New Spaces: Opening up Physical and Social Spaces in the 21st Century
About KU Professionals for Inclusion and Social Justice

KU Professionals for Inclusion and Social Justice (ISJ) is a graduate student organization in the Department of Special Education at the University of Kansas. The primary purpose of ISJ is to transform systems for social justice by building a lasting network of professional leaders and scholars. We are committed to forming university and community partnerships that challenge and expand our thinking. Specifically, ISJ seeks to act as a catalyst for inclusivity and equity in education and society, particularly for historically marginalized communities. We hope to accomplish this by engaging in activities that promote awareness, advocacy, and scholarship.

Conference Theme

The theme of this year's Graduate Student Research Conference is *New Spaces: Opening up Physical and Social Spaces in the 21st Century*. We use the term “physical and social spaces” broadly to address issues of environments, organizations, institutions, communities, cultures, politics, and ways of knowing. The theme is a call to examine these issues of space as they relate to the variety of topics, populations, and frameworks explored by graduate students at KU.

Learn more about ISJ or our upcoming events

http://specialedu.ku.edu/resources/isj
https://www.facebook.com/KUProfessionalsforDisability/
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This presentation by Dr. Alan Foley explores the concept of (digital) community considering the paradoxes presented by ubiquitous, networked technologies (e.g. agency/control, independence/surveillance, privacy/security). Drawing on examples from his recent work, Dr. Foley examines what we need to be thinking about as we use technology to form community or increase independence; and, how does our very use of these technologies exclude, essentialize, and marginalize the very groups that they purport to include?
Dr. Alan Foley

Alan Foley is an Associate Professor in the Department of Cultural Foundations of Education at Syracuse University. He is the Director of the Center on Human Policy, and coordinates the Disability Studies Program at Syracuse. His research explores constructions of disability, technology, and access, and he is currently engaged in participatory research projects on access to education via mobile technology.

This work builds on his interest and experience in design, web accessibility/usability and product evaluation research, and web and mobile technology development. In addition to his scholarly work, he has authored numerous white papers and technical reports on instructional technology and assistive technology.

He is Principal Investigator and Project Director of the Community4All (C4A) project funded by the National Institute on Disability, Independent Living, and Rehabilitation Research. C4A is a participatory action research project working to build digital resources to help people with intellectual disability live in and meaningfully engage with their communities.
Poster Session I: At a Glance

10:00 am – 11:00 am, Centennial Room

History of Legal Education in Saudi Arabia
Awad Ali Alwthiri

Technology’s Role in Educational Reform
Asmaa A. Alotaibi

Gender-Based Violence in Namibia
Mariah Crystal

Birth Parent Involvement at an Agency Level in Child Welfare: Perspectives of Parent Partners at Multiple U.S. Sites
Jeri Damman

Interpersonal Communications and Meaning in Public Spaces
William Hoffman

Rethinking School Social Work on a School-Wide Level
Elizabeth Jackson

How do Chinese Students Change Their Social Media Habits After Moving to the U.S. and What Factors Motivate This Change?
Liefu Jiang

User Cost of Credit Card Service Under Intertemporal Nonseparability
Jinan Liu

Video-Based Intervention for Job Search Skills
Vidya Munandar

Inclusive Education in Eastern European Countries: A Review of the Literature and Future Directions
Inna Stepaniuk

A Social Justice Approach to Violence Prevention
Daryl Stewart & Courtney Rose Moore

Correlation Between Educational Levels and Incarceration Rates of Female Inmates in Kansas
Jenna Swanson
Awad Ali Alwthiri (School of Law)

History of Legal Education in Saudi Arabia

The evolution of legal education in Saudi Arabia has closely followed that of the legal system itself. Throughout its history, the Kingdom, its laws, and the teaching of law have been influenced by two significant movements. The first of which is the conservative or traditional approach and the second being the more contemporary, or modernistic. The conservatives ardently support teaching the principles of Sharia. In contrast, the modernists, while not negating all historical, and religious principle; support adopting Western teaching methodologies as a system of Legal Education in the Kingdom. To fully understand the complexities of the history, and future of the legal education system within the Kingdom. It must review the legal education junctures of Saudi Arabia, since the founding of the Kingdom.

Asmaa A. Alotaibi (Dept. of Educational Leadership and Policy Studies; Educational Technology Program)

Technology's Role in Education Reform

Past and current reforms within the education field, though often limited and slow-paced, have nonetheless experienced a gleam of ingenuity whenever technology is used effectively. The main area of concern is how technology can be used to leverage the traditional approaches of disseminating instruction in order to enhance the quality of education by providing a more personalized approach to it. Of particular interest is the use of digital learning because it is a combination of a variety of technologies that are used within an educational setting to attain, and possibly surpass, the learning objectives. This paper is a theoretical one that aims to review a collection of literature that focuses on education reform with technology and highlights some of the challenges that this proposition often faces.
Poster Session I: Abstracts
10:00 am – 11:00 am, Centennial Room

Mariah Crystal (Women, Gender and Sexuality Studies)
Gender-Based Violence in Namibia: Confronting a Legacy of Colonization, Apartheid and Genocide

This topic of this poster will be gender-based violence in Namibia. It will combine research from several Women, Gender and Sexuality Studies courses which examine the dynamics of gender equality and gender-based violence. The work will examine historical aspects such as colonialism, apartheid, and genocide in the context of modern-day Namibia and the country’s very high rates of gender-based violence. The poster will explore the ways that Namibians have been marginalized throughout the process of German colonialism and occupation, the implementation of apartheid rule under South Africa, the genocide of the Herero and Nama tribes, and how these historical legacies continue to affect Namibians today. Have they contributed to Namibia’s epidemic of gender-based violence? Furthermore, how have these phenomena shaped, influenced or marginalized Namibian identities? Current Namibian laws and policies will be used as a case study within which to better understand dynamics of gender equality or inequality in Namibia, and the current climate of social justice in terms of gender equality. It will be argued that the interactions between the German colonialists, the ruling South African apartheid party and the people of Namibia have created a unique opportunity for inclusion, social justice and equity. The additional factors of a high Gini coefficient and high levels of poverty which continue today in Namibia provide additional challenges and opportunities to work for inclusion, equity and social justice.

Jeri Damman (School of Social Welfare)
Birth Parent Involvement at an Agency Level in Child Welfare: Perspectives of Parent Partners at Multiple U.S. Sites

Promoting child welfare services improvement and reform through the agency level involvement of birth parents is an emerging national trend, but little is known about how this type of involvement functions in practice and what is being achieved. Agency level involvement refers to the inclusion of birth parents in the strategic work of the agency and requires parent attendance in meetings, committees, and events to share their perspective to integrate into policies and services to promote service improvement and reform. One approach to involving birth parents is through parent partner programs where parents with prior child welfare system experience provide direct services to
families currently receiving child welfare services, and often serve as a parent representative to the agency. This qualitative study aims to guide the development and advancement of meaningful and effective parent involvement practices in child welfare by examining birth parent involvement at the agency level through parent partner programs. In-depth interviews are currently being conducted with birth parents in parent partner roles across multiple sites nationally to examine their perceptions about why they are involved, how they are involved, and what they hope to achieve through involvement. In addition to examining motivations, practices, and goals specific attention will be given to what their involvement accomplishes with regard to child welfare system improvement and reform. This poster presentation provides an overview of the study background and methods the study background, methods, and early insights.

William Hoffman (Communication Studies)

*Interpersonal Communication and Meaning in Public Places*

My research surveyed communication norms in public places, such as coffee shops. I posited that coffee shops represent a discernable location for various purposes, ranging from silent solidarity, to dynamic exchanges, to self-disclosure between close friends. Informed by a qualitative approach, I used participant journal accounts and open-ended interviews to gather data. The interpretation of findings was informed by cultural discourse analysis and communication privacy management. Key findings included that our notions of place facilitate forms of speech and patterns of communication in daily life. Further, the coffee shop was a place in which self-disclosure was encouraged, and close relationships could develop. Future directions and additional approaches to studying place and interpersonal communication are discussed in the final section.
Elizabeth Jackson (Special Education)

Rethinking School Social Work on a School-Wide Level

School social workers are uniquely positioned to facilitate inclusion, social justice, equity and access in education. This aligns with the code of ethics of social work and with the ecological framework in which the field is theoretically situated. However, working on the school-wide, systemic level to create this space does not often occur in practice. This systematic review examined existing research regarding the barriers to broadening the focus of school social work as well as the outcomes of neglecting this important aspect of practice. Recent studies have shown that social workers spend most of their time on individual and small group interventions, mental health therapy and assessment and large individual caseloads despite calls over the past two decades to expand their practice to a systems level. The review of the literature revealed that three major barriers maintain current social work practice: systemic, professional education, and identity barriers. This leads to a discussion of recommendations for future investigation and practice.

Liefu Jiang (Journalism and Mass Communications)

How do Chinese Students Change their Social Media Habits After Moving to the United States and What Factors Motivate This Change?

According to the Institute of International Education, more than 320,000 Chinese students, the largest group which accounts for about one third of international students in the United States, are enrolled in the U.S. universities in 2016. Compared to various challenges, including language barriers, academic pressure and cultural gaps, which all international students need to face, there is another problem for Chinese students: adapting new social media apps and different habits. Because most western social media sites are blocked by the Chinese government, these sites are entirely new spaces to most Chinese students. Do they select and use these new spaces? What are the main motivations driving their usage? Will the new spaces help them adapt to the new culture? To answer these questions, I conducted a qualitative empirical study in 2016. Through interviewing 23 Chinese students from a large Midwestern university, my findings suggest that: (1) most Chinese students use western social media after moving to the U.S.; (2) the main motivation for using the new spaces is information-seeking; and (3) social media is an important space that help Chinese students adapt to the new culture. I expect to demonstrate my findings in the poster-presentation session. My study does not only provide implications on how different motivations drive people’s media selection, but also suggests a potential important role of social media: as a virtual space for international students’ acculturation in the U.S.
Jinan Liu (Economics)
*User Cost of Credit Card Service Under Intertemporal Nonseparability*

I examine the user cost risk adjustment of monetary assets and credit card services under intertemporal nonseparability. Barnett and Su (2016) derived the user cost of credit card under the assumption of intertemporal weak separability of consumption. In this paper, we remove the assumption of intertemporal weak separability. Our model can generate potentially larger and more accurate CCAPM user cost risk adjustment than those found in Barnett and Su (2006). We show that the risk adjustment to monetary assets user cost and credit card services user cost could be measured by the beta. This extension could be useful to calculate more general Divisia monetary aggregates.

Vidya Munandar (Special Education)
*Video-Based Interventions for Job Search Skills*

Employment setting is one space for individuals to interact with each other and for communities to be inclusive. However, employment is not yet an accessible space for individuals with disabilities compared to individuals without disabilities. Transition-age youth and young adults with disabilities, and particularly with autism, have lower employment rates compared to their peers without disabilities. A job interview is one selection gate for obtaining competitive employment. Given the unique needs and characteristics of individuals with Autism Spectrum Disorder (ASD) related to social skill development, interventions to improve their job interviewing skills are needed. Video-based interventions show promise in improving job interview skills specifically for individuals with ASD. This literature review maps job seeking skills taught through video-based interventions to identify the components most likely to be effective and to expand their use with other job search skills for individuals with ASD. The findings show that all 14 studies reviewed indicated that video-based interventions showed positive outcomes in teaching job performance and job interview skills. Given the limited number of studies examining video-based interventions in employment settings, future research is needed to support individuals with AD in obtaining employment. Transition-age youth, young adults, parents, teachers, job coaches, and employers involved in the studies generally reported that the interventions were easy to use and socially appealing. Therefore, practitioners should use video-based interventions in varied settings to support individuals with ASD to gain employment. The technology used in the interventions will potentially create more spaces for individuals with ASD to interact with others in inclusive employment settings.
Inna Stepaniuk (Special Education)
Inclusive Education in Eastern European Countries: A Review of the Literature and Future Directions

This presentation summarizes the current state of inclusive education in Eastern European countries. Events and ideological shifts throughout Eastern European history have shaped its culture to value uniformity, which led to social exclusion and marginalization of the population with special needs. A review of the literature discusses (a) the concept of inclusive education as a key to the development of democratic and civic society, (b) conceptualizes how historical contexts affect societal attitudes and values towards differences and disability, and (c) explore the extent to which available research captures the current state of inclusive education in Eastern Europe. The findings of this literature review identify conditions that might be necessary for the education system to be inclusive and outlines future directions for research.

Daryl Stewart and Courtney Rose Moore (Applied Behavioral Science)
A Social Justice Approach to Violence Prevention

Ongoing high rates of violence in localized areas call for improved approaches to creating violence free communities. A traditional criminal justice approach may not be sufficient to address community violence as a historical and systemic issue. This approach primarily looks at an offender’s motivation as a cause of violence, and primarily responds at the individual level in addressing the suspect or perpetrator. In contrast, a population-based public health approach intervenes at multiple sociological levels including individual, interpersonal, organizational, community, and policy levels. This alternative approach aims to reduce risk factors and increase protective factors through adapted and culturally responsive strategies focusing on reducing the likelihood of perpetration or victimization. Violence is seen as a complex issue calling for involvement of community stakeholders in understanding the problem and solutions. This presentation will describe how a public health approach to violence prevention opens space for inclusion and opportunities for equitable change in large-scale violence prevention efforts to disrupt cycles of community violence through changing physical and social environments.
Jenna Swanson (African & African American Studies; Peace & Conflict Studies)

*The Correlation Between Education Levels and Incarceration Rates of Female Inmates in Kansas*

Prisons in the United States of America are overpopulated, and it is of great interest to me to complete field work determining why incarceration rates continue to grow, as education levels decline. I intend to explore this issue by meeting with female inmates in Kansas and asking a series of questions. My independent variables are age, ethnicity, home town, family life, and religion; my dependent variable is incarcerated women in Kansas. I am a graduate student working towards a Master of Arts in African and African-American Studies, which has provided me with access to scholarship on the history of the American prison system. I am also completing research as a team member of Hazley and Associates, investigating why predominately non-white schools in the Kansas City School area are doing so poorly with regard to test scores and high drop-out rates, as well as examining parental support in Early Childhood Education. This research intrigued me to complete my own field research to further understand the relationship between imprisonment and education levels. Thus far, I have met with 11 inmates, and will continue my interviews at the Topeka Corrections Facility, which is the only all-women prison in Kansas, for the next 5 months.
# Breakout Session I: At a Glance

**11:15 am – 12:15 pm, Various Locations**

## Inclusion and Literacy

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<td><strong>Can Certain Kinds of Literature Promote Empathy And Inclusion?</strong></td>
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**Discussants:**
Dr. Jamie Basham & Dr. Robert Harrington

## Diversity, Culture, and Psychology

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**Discussants:**
Dr. Changming Duan & Dr. Jennifer Kurth

## Outcomes of Privileged Spaces

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<td><strong>Socioeconomic Integration of Schools and Student Achievement: An Empirical Study</strong></td>
<td>Mustafa Yilmaz &amp; Mindi Moses</td>
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**Discussants:**
Dr. Dorothy Hines-Datiri & Dr. Suzanne Robinson
(De)Constructing Gendered Spaces

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<td>Gendered STEM Spaces: A Comparison of Predominantly White and Black Institutional Settings</td>
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Building International Spaces

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Inclusion and Literacy

Turkey Alzahrani (Special Education), Mohammed Alghamdi (Educational Leadership and Policy Studies), Fahad Alharbi (Educational Psychology) and Qingqing Zhu (Achievement & Assessment Institute)

A Meta-Analysis of the Impact of Peer Tutoring on Comprehension Performance for Struggling Readers

Reading comprehension is considered the essence of reading; however, in 2013, only 35% of students reported reading at a proficient level. To address reading comprehension challenges, teachers of struggling readers need access to instructional strategies that are scientifically evidence-based. Therefore, the purpose of this meta-analysis is to synthesize studies conducted between 1982-2016 to examine the effects of peer tutoring on reading comprehension for struggling readers. The preliminary results of 44 independent effect sizes from 25 studies involving 6,035 participants revealed a marginal effect size (d= 0.013). By the end of the presentation, participants will depart learning the process followed to identify articles for inclusion in this analysis and the effectiveness of peer tutoring on struggling readers’ comprehension performance.

Natasha Kravchenko (Educational Psychology)

Can Certain Kinds of Literature Promote Empathy and Inclusion?

It has long been believed that reading certain kinds of texts, such as literary fiction, enhances the capacity for empathy and inclusiveness. The hypothesized explanation is that these texts present the reader with opportunities to consider experiences of others, without facing potentially threatening consequences. We developed a novel strategy for testing this old idea. The strategy involves presenting readers with literature featuring non-human animals as protagonists. Most people have far less experience with animal lives than with human ones. With farmed animals especially, few people include them among entities that have moral status. Consequently, the effects of reading on empathy and inclusion into circles of moral regard may be easier to detect with texts involving farmed animals as protagonists. In the first implementation of this research strategy, we used four short educationally slanted texts that were similar in content but different in genre. We randomly assigned one text as a reading to each study participant, then collected data about empathy, perspective-taking, granting of moral
status to distant others, and willingness to engage in behaviors that are costly to self but help or preventing harm to others. Preliminary results suggest that text types differ in the responses they elicit: participants who read either the fictional narrative or the emotionally toned non-fictional narrative reported more empathy, inclusiveness, and willingness to engage behaviorally than participants who read the factual non-narrative text or the control text about challenges facing produce farmers. We will discuss methodological considerations, and implications for educational and broader social spaces.

**Diversity, Culture, and Psychology**

**Keely Alexander (Counseling Psychology)**  
*Positive Psychology as a Tool for Inclusion*

This will be a presentation of a review of current psychology literature that focuses on a movement known as positive psychology and more specifically the role culture plays in our understanding of positive psychology’s constructs. It will offer a brief history of the movement and also review available studies that have compared positive psychological construct across different cultures. The purpose is to facilitate recognition and appreciation that studying people and their psychological traits from a culturally informed framework allows for more authentic and inclusive perceptions of the people we interact with. Objectives attendees will learn: (1) Understand the history of the positive psychology movement, (2) Recognize the implications of culture on psychological constructs such as happiness and forgiveness, and (3) Acknowledge that seeing and their psychological traits from a culturally informed framework allows for more authentic and inclusive perceptions of the people with whom we interact.

**Jacquelyn Minahan (Clinical Psychology)**  
*Race, Pain and Physical Functioning: Are These More Alike than Different?*

Pain and outcomes have been vastly researched and a substantial body of knowledge exists regarding the subjective pain experience among the general population. While significant associations have been found between pain and physical activity among the general population, less is known about this relationship among older adult males, particularly those from diverse race groups. While pain has been shown to decrease rates of physical activity, few studies have investigated whether the incidence of physical activity varies among diverse race groups, particularly in conjunction with the presence of pain. This study aimed to examine race differences in physical activity among White, Black and Hispanic males, and to assess the pain ex-
experience as a potential mediator. The sample was restricted to Caucasian, Black and Hispanic males, ages 60+ years of age (N=5,486), with the majority (65%) self-identifying as non-Hispanic Caucasian (n=3,583). Data were collected on measures of physical activity, pain severity, and a series of socio-demographic characteristics. Multivariate models were estimated and illustrated that mild and moderate levels of pain increased the odds of physical activity among Hispanics while decreasing the odds of physical activity among Whites. Similarly, pain-free prevalence rates were highest among Blacks (72.6%) and lowest among Whites (70.3%). Results from these analyses provide a critical outlook on the experiences and factors related to health outcomes among males in the United States. Knowing this may provide a more comprehensive approach to the specific needs of this population, while providing data that may dictate healthy living and aging.

Outcomes of Privileged Spaces

Peter Federman (School of Public Affairs and Administration)
The Failures of Flint: Shifting Definitions of Justice in America

As public knowledge about the lack of meaningful communication and accountability that led to the water crisis in Flint, Michigan increases, it is critical that an examination of the subject be undertaken with an eye towards the administrative, political, and legal implications of the crisis. The Flint water crisis was fundamentally a failure of infrastructure, both physical and administrative, and the potential impact on the city and its residents is reason enough to investigate how and why these failures occurred. Furthermore, an incident like this provides an opportunity to reflect on the ways in which justice in certain geographic spaces is rendered in different ways from others, and the shifting conceptions of citizen expectations of the American bureaucracy. This paper will seek to demonstrate that the water crisis should not be seen as completely unexpected nor as a violation of legal norms and expectations, but in fact as a predictable result of a system that privileges the needs of certain groups and geographic spaces over the needs of others. By addressing the decisions of the various actors within a larger policy context, as well as understanding the reasoning behind their decisions, it becomes clear that the Flint water crisis exists because of choices made by individual actors, based on their understanding of institutional and social norms. The Flint water crisis stands apart as an example of how government operates in two distinct spheres, often represented geographically and spatially; one which lives up to citizen's expectations of justice and one that does not.
Research has shown that the family background of students plays an important role in educational achievement. Some research has looked at the influence of socioeconomic composition of schools on student achievement. This study combines these two approaches in the literature and adds the distribution of student socioeconomic status as well as their immigrant status, gender and grade level to examine the association between socioeconomic integration of schools and student achievement level. Using a national data set obtained by the OECD during the time period 2003-2012 as a part of the Programme for International Student Assessment, a multivariate multilevel regression is conducted for empirical analysis. The results of the analysis have revealed that about 1/3 of the variation in student’s achievement is accounted for by the socioeconomic integration level of schools. It also showed that family background and average socioeconomic status of schools have almost equally important role in student’s achievement. The other significant results we obtained with this analysis are the gender disparity, negative trend in the overall achievement level of American students in given time period, and positive correlation between the immigrant status of students and their achievement level. In conclusion, our study suggests that a higher individual achievement of students is significantly associated with higher socioeconomic integration level of schools. This association is stronger for each student in schools of relatively higher average socioeconomic status when students with lower socioeconomic background are nested in these schools. This finding is so powerful and requires further investigation.
De(Constructing) Gendered Spaces

Abigail Barefoot (Women, Gender and Sexuality Studies)
What Does it Take to be a Woman? The Construction of Gender in Women-Only Spaces

In this paper, I analyze three feminist organizations that excluded trans individuals: Women’s Liberation Front (WOLF), Deep Green Resistance’s Women’s Caucus (DGR) and RadFem Collective to reveal the inconsistencies of defining gender among trans exclusionary radical feminists (TERFs) and trans inclusive feminists. I argue the fear of letting trans women claim the identity of woman within women-only activist groups stems from the belief that inclusion will lead to an inability to define womanhood leading to crisis for feminist activism. Originally women-only activist spaces developed out of a need for women to be liberated from the constraints of men and to come together to organize, bond, and heal from violence. Now, women-only groups have taken on new political meanings and become a battleground for staking claim to the category of woman, and the validity of trans* identities. By exploring the history of women-only spaces and constructions of gender within the context of three feminist organizations the push and pull of new feminist theories become evident. This debate showcases the tensions of who the subject is in feminism and the growing pains of the evolution of feminist theory. The debate is not the question of “what is a woman,” but rather how theory moves into feminist action when the subject is an unstable category.

Nur Soylu (Social Psychology)
Gendered STEM Spaces: A Comparison of Predominantly White and Black Institutional Settings

Do institutional contexts within the US construct STEM fields as equally masculine? Our research examines representations of STEM department settings in Predominantly White Institutions (PWIs) and Historically Black Colleges and Universities (HBCUs), and their effects on perceived engagement with these fields. Research documents differences in conceptions of gender identity across White and Black communities in the US; relatedly, Black participants are less likely than Whites to associate STEM departments with masculinity. We investigated whether representations of STEM fields might be more inclusive (as opposed to gendered) in Black institutional spaces. We hypothesized that particularly female students would perceive HBCU STEM department settings as less masculine than those at PWIs, and evaluate the former more favorably. Furthermore, lower perceived masculinity would predict greater sense of belonging in and motivation to participate in STEM spaces among women. In a coding study, we analyzed images taken from selected HBCU and PWI STEM websites. HBCU im-
ages were more focused on people than machines and physical spaces, and coders rated HBCU settings as more collaborative and inclusive. We then conducted two experimental studies, using the images as stimuli. We found that both women and men rated HBCU settings as less masculine, warmer, and more welcoming than PWI settings. Perceptions of lower masculinity of HBCU settings predicted greater sense of belonging in these spaces among women, and in turn, greater interest in pursuing STEM. We discuss implications in terms of inclusive representations of STEM spaces as a means to address gender discrepancies in STEM participation.

Building International Spaces

Junfu Gao (Curriculum and Teaching)
Creating Third Space for International Students: Possibilities to Facilitate Inclusion

Using a language that one did not grow up with can always make a difference in the sense of “belonging” (Haley, 2013). One’s sense of belonging is deeply linked to their social life. In an international student’s social life, many of them are capable of using the academic language, but are unable to conduct private conversations, or “small talks” with their interlocutors. Part of the reason comes from their unfamiliarity with the target language culture, and the vast difference between their native language and the target language. However, the adoption between target culture and home culture for international students could not be understood as clear cut. “Third Culture” (Kramsch, 2009) provides a space between these dualities in a dialogic manner. This proposal explores the “third space” for international students, and intends to demonstrate that the “third space” is where dialogic process happens for international students. This third space allows the learners to “adopt a more flexible orientation toward identity” (Díaz-Rico, 2008, p. 64). It embraces the idea of multiple identities, rather than subtracting identities from the original entity. Students embrace the third space and multiple identities and this, in return, increases their motivation. Essential themes will be generated and discussed, and implications will be provided.
Poster Session II: At a Glance

12:30 pm – 1:30 pm, Centennial Room

Reading Interventions for English Language Learners
Naheed Abdulrahim

Multi-Dimensional Engagement in Learning
Stephanie Craig

Creative Spaces: Playing with Diversity Through Theater
Christie Dobson

Quality Literacy Instruction for Students with Significant Disabilities
Samantha Gross

Examining the Content of Tweets for Individual Sport Athletes Versus Team Sport Athletes and its Implication on Self-Branding
Farah Ishaq & Ozihas Taniyev

Effects of Goal-Setting Interventions: What We Know and Future Directions
Sheida Khamsi

Evaluation of Wayfinding in Educational Settings: Toward an Understanding of Familiar and Unfamiliar Users’ Satisfaction of Signage Systems
Bushra Obeidat

Teaching Journalism Ethics Through “The Newsroom”: An Enhanced Learning Experience
Laveda Peterlin & Jonathan W. Peters

A Social-Ecological Analysis of the Literature: Career Maintenance and Advancement for Employees with Intellectual Disability
Sarah Roberts

Smart Cities and the Intersection of Population Health
Culin Thompson & Matt Kenney

Parent Engagement in Transition through Culturally Sustaining Practices
Courtney Wilt

A Systematic Review of Personalized Learning Research: Alignment with the UDL Framework
Ling Zhang
Naheed Abdulrahim (Special Education)

*Reading Interventions for English Language Learners*

Culturally and linguistically diverse students are becoming increasingly prevalent across educational institutions in the United States. Spanish-speaking English language learners (ELLs) make up a large percentage (71%) of the ELL population (Ruiz Soto, Hooker, & Batalova, 2015) and represent a substantial number of students who do not demonstrate proficiency in reading. The research associated with culturally responsive teaching shows great promise in creating classroom environments that have a positive impact on student achievement (Gay, 2000; Ladson-Billings, 1995). Reading instruction should go beyond “good teaching” practices and should become more culturally and linguistically responsive (Au, 2006, p. 118; Orosco & O’Connor, 2014). Culturally responsive pedagogy uses learners’ cultural knowledge, prior experiences, and learning styles to anchor their learning (Gay, 2000).

The purpose of this poster presentation is to explore how reading interventions approach instruction for ELLs with reading difficulties or learning disabilities. Fifteen empirical studies published between 2000 and 2016 met the criteria for inclusion in the synthesis. Findings revealed that the majority of the interventions utilized the interactive approach to reading, which is a synthesis of the bottom-up (decoding emphasis) and the top-down (comprehension emphasis) models. Moreover, seven studies integrated some type of culturally responsive practice, such as collaborative teaching and use of native language. A qualitative case study that was a critical addition to the review investigated the impact of an interactive reading approach within a culturally and linguistically responsive framework. Further research is needed to examine the impact of culturally responsive pedagogy on reading interventions for ELLs.

Stephanie Craig (Special Education)

*Multi-Dimension Engagement in Learning*

Productive social spaces rely on the engagement of the participants. Skills suggested to support student engagement include self-regulation and coping skills. Students with self-regulation and coping skills are more likely to be active participants in social spaces. Student engagement predicts academic success. A review of research on student engagement revealed that engagement allows students to experience autonomy, relatedness and competence. Studies covered diverse participants from K-12 urban, suburban and rural school districts. The studies reported on behavioral, emotional and cognitive aspects of student en-
gagement. Additional empirical studies that examine the interaction between self-regulation, coping skills and other cognitive skills simultaneously in K-12 settings are needed. As well, not enough is known about the kinds of evidence-based interventions and instructional strategies to support student engagement.

Christie Dobson (Special Education)
*Exploring Theatre-Based Interventions for Youth Development*

Key among the many developmental tasks of childhood is to learn social skills, empathy and self-awareness. Many children lack the socioemotional guidance or support that allows them to grow in these dimensions. As a result, they tend to withdraw, act out and struggle academically. This paper explores the impact of theatre-based interventions to support development in these areas among adolescents. A systematic review identified 20 theatre-based intervention studies in clinical, educational, and community settings using skills such as playwriting, role playing and storytelling to affect development of social skills, empathy and self-awareness in adolescents and young adults. Central to the majority of the research findings was the idea that a theatre-based process is highly useful in creating positive outcomes for growth. The review supports the feasibility of theatre-based instruction to advance development in these key areas among adolescents and young adults.

Samantha Gross (Special Education)
*Quality Literacy Instruction for Students with Significant Disabilities*

Great emphasis should be placed on promoting literacy skills for children to support their ability to access education, social engagement, and adult outcomes. Access to literacy instruction has often been denied or deemed unnecessary for students with significant disabilities. This systematic literature is a summary and synthesis of the findings in extant research focusing on literacy interventions and instruction for students with significant disabilities. The National Reading Panel (NRP) components of literacy instruction and emergent literacy theory are used as the standard for quality literacy instruction. Research in literacy instruction for students with significant disabilities is compared to the factors contributing to quality literacy instruction for typically developing children to identify similarities and differences. This review analyses the application and availability of quality literacy instruction within inclusive school settings. Gaps in research and practice are identified with suggestions for further research.
Farah Ishaq and Olzhas Taniyev (Sport Management)

*Examining the Content of Tweets for Individual Sport Athletes versus Team Sport Athletes and its Implications on Self-Branding*

Due to the popularity of Twitter as a self-promotional medium and the emergence of athletes as brands, the purpose of this study is to investigate the differences in the content of tweets for individual sport athletes in comparison with team sport athletes. Further, this study will further our understanding of the intricacies associated with the athletes’ self-promotional activities on the online social media network Twitter in the context of individual and team sport environments. There has been limited attention given to exploring how professional athletes, who represent two diverse sport settings, promote their personal brands through social media outlets. Therefore, our emphasis is on the analysis of how individual and team sport environments influence the content of self-branding conversations initiated by professional athletes on Twitter.

Sheida Khamsi (Special Education)

*Effects of Goal-Setting Interventions: What We Know and Future Directions*

Researchers have found an association between interventions to enhance goal-setting skills and improved task performance, motivation, and perceived self-efficacy across a variety of disciplines. Despite such positive outcomes, goal-setting for students with disabilities may not be progressing as rapidly as a result of the absence of such skills or opportunities to practice them. To complicate the issue further, there are a number of individual-level variables that can impede or accelerate goal-setting and subsequent goal attainment, including motivation and personal-agency beliefs. Consequently, there remains a gap between research documenting the individual strengths and support needs of students with disabilities within environmental contexts where opportunities to set goals are likely to occur and the components of goal-setting instruction that lead to increased goal-setting. This presentation will describe the process and findings of a literature review of goal-setting instructional interventions with students with disabilities. Specifically, the review consisted of an examination of empirical studies that incorporated goal-setting as a primary intervention component with a sample of participants with disabilities. Studies were evaluated in terms of the degree to which they assessed and incorporated individual strengths and support needs of participants, environmen-
tal contexts where opportunities occurred, and instructional practices associated with goal-setting. Additionally, the roles of practitioners and related support providers in instruction that facilitated self-directed, goal-setting action by students with disabilities was summarized. The findings related to key themes and methodologies identified will be shared and future research and practice implications for goal-setting interventions with students with disabilities will be discussed.

Bushra Obeidat (Architecture)

*Evaluation of Wayfinding in Educational Settings: Toward an Understanding of Familiar and Unfamiliar Users’ Satisfaction of the Signage System*

This research explores differences in wayfinding experiences based on users’ familiarity. Previous research confirmed that users’ familiarity with a given environment can contribute to individuals’ ability to find their destinations with little time and effort. Few studies investigated the influence of users’ familiarity on their attitude to and satisfaction with wayfinding focusing on the signage system. Therefore, a survey instrument composed of different attributes related to signage system design and planning such as location, size, type, etc. was developed to evaluate users’ satisfaction. The satisfaction level with these items were collected on a Likert scale. The study was conducted on the KU Edwards campus. 88 participants were randomly selected. Of those, 51 were familiar, and 37 were unfamiliar with setting. Analysis of variance and correlations were used to explores the differences in participants’ satisfaction based on their familiarity. The results show that there was a statistically significant difference between the two groups (familiar and unfamiliar users) in their satisfaction level. Access to external information such as signs and a guidance system was better correlated with unfamiliar users’ satisfaction than familiar users’ satisfaction. Campus personnel can benefit from this research to improve the experience of first-time visitors and provide enough information for them while navigating.
Laveda Peterlin and Dr. Jonathan W. Peters (Journalism and Mass Communications)

Teaching Journalism Ethics Through “The Newsroom”: An Enhanced Learning Experience

As documented in multiple fields, journalism students taking ethics classes may benefit from alternative pedagogical approaches using television shows for learning. This research defines the various ethical and journalistic dilemmas depicted in the first season of the HBO show, “The Newsroom.” The ethics shown in real-life scenarios depicted on the show enables students to experience how decisions affect a newsroom and discuss how the fictional cable news organization handled the situation. Gerbner’s cultivation theory is helpful here, because it is based on the notion that television programming can be an influential source of information for people, who use the programming to acquire knowledge and learn social behaviors. Heavy viewing can lead to internalization and value development—and the belief that any depicted behaviors are representative of those in the real world. Thus, students who view a television program for educational purposes may incorporate its depictions into their professional perspectives. This is very true of undergraduate students, for whom television is a primary source of information and entertainment. The educational theory of constructivism is used as a lens to identify visual ethnography as a type of pedagogy that provides an innovative and engaging learning experience.

Sarah Roberts (Special Education)

A Social-Ecological Analysis of the Literature: Career Maintenance and Advancement for Employees with Intellectual Disability

Through the establishment of the Individuals with Disabilities Education Act and the Americans with Disabilities Act, the United States government has firmly established its belief that integrated employment is a valued outcome for individuals with disabilities, a space to which they should have access. This belief is understandable, given the wide array of benefits associated with integrated employment. Despite its significance for adulthood, consistent employment often remains out of reach for individuals with intellectual disability. Throughout this systematic literature review, I examine the factors impacting employees with intellectual disability in maintaining and advancing within integrated employment. Specifically, I utilize Bronfenbrenner’s ecological systems theory to examine and organize what is known about career maintenance and advancement for individuals with intellectual disability. Through identification and categorization, a clearer understanding of the factors that open and allow individuals with intellectual disability a space within integrated, competitive employment is established.
Culin Thompson and Matt Kenney (Architecture and Urban Planning)

*Smart Cities and the Intersection of Population Health*

As data and technology continually develop in speed and accuracy, it is critical that our urban environments are not only able to accept these technologies but also adapt to integrating their potential applications. Growth in broadband width, improved sensor technology, expanded network systems, the ability to gather information and decreasing cost are all pushing the envelope of how these new technological systems can be integrated within urban environments. The development of technology, however, has resulted in a divide between the rich and poor - a technology gap leaving vulnerable populations at risk and disadvantaged. In 2012, 62 percent of households with income less than $30,000/year used the internet and 30 percent of households offline cannot afford technologies to access the internet. Underprivileged populations such as low-income households and seniors lack critical access to healthcare, environmental equities and advanced security. Integrating this technology into affordable housing and the built environment allows for city-wide adoption of big data systems. As our population continues to age and grow and global warming furthers the deterioration of existing cities and landscape, architects and planners must account for an aging population crisis. How these gigabit networks can exchange information as a form of support to aging-in-place can become a critical benefit to the challenge of housing large populations within urban centers. The ways in which architects can integrate technological systems for the development of population health within new age smart cities improves healthcare and city-wide networks within independent living, social space and social justice.

Courtney Wilt (Special Education)

*Parent Engagement in Transition through Culturally Sustaining Practices*

The increasingly diverse population in the United States calls for schools to address the breadth of cultural histories students bring with them to the classroom. One response to this need is culturally sustaining pedagogy (Paris, 2012), which capitalizes on the multiethnic and multilingual social contexts within a growing number of U.S. schools. High school students with disabilities are also diverse in terms of cultural histories, race, ethnicities, religions, and citizenship. All of these factors intersect in another social space, transition planning between families and schools. Peer reviewed journals were searched to select articles on parent involvement in transition planning and culturally responsive and sustaining practices. Invitations and relationships with teachers were found to be significant factors in parental involvement in transition planning. Teachers should facilitate parental engagement in transition
planning through the use of culturally sustaining communication strategies. Teacher perception of diversity as a strength and knowledge of transition processes are vital to teacher outreach to parents. Further research in the area of culturally diverse family participation in transition planning is important to the improvement of post-school outcomes for individuals with disabilities.

**Ling Zhang (Special Education)**

* A Systematic Review of Personalized Learning Research: Alignment with the UDL Framework

Personalized learning is instruction tailored to meet the varying learning needs of the increasingly diverse learner population, and holds the potential to guide educators to create more inclusive learning spaces and support all learners’ academic efforts. Given that both ESSA and NETP call for personalized learning to be supported by learning technologies and foundationally based on UDL, this literature review aims to explore current personalized learning research efforts in education, learning sciences, and computer science, as well as investigate how those studies are mapped on the UDL framework. The results indicate that a large body of research has focused on examining the affordances of learning analytics technologies to enable personalized learning in certain aspects, such as providing learners with adaptive learning contents and ubiquitous learning experiences. However, few studies have explored how to operationalize personalized learning as a whole school approach with regard to designing and implementing effective student-centered learning environments. Moreover, few studies have involved learners with disabilities, who have demonstrated the greatest need for personalized support, leaving the impact of personalized learning on this population still unknown. The researcher hopes that this study can extend understanding and support the development of a research agenda in personalized learning.
### Classroom-based opportunities for Inclusion

**Liminal spaces: Specific Language Impairment in the Classroom**
Teresa Girolamo

**Improve Social Communicative Outcomes of Preschoolers with or At Risk for Developmental Delays: Embedded Learning Opportunities Related Strategies**
Jun Ai

**Discussants:**
Dr. Jonathan Brumberg & Dr. Jim Thompson

| Alcove D, 3rd Floor |

### Innovative Spaces in Higher Education

**“New” Teaching Professionalism and the Professional Development of Educators In Higher Education: A Case Study of Studio Instructors at the University of Kansas**
Maryam Ashkan

**Rethinking "Space" Through the Rules of Engