network of interconnections, all ecologically sustained.

Thursday, 9:15 a.m.-10:45 a.m.

General Grant Room Symposium
From Prisons to Performance Ethnography: Undergraduate/Faculty Collaborative Research

Elissa Blackhurst, Linfield College
Stacey Van Blom, Linfield College
Genevieve Harris, Linfield College
Emily Jenkins, Linfield College
Student Performers, Linfield College

Over four years, the faculty member collaborated with students on four creative research projects related to female parolees, diverse learners, community agencies, and postmodern identity development. Results will be shared via powerful participant quotations, multiliteracies (technology), performance auto ethnography, and student stories of the personal impact of the research collaboration

General Marshall Room Symposium
Accessing From an Intercultural Perspective

Chris Cartwright, Portland State University

In this session participants will become aware of some competency models, and methods used in assessing intercultural competence. From here there will be opportunities observe and interact with couple forms of intercultural assessments (qualitative and quantitative) with an opportunity take one of the quantitative instruments after the conference.

General Howard Room Symposium
Arts engagement – Tools for the Development of Cultural Competency

Kassia Dellabough, University of Oregon

A recent study examining an undergraduate Arts & Human Values course that satisfies university requirements for a general education multicultural course reveals a link between arts engagement and an increase in self awareness. What are the links between arts engagement, self-awareness and cultural competency?

10:45 a.m. -11:00 a.m.

Break

Thursday, 11:00 a.m. – 12:30 p.m. **Concurrent Sessions**

Sacajawea Room *Individual Paper Presentations*

Working the System: Creating a Just and Equitable Educator Workforce

Education and Human Services: Case Manager Perceptions of Social Justice

Susan Kincaid, Western Washington University

Public education and human services reflect attempts by society to achieve social justice, touching adults and children at the most basic points of need and reaching far into the k-12 system. Social justice themes surfacing from 18 interviews with case managers in various service settings are presented.

Increasing the Diversity of Washington’s Educator Work Force: One District at a Time - Recruiting Washington Teachers Program

Mea Moore, Professional Educator Standards Board

Marilyn Chu, Western Washington University

The panel addresses the disparity between diverse student populations represented in Washington’s public schools and predominately white teaching staff, the Recruiting Washington Teachers Program supports High School students from diverse backgrounds to become teachers.

Chief Comcomly Room *Individual Paper Presentations*

Activism and a Moral Consciousness

The Tattletale Code: Decoding, Scandalizing, and (Re) Signifying the Conscience.

Mark Hoover, Washington State University

Meghan Levi, Washington State University

This paper aims to interrogate and ultimately hold responsible a pernicious discourse and demand accountability for the life threatening actions taken to uphold the Tattletale Code. We posit the Code is discourse native to the English language as it is first used on children by adults and follows a steady continuum along the life cycle, with little objection and the consequence of vilification for breaking the Code.

The Tucson Samaritan Patrol: Humanitarian Activism as Force in the Formulation of Oppositional Consciousness

Rebecca Fowler, Washington State University

The Samaritans provide a space for building an oppositional consciousness through the utilization of desert narratives and storytelling, as well as through signs or events that occur outside of the bounds of human language as experienced through the channels of Samaritans artwork and photography and through hiking migrant trails.

Thursday, 11:00 a.m.-12:30 p.m.

Brown Resistance: Second Generation South Asian Women Negotiate Identity as Activists

Manjeet Birk, University of British Columbia

This paper seeks to understand the ways in which Second Generation South Asian Women come to negotiate identity as activists. It rejects the common found notions of cultural conflict models and employs decolonizing and transnational feminist framework in finding these women as agents in their identities.

Chinook Room Individual Paper Presentations
The Policy and Practical Implications of Educational Equity

Teacher Perceptions of Principal Leadership Style and How They Impact Teacher Job Satisfaction

Mohd Rozi Ismail, Colorado State University

The concept for the topic of this paper came from the desire to contribute to the Malaysian Ministry of Education 2020 goal that requires positive collaborative efforts between the principal of a school and its teachers. For almost 20 years, I have been involved in the field of education as a primary school teacher, secondary school teacher, and as a lecturer at the Teacher Institute of Education Malaysia. As a result of my years of experience, I believe that the results of this research on principal leadership styles impacting teacher's job satisfaction will have a direct impact on organizational management in Malaysia schools or schools in other developing countries.

Influence of School Factors on *Racial Opportunity Cost* for High-Achieving Students of Color

Kristin Shawn Huggins, Washington State University

Building on previous work about *racial opportunity cost* and utilizing an organizational culture framework, this study included interviews of 18 high-achieving students of color concerning their secondary school experiences. Results indicate that the school culture played a critical role in the *racial opportunity cost* high-achieving students of color often bear.

Latino School Success in Washington State: A policy Implementation Study

Bianca Barrios, Washington State University

Lynn Becerra, Washington State University

Armando Laguardia, Washington State University

Maria Morales, Washington State University

Laura Preciado, Washington State University

The Washington state legislature approved funding to conduct an investigation of the academic achievement gap of minority students in K-12 school system. The current study utilizes a policy analysis approach to explore the impact of the recommendations offered by this investigation on the Latino population within Washington school systems.

Klickitat Room Individual Paper Presentations
Writing, Narrative and Educational Praxis

Writing Teachers' Lives: Creative Nonfiction for a New Cosmopolitan Education

Erika Hasebe-Ludt, University of Lethbridge

This paper discusses the author's research on life writing as a curricular and pedagogical praxis focused on creative nonfiction, in particular teachers' life writing narratives. The paper focuses on these narratives as vital and courageous acts of a collective pedagogy that is necessary for our conflicted cosmopolitan times.

Storytelling as Loving Praxis: Cultivating Concern for the Common Good as Critical Peace Education

Amanda Smith Byron, Portland State University

This paper explores storytelling as loving praxis, and as such, as a means for increasing student concern for the common good. This process is framed as the work of critical peace education, and is situated within social justice-, anti-oppression-, and multicultural-education. An evolving model of loving praxis will be explored and explained in this context.

Cowlitz Room Panel
Duoethnography, Colonialism, Curriculum

Moving from the Shadows: A Duoethnography on De/Post Colonial Curriculum

Richard D. Sawyer, Washington State University

Tonda Liggett, Washington State University

In this presentation, presenters deconstruct and reconceptualize their socialization into colonial teaching perspectives in language arts. In a critical dialogic relationship with each other, they share and contrast educational incidents that have contributed to their notions of colonization.

Becoming School Counter-Identifiers: Unpacking Narratives of Acceptance and Resistance

Heather Audrian Fowler, Washington State University

Teresa Ohrt, Washington State University

Using a duoethnographic approach, the presenters explore the effect family background had on their school experiences. Through the examination of family heritage, structure, values, and socio economic status, Heather and Teresa reflect upon on their counter identifier status as children and how those experiences shape their teaching.

Thursday, 11:00 a.m.-12:30 p.m.

Nursing an Artful Practice: Finding the Aesthetic Groundings of our Practice

Lida Dekker, Washington State University

Melody Rasmor, Washington State University

Our duoethnography is a powerful, transformative, on-going reflective dialogue. Themes include art and nursing, things we felt we had to hide, and differing perspectives on our nursing practices. The support and understanding of each other's experiences have inspired continued storytelling and insights, including encouraging our students toward deep reflective practice

General Grant Room Symposium

Las Pacayas, El Salvador: Connecting Surface Water Usage to Sustainability in a Cultural Context.

Sean Agriss, Eastern Washington University

Eleanor Key, Washington State University

This engineering project, using a mixed methods approach, relies on participatory mapping to provide both a conceptual understanding of daily surface water usage in Las Pacayas and an educational outreach tool for the connection of sustainable and solid waste practices to the cultural context of the community.

General Marshall Room Symposium

Internationalization & Diversity 4.5: Blending Social, Human and Knowledge Capital in a Professional School of Education.

Samuel D. Henry, Portland State University

B. Ferner, Portland State University

K. Ilosvay, Portland State University

Z. Jaffrey, Portland State University

D. Smith, Portland State University

Education professional schools, face challenges in providing equity-in-action. This symposium situates a professional school in four areas of emancipatory praxis: 1) inquiry to change the preparation of educators, 2) understanding education in other countries, 3) actualizing international experiences and 4) connecting the policy and politics of educational reform to both diversity and internationalization.

General Howard Room Alternative Session

Documentary and Conservation Photography: Building Bridges in Educational Research and Grassroots Educational Development and Upper Amazon Rainforest Communities.

Bruce Farnsworth, University of North Dakota

This highly visual presentation with group discussion will share a major environmental documentary project as it revs up for fieldwork in Peru, Ecuador and Bolivia. Educators wishing to engage their students and research audiences more deeply on the applications of environmental photography in educational grant work and grassroots development will find this presentation engaging. The presenter is a widely published editorial photographer, zoologist and PhD candidate in education.

12:30 p.m. – 1:45 p.m.

Lunch (on your own)

Thursday, 1:45 p.m. – 3:15 p.m.

Concurrent sessions

Sacajawea Room

Individual Paper Presentations

Postcolonial and Indigenous Narratives for Justice

Narrative and Remembrance: Race, Representation, and Education in Postcolonial Jamaica and its Implications for Social Justice Teaching

Sandra Richards Mayo, Azusa Pacific University

This paper demonstrates the potential of narrative to promote more critical and thoughtful dialogue about issues of race in education and the remedies necessary to dismantle historical practices of domination. Participants will explore ways to teach and learn about social justice by using counter-storytelling to explore experiences of oppression.

Mother Nature Knows No Boundaries: Global Impacts on the Northern Arctic Inuit of Nunavut, Canada

Christine Brown, Washington State University

An examination of reports, publications, and video-links to show how the Inuit are suffering deadly impacts from the global use of pesticides with major ramifications for their health, their safety, and their traditional culture and life ways—including their efforts to incorporate contemporary adaptations to survive in an ever-changing global society.

Chief Comcomly Room

Individual Paper Presentation

Transnational Power in a Local Context

Transnationalism, Legal Pluralism and the Expansion of Ayahuasca Religions

Kevin Feeney, Washington State University

The Ayahuasca religions are modern syncretic traditions which combine elements of Amazonian Shamanism with folk Catholicism. Through proselytism and cultural exchange these Brazilian traditions have become global, requiring many nations to determine how best to balance the interests of these religious minorities with the international “war on drugs.”

Factors Affecting A Philippine Peasant Community: Power, Poverty, & Pervasive Landlessness

Amber A. Heckelman, Washington State University

An actor-oriented approach in political ecology was used to explore the experience of a Philippine peasant community. Philippine peasants are afflicted with a cycle of diasporas-landlessness-poverty that is perpetuated by a hostile power dynamic that fuels corruption and violence. This hostile power dynamic is reinforced by the world capitalist system, indicating that multinational institutions are shaping the agrarian sector and locking Philippine peasants to a life of destitution.

Thursday, 1:45 p.m.- 3:15 p.m.

Roots and Routes: Road from Home to America, Middle East and Diaspora, about Being Armenian Genocide Female Survivor

Ani Derderian, Washington State University

Adolf Hitler, on August 22, 1939, stated, "I have given orders to my Death Units to exterminate without mercy or pity men, women, and children belonging to the Polish-speaking race. It is only in this manner that we can acquire the vital territory which we need. After all, who remembers today the extermination of the Armenians?" (Kherdian, 1979).

Chinook Room *Individual Paper Presentations*
Social Justice and Education for Diverse Student Populations

Locating Adult Allies and Promoting Community Youth Participation: A Critical Community-Centered Integrated Practice for Native Hawaiian Young Adults

Alma M.O. Trinidad, Portland State University

This paper presentation demonstrates how a community based youth program utilizes adult allies in the community and provide multi-tiered mentoring processes that equip youth with the competencies to promote social justice and sustainability work. Adult allies must possess cultural humility, and the capacity to create participatory processes with community partners.

The Right of Undocumented Students to In-State Tuition: Redefining Equal Opportunity in Higher Education

Liliana Castro, Front Range Community College

This paper proposes that restrictive policies that deny undocumented college students the right to public postsecondary education subsidies are unsustainable in the context of a globalized society. It will be argued that cultural beliefs must be redefined to adapt to complex, social phenomena of a globalized society.

Klickitat Room *Individual Paper Session*
Educational Reform in a Global Context

A Wolf in Sheep's Clothing: Poverty Reduction Strategy Papers and the World Bank's Neoliberal Education Reform

Samantha Spinney, George Mason University

This presentation will provide an overview of World Bank education reform policies, enforced through Structural Adjustment Programs (SAPs) and Poverty Reduction Strategy Papers (PRSPs), as well as the consequences of those policies to developing countries.

The Great Limiter of School Improvement: Assumptions about the Purposes of Schooling

Ronald S. Byrnes, Pacific Lutheran University

Opinion leaders continually argue we must improve schools so that we can compete in the global economy and reestablish our national greatness. But appeals to national greatness do not inspire students and therein lays the problem with reform proposals.

Cowlitz Room

Symposium

Diversity Activism in the University: The Chief Diversity Officer Campaign

Martha Balslem, Portland State University
Samuel Henry, Portland State University
Jilma Meneses, Portland State University
Masami Nishishiba, Portland State University

Social, organizational, and critical race theory concepts explicate a ten-year campaign for the hiring of a Chief Diversity Officer at our public urban university. Organizational and social barriers that arose included lack of focus, interracial tension, adaptation to constant change, and negotiating the border between activist and educator roles.

General Grant Room

Alternative session

Using Case Studies to Develop Global Awareness of Social Emotional Education Worldwide.

Debbi McCuin, Colorado State University
William M. Timpson, Colorado State University

This alternative presentation will engage participants in gripping true stories told by international students in a graduate course in curriculum development. Concerns for the education system in their own ministries of education developed into wider, deeper concerns for the safe and civil treatment of students. Can we develop a sense of “global awareness” to the issues facing teachers in international education placements?

General Marshall Room

Alternative Session

Needs Analysis of Non-Native Speaking Nursing Students in the Spokane Area

Kwanyok Vorasatmatee, Gonzaga University

All nurses must develop communicative competence to effectively communicate and interact with patients from various linguistic and cultural backgrounds. For non-native speaking nursing students, this entails learning the language and culture of the profession and society in which they live. Nursing educators can facilitate their development through alternative pedagogical approaches.

3:15 p.m.-3:30 p.m.

Break

Thursday, 3:30 p.m.-5:00 p.m.

3:30 p.m.-5:00 p.m.

Concurrent Sessions

Sacajawea Room

Individual Paper Presentations

Politics, Power and Education in the Middle East

The Arab Spring and College Students

Marina Tolmacheva, Washington State University

Events of the Arab Spring took the world by surprise. Even more surprising was the continuing effect of pro-democracy movements that took hold of the Arab countries from North Africa to the Gulf. Local youth everywhere have played an important role in public gatherings, demonstrations, protests, and articulation of the protesters feelings, wants, and desires. University students and campuses became willing participants in the most important political change in the Arab world in a generation. The paper will explore the level of college student participation in public protests in selected Arab countries, the impact of academic freedom on students' activism, and the relative levels of involvement by students from different types of academic institutions.

Education in Palestine Under the Israeli Occupation

Abed Hadi M. Bashir, Washington State University

The presenter discusses the history of the Palestinian Israeli conflict and its effects socially, economically, and culturally on education. In Palestine education is considered one of the strongest tools for socialization and national identity. Although Palestine is one of the highest educated countries in the world, students are still unable to pursue equal opportunities as in other countries.

Chief Comcomly Room

Individual Paper Presentations

Developing Communication and Cross Cultural Understanding in Education

Standardizing Subjectivities: Extensions Within the Field of International Education

Ashley Pullman, Simon Fraser University

The difficulties non-native English speaking students encounter within the field of international education was explored through ethnographic research conducted on a private Australian accounting college in China, an institute that functions within a system of education that has been designed elsewhere under practices of standardization rather than specificity of context.

How Effective Are You Working In A Cross-Cultural Environment?

Sonia G. Morales O., Washington State University Extension

This presentation will discuss the importance to understand cultural differences and the benefit of working effectively in cross-cultural environments. The need for strong cross-cultural competence is stronger than ever before. Globalization and the changing demographics in many of the world's leading countries have led to a significant increase in multicultural businesses. Therefore, it is essential to work effectively with harmony in the workplace through a better understanding of the perspectives of others.

Cowlitz Room *Individual Paper Presentations*
Conceptualizing the Global in Educational Practice

Exploiting Hypocrisies': Critical Analysis of Diversity Conceptualizations

Stephen D. Hancock, University of North Carolina Charlotte

This paper uses a critical perspective to analyze multicultural conference sessions in an effort to trouble the idea of what many believe to be an acceptable multicultural disposition. In conferences and meetings on multiculturalism, diversity, and globalization there is often an air of ethnocentrism and passive intolerance. A content analysis of presentation titles and abstracts with diversity foci at multicultural, research, and educational conferences reveal hypocritical stances and separatist rhetoric.

Translation to Teaching: A Critical International Service-Learning Model for Educators

Anthony Garces-Foley, George Mason University

Samantha Spinney, George Mason University

This presentation will present a model for critical international service-learning (CISL) for pre-service teachers. This model is based on the results of a focus group study on in-service teachers' international educational experiences. We see CISL as a way to cultivate international mindedness in teachers, and in turn, students.

Chinook Room *Panel*
A Dialogue on Finding Stories and Healing Wounds

Susan Kincaid, Western Washington University

Robbie Paul, Washington State University

Ray Wolpow, Western Washington University

The adverse effects of trauma leave no family or group untouched. This three presentation panel will frame a large group discussion of the roles of story, testimony, and narrative in the process of healing from trauma.

Historical Trauma and Its Effects on a Ni Mii Puu Family; Finding Story, Healing Wounds

The need to heal wounds is profound and deep in the Native American Community. Beginning with the first European contact over five hundred years ago, Native Americans have experienced massive losses of lives, land, traditional ways, and languages.

Testimony and Witness: Healing Wounds amongst Holocaust Survivors

One of the richest sources of personal Holocaust testimony comes from survivor, professor and Nobel laureate Elie Wiesel. Speaking to a group of educators and students at Northwestern University, Wiesel (1977) asserted: "If the Greeks invented tragedy, the Romans the epistle, and the Renaissance the sonnet, our generation invented a new literature, that of testimony".

Grief, Loss and Trauma Related to Violent Death: Reducing Effects through Re-Storying and Narrative Therapy Techniques

The trauma caused by violent death (sudden death from homicide, vehicular homicide, or suicide) has become all too common in the U.S. The victims of violent death include those who loved the deceased and had no way to predict or prepare for the loss. The intensity of their grief and anger is disabling.

Thursday, 3:30 p.m.-5:00 p.m.

General Grant Room Symposium

Pedagogy of the Absurd: The CDA of the WA TPA (A Critical Discourse Analysis of the Washington Teacher Performance Assessment)

Pam Bettis, Washington State University
Eman Elturki, Washington State University
Ibtesam Hussein, Washington State University
Meghan Levi, Washington State University
Tom Salisbury, Washington State University
Caitlyn Sattler, Washington State University

The purpose of this symposium is to critically examine the Washington Teaching Performance Assessment document's history, purpose, substance, form and preservice teacher comments about the document through critical discourse analysis. Our preliminary findings suggest that the WA TPA illuminates Goodman's (2006) claim that educators are living a "pedagogy of the absurd" (p. 2).

General Marshall Room Symposium

Identity Pedagogy: Building a New Paradigm

Zehra Habib, George Mason University
Patricia Ighile, George Mason University
Avé Luke-Simpson, George Mason University

Globalization interacts with us, complicating our perceptions and ways of creating knowledge. Schools exist within this context, and classrooms contain learners of diverse heritages and identities. We propose rethinking culture's role in current pedagogical concerns, and emphasize the importance of identity in how we "learn how to learn".

Klickitat Room Panel

Assignments that Demand Reflection: Healing, Intrusive, Ethical? Designing Them for Maximum Benefit

Dawn Doutrich, Washington State University – Nursing
Jayne Freitag, Washington State University – Nursing
Yi-Hsiu Liu, Washington State University – Nursing
Ethel Reeves, Washington State University – Nursing

This panel will explore how to honor diversity and difference, how to create safe community for all students/patients/faculty while pushing on the margins of discomfort, and how to invite and celebrate a changing sense of self. These behaviors may require critical examination. In the joyful openness of this globalization, diversity, education conference, the hope of this panel is to examine these concerns with each other and the audience.

General Howard Room Alternative Presentation

Representations in the "Occupy" Movement

Adam Attwood, Washington State University
Et al, Washington State University

The "Occupy" Movement(s) is a series of individually constituted movements that seek to problematize the "99%" and "1%" population paradigms. Included in this grass-roots exploration is the "Occupy" and "Un-occupy" points of view of individuals and groups who seek societal change.

5:00 p.m.-6:00 **Hearty hors d'oeuvres and dessert (provided)**

6:00 p.m.-7:30 p.m. **Featured Film and Presentation by Carol Black**
Fort Vancouver Ballroom *"Schooling the World"*

FRIDAY, FEBRUARY 24, 2012

8:00 a.m. – 12:00 p.m. Registration

9:15 a.m.-10:45a.m. **Concurrent Sessions**

Cowlitz Room *Individual Paper Presentations*
The Politics of Identity for LGBTQ Students

LGBTQ Education in Shifting UK and Global Policies

Anthony Garces-Foley, George Mason University, VA

This presentation will take a close look at the United Kingdom's radical LGBTQ (lesbian, gay, bisexual, transgender, and questioning) education policy pendulum swing from 1988 to 2011. It will also comment on the global movement to end the sexual apartheid of homophobic discrimination as affirmed by the UN Human Rights Council's landmark approval of the resolution requesting the UN High Commission to "... study discriminatory laws, practices and acts of violence against individuals based on their sexual orientation and gender identity, in all regions of the world..." (UN Human Rights Council, 15 June 2011).

The Mainstream Gay and Lesbian Movement: Exclusionary Results from Inclusion-Based Assimilation Politics

Nicole Ferry, Washington State University

A close analysis of contemporary gay and lesbian politics is performed to address the particular methods and/or consequences of inclusion into certain political spheres through a discourse of "we're just like you." The mainstream gay and lesbian movement, seeking inclusion and equality through assimilation, costs further exclusion of more fluid queer identities.

Friday, 9:15 a.m.-10:45a.m.

Chief Comcomly Room *Individual Paper Presentations*
Resisting Traditional Education Models in the US and Africa

Critical, Post-Colonial Globalization and Education in Africa

Tairou Goura, Southern Illinois University-Carbondale

Inherited colonial educational systems are still struggling in their emancipator upheavals for democracy and social justice in Africa. Through critical and postcolonial perspectives, I argue that globalization is now wearing the gowns of neocolonialism, dictating its wills and agenda in vocational education. Silence: the Freirean 'banking education' is at play!

Chinook Room *Individual Paper Presentations*
Visual Arts and Media in a Critical Pedagogy

Occupy 21st Century Society: Re-Marking Local Places through Visual Arts Education

Trudy-Ann Barrett, University of Canterbury

Preoccupation with globalized society has swept many local places of the very things that define them and have thus challenged the creative diversity of the world's peoples. This paper offers critical perspectives on using visual arts education as an enabler for promoting students' agency to re-occupy their local places in culturally sustainable ways.

The Congo Stories Project: Autobiographical Video, Personal Narrative, and Humanitarian Reporting in the Eastern Region of the Democratic Republic of Congo

Aaron Goodman, Wilfrid Laurier University - Brantford

Female journalists in the eastern region of the Democratic Republic of Congo are transforming the way news is covered and how stories are told. By producing autobiographical videos, the women are recreating their identities and helping to stop endemic rape and sexual violence amidst the ongoing conflict gripping their country.

Klickitat Room *Individual paper Presentations*
The Gendered Imaginary in Educational and Legal Discourses

Motherhood and the Constitution: (Re)Thinking the Power of Women to Facilitate Change

Angela Mae Kupenda, Mississippi College School of Law

The purpose of this paper is to examine the constitutionally supported, power of women (and especially of white women) as teaching mothers to facilitate changes in present systems of racial and gender subjugation. Uncovering this harnessed power, and exploring the barriers to exercising that power, is the focus of this paper.

Integration or Ghettoization: Gender Issues in Introductory Level Sociology Textbooks

Jena Zarza, Portland State University

Practicing sociologists recognize the importance of an intersectional approach to the issues they study; however textbooks that represent the field of sociology present topics in segmented chapters. A content analysis in 27 introductory level sociology textbooks assesses the degree to which gender issues have permeated these texts.

Sacajawea Room

Panel

The Head and the Heart: Emotional Validity in Educational Research and Practice

Sean W. Agriss, Eastern Washington University

Paul D. Mencke, Washington State University

T. Francene Watson, Washington State University

This panel presentation attempts to push the bounds of locales of validity in educational research through the belief that educational experiences eliciting emotional responses are of great value. We contend that an often ignored space of validity is in researchers', research participants', teachers', and learners' emotional responses to intellectual work.

General Grant Room

Symposium

Honoring Multiple Representations in the Language Dominant Culture of School: Three Case Studies for Discussion of Cultural Forms and Functions.

Monica R. Hansen, University of Idaho

Emily Duvall, University of Idaho

Shiao-wei Chu, University of Idaho

How do literacy educators and researchers acknowledge multiple representations and conflicting cultural values in educational approaches and settings? We present three case studies of student work and ask the audience to join us in a conversation about aims and values of language education.

General Marshall Room

Alternative presentation

Salish School of Spokane: A Model for Grassroots Indigenous Decolonization Fueled by Traditional Culture and Modern Pedagogy.

Christopher Parkin, Washington State University

LaRae Wiley, Salish School of Spokane

Grahm Wiley-Camacho, Teach for America

/Alma del Mar Charter School

Contemporary globalization and education unfolds within the context of unfinished colonization and emerging decolonization. Salish School of Spokane is an independent, grassroots Native American school powered by a blend of modern pedagogy and traditional Salish values— self---reliance, egalitarianism, and community. Our workshop will teach Salish language and songs and will introduce our model for linguistic and cultural revitalization, our work of de-colonization.

Friday, 9:15 a.m.-10:45 a.m.

General Howard Room Alternative session (Film)
I Stay Here: Nonviolence and Social Justice in Palestine

Michael Hayes, Washington State University
Melissa Saul, University of Idaho
Richard Sawyer, Washington State University

This film presents numerous individuals who work towards social justice in Palestine and highlights their nonviolent actions within the context of a 45 year long military occupation by Israel.

10:45 a.m. -11:00 p.m. **Break**

11:00 a.m. -12:15 p.m. **Keynote Address: Mary E. Weems**
Fort Vancouver Ballroom ***“One Love: Empathy and the Imagination-Intellect”***

12:15 p.m.-1:15 p.m. **Lunch** (on your own)

1:15 pm. 2:45 p.m. **Concurrent sessions**

Chinook Room Individual Paper Presentations
Towards a Praxis of Sustainability

Palouse Pollinators: Growing, Learning and Being in Community

Justin Hougham, University of Idaho
Francene Watson, Washington State University

The Palouse Pollinators school garden project has grown from both the increasing need for deeper environmental and sustainability education, and other (overlapping) community efforts. This project is based on the simply query; What if everyone could learn the wonders of sowing seeds, nurturing plants, and learning how to cook produce fresh from the garden?

Real, Roots, Outside: Eco-Poetry as Counternarrative

Veronica Gaylie, University of British Columbia

What is the role of poetry – as an arts-based teaching, learning and research method – in developing ecoliterate understanding in urban communities? What is the role of creativity and narrative as it relates to urban student awareness of the natural environment? This paper explores how urban students’ first-hand experience of local environments can be expressed as poetic narrative that brings new understanding of local and global environments.

Klickitat Room Individual Paper Presentations
Cultural Texts and Identity in Education

Reading Che Guevara's Biographical/Travel Diaries and the Narratives of American Teacher Candidates As Popular Cultural Texts

YiShan Lea, Central Washington University

The author has set out to investigate people's biographies as cultural texts, specifically "the quality experiences" that shape their awareness of self-identity and world/self-consciousness.

Interrogating Body Representations in Teacher Education: Critiquing Popular Story Constellations

Richard Johnson, University of Hawaii

In this presentation I take a broad interpretation of visuality and visual culture that includes a visual orientation to a particular space and place, the deconstruction of disparate meanings embedded in an identity image(s), and as a metaphor for thinking in new ways about educational practice and research.

"Dame la Pura Vida: A Poesis of Sustainability and Equity in Costa Rica"

Caitlyn Scales Sattler, Washington State University

This paper explores the unique cultural mantra of Costa Rica, *pura vida*, and how this deeply rooted cultural phenomenon may be the link to poesies of new types of education within the culture and its sustainability at the heart of change and progress. The passing of CAFTA (Central American Free Trade Agreement) between Costa Rica and the United States in 2007 is explored to provide background on the current political and economic situation in the country.

Cowlitz Room Individual Paper Presentations
Victims of Terror and the Quest for Justice

Beneath The Surface: A Secondary Analysis of the Trafficking in Persons Report Country Tier Placement from 2001 to 2011

Stephanie Mace, Colorado State University

This paper provides a secondary analysis of the country tier placement system of the Trafficking in Persons Report from 2001 to 2011. Evaluation of global anti-trafficking efforts advances the research on country tier placement and advocates for the critical need to further education and awareness of human trafficking.

Reframing Victim Ontology: Towards a More Inclusive and Egalitarian Recognition of Precariousness

Luciana Storelli-Castro, American University, US Institute of Peace

This paper seeks to problematize victim ontology in an effort to better reflect degenerate war settings. It will be argued that complicating victim ontology reveals victims currently lacking visibility and taxes moral agents with the ethical obligation to recognize and rehabilitate them.

Friday, 1:15 pm.-2:45 p.m.

Chief Comcomly Room *Individual paper presentations*
Managing Education in a Global Context

Defining the Requirements for Management Information Systems (MIS) Technology Capable Of Normalizing Diverse Global Communities.

Michael A. Nevins, Canyon Institute of Advanced Studies

In an effort to build real world information systems capable of interfacing diverse global communities and interests fairly, it became evident that finding normalizing metrics would require non-traditional approaches. This paper describes our approach of re-engineering fundamental definitions of what is knowledge to fit humanity as a whole.

Teaching Strategic Planning: Using an Iceberg as a Metaphor for the Strategic Planning Process

Lori Baker-Eveleth, University of Idaho

Dan M. Eveleth, University of Idaho

Michele O'Neill, University of Idaho

Sanjay R. Sisodiya, University of Idaho

Strategic and functional planning are topics that have long played significant roles in business education (e.g., Ansoff, 1965). Planning tools, such as the SWOT Analysis in a strategic management course, or a business plan in an entrepreneurship course, are often introduced and then applied to course projects, assignments or cases to highlight the value of comprehensive, deliberate planning. Unfortunately, mastery of these tools within the context of a single course can be challenging, particularly at the undergraduate level.

Understanding Capability Maturity Model Integration for Service (CMMI-SVC) and Total Quality Management (TQM) as Process Improvement Tools: Comparing Feasibility of CMMI and TQM in Higher Education Institutions.

Mariyah Merchant, Washington State University

This presentation is about briefly understanding what Total Quality Management (TQM) is and why TQM failed as a higher education process improvement model. Primarily, the presentation is an overview of Capability Maturity Model Integration for Service (CMMI-SVC) and what are some of its characteristics that may prove useful to the higher education institutions.

General Howard Room Symposium
Transformative Intercultural Experiences in Higher Education

Patty Kero, The University of Montana - Missoula
John Matt, The University of Montana - Missoula
Bill McCaw, The University of Montana - Missoula
Frances O'Reilly, The University of Montana – Missoula
Courtney Stewart, The University of Montana – Missoula

This symposium explores a cross case analysis, through the conceptual framework of the Cultural Proficiency Continuum (Terrell & Lindsey, 2009), of the transforming experiences of three university faculty members relating to their interactions with adult educators from Egypt, Azerbaijan, and Kyrgyzstan who had come to The University of Montana seeking professional development.

General Marshall Room Symposium
Can we be friends? Social Justice Work Across Epistemological Differences

Genevieve Harris, Linfield College
Jean Moule, Oregon State University

Two professors/researchers with divergent theoretical frameworks—one leaning towards modernism and the other towards postmodernism—unite to study cultural competence among pre-service teachers. How do lived experiences and epistemology affect data analysis? Can two disparate views be used to effectively promote cultural competence? Join us for a lively debate.

General Grant Room Alternative Presentation
Building Capacity in Developing Countries: A Workshop Exploring the Possibilities

Judy Backlund, Central Washington University
Phil Backlund, Central Washington University
Janet Finke, Central Washington University

This workshop will focus on literacy and communication strategies used to meet the needs of teachers/leaders with few supplies, large classes and little or no training in developing countries. Participants will be actively engaged in exploring strategies for capacity building in developing countries.

Sacajawea Room Alternative Presentation
Intercultural Sojourners: A Multi-Modal Depiction of One University's Approach to Developing Culturally Responsive Educators.

Janine J. Darragh, Whitworth University
A. Suzie Henning, Whitworth University

This presentation will primarily use the words, photos, images and video clips of teacher education candidates to share their three-week journey into another culture and its impact on their development as culturally competent educators.

2:45 p.m.-3:00 p.m.

Break

Friday, 3:00 p.m.-4:30 p.m.

3:00 p.m.-4:30 p.m.

Concurrent Sessions

Chinook Room

Individual Paper Presentation

International Issues in English Language Learning

World Englishes and the Native/Nonnative Speaker Dichotomy

Kevin Kato, Gonzaga University

Discriminating teachers' pedagogical and professional skills, on the basis of accent, physical appearance, and native speaker status, is unfounded at best, and at worst unethical. This presentation will investigate the propriety of a native speaker standard within the framework of teaching English worldwide.

KEES as Intercultural Vehicle for Fluency Development

Piah Song, Gonzaga University

The presenter demonstrates how effectively KEES (Korean-English Exchange Square), the language exchange program as an intercultural vehicle, bridges for L2 fluency development through intercultural and pragmatic competence of Korean and English. The participants are Korean ESL students and domestic undergrad students and their L2 acquisition is assessed by mutual exchanges.

Academic English as a Third Language: Challenges and Opportunities for English Language Learners

Gisela Ernst-Slavit, Washington State University

Michele R. Mason, Washington State University

This ethnographic/sociolinguistic study investigates how Academic English is used during content-area instruction in seven upper elementary classrooms. Findings have important implications for understanding the language demands schools are placing on ELLs and on other groups of students who may have limited access to academic discourses.

Klickitat Room

Individual Paper Presentations

Identity and Education in the Case of Marginalized Students

Implications of "It Starts Now" Performance Narratives on Identity Formation

Adam Attwood, Washington State University

Heidi Stanton Schnebly, Washington State University

At Washington State University (WSU) we started the "It Starts Now" Campaign to encourage acceptance of not only GLBTQ persons, but all persons who may feel marginalized. We discuss the implications of the stories written by college students about overcoming marginalization and helping others overcome marginalization.

Impacted Identity: Examining the Insider/Outsider Position of Youth with Disabilities through the Lens of Institutional Discourse

Mary J. Ward, Washington State University

This paper begins to build a theoretical framework for examining identity development in youth with disabilities through examination of insider/outsider positions and the layers of discourse that influence this positioning.

Learning Disabilities and English Language Learners: When or if they should coexist?

Michael Dunn, Washington State University

Tonda Liggett, Washington State University

For students with characteristics of having a learning disability, schools' providing early intervention programming and using the resulting data for deciding special-education classification as early as kindergarten is now considered as best-practice. This session will discuss when, if ever, an English Language Learner should be considered for special education services.

Sacajawea Room

Individual Paper Presentations

Technology, Culture and Education

The Effects of a Computer-Assisted Tutoring Program on At-Risk Student-Athletes' Reading Fluency

Chris Cook, Washington State University

Gail Gleason, Washington State University

Congcong Wang, Washington State University

Due to various socio-economic, institutional and academic preparedness issues, a small portion of the collegiate student-athlete population continues to face challenges in achieving college level reading success. To assist at-risk student-athletes with academic reading, a computer-assisted Soma tutoring program is provided. A correlation and experimental study is conducted to evaluate the effects of this program.

Technology Perceptions in Different Cultures

Srilata Bhattacharyya, Adelphi University

Technological competence as a prelude to integration of technology has been long established. There is no denial that computer proficiency has pervaded all aspects of our lives to help in accomplishing personal and professional tasks, especially in academia. However, student teachers rarely get a first-hand experience to use computers while teaching in their classrooms, as computer usage is dominated by the classroom teacher. This study investigates the perceptions of these students.

Friday, 3:00 p.m.-4:30 p.m.

Cowlitz Room *Individual Paper Presentations*
Exploring Inclusive Pedagogies

Not Quite Out of the Closet

Deanna Gilmore, University of Idaho

This qualitative research paper describes various responses toward using children's literature featuring gay and lesbian parents. Speaker will discuss basic empirical information regarding children raised in gay or lesbian households and present children's literature in this genre.

Teaching Whole Persons

Walter I. (Baruch) Zeichner, Buena Vista University

This presentation seeks to address a few obstacles which educators may encounter when teaching Globalism. I offer, for discussion, examples of what has worked so far in the classes I teach specifically with regards to ideology, critical thinking, religion, and politicized terminology.

Cultural Responsiveness in Physical Education: Taking Action and Embracing Student Diversity

Brandon Sternod, Lewis-Clark State College

Heather VanMullem, Lewis-Clark State College

Racial and linguistic diversity in the United States has continued to increase and, subsequently, so has the need for cultural responsiveness in American schools. Nowhere is this need more evident than in physical education. In this paper, several examples of how cultural responsiveness can be practically applied in physical education settings are detailed.

Chief Comcomly Room *Individual Paper Presentations*

Student Attitudes toward Climate Change: Cultural and Political Influences

Tracie Lee, University of Idaho

Steve Peterson, University of Idaho

In fall 2011, research economist Steve Peterson sponsored a student team to design and administer a survey measuring the impact of politics and culture on student attitudes toward climate change at the University of Idaho. Many of the questions were based on the Yale Project on Climate Change Communication. In this session, we will compare our survey results with the Yale survey, and share some surprising findings. We will also discuss the potential implications on eco-pedagogy and communicating with Generation Y about climate change.

Knowledge or Skills? Teaching Civic Values in Eco-pedagogy

Xinmin Liu, Washington State University

In teaching eco-pedagogy, a genuine approach of interdisciplinary studies needs to reflect forms of critical sensibility, which intersect ethical and aesthetic concerns and the scientific/technological responsibilities. In my research, I have attempted to critique the linearity of "developmental thinking" by way of exposing the misuses and abuse of science and reiterating the "lived" wisdom shared by ethnically diverse communities in tending harmonious habitats for sustainable development.

General Howard Room Panel

Developing Passions and Social Change Agents through a Freshman Inquiry Course on Race and Social Justice

Martha Balslem, Portland State University

Grace Dillon, Portland State University

Alma Trinidad, Portland State University

This panel highlights the journey of three female scholars of diverse backgrounds in developing and implementing a year-long freshmen inquiry course on race and social justice. This course continues to be a challenge to facilitate, but provides the opportunities for undergraduates to integrate a social justice framework in their lives.

General Marshall Room Symposium

Assessing Intercultural Competence

Chris Cartwright, Portland State University

In this session, participants will become aware of some competency models, and methods used in assessing intercultural competence. From here there will be opportunities to observe and interact with couple forms of intercultural assessments (qualitative and quantitative) with an opportunity to take one of the quantitative instruments after the conference.

General Grant Room Alternative Presentation

Love and Social Justice: What We Imagine; What We Can Do

Charise DeBerry, Washington State University

This session is all about acknowledging love's presence in social justice endeavors, imagining how love can be fully utilized within future engagements that surround social justice, and discussing the barriers faced.

**THANK YOU!
KEEP IN TOUCH**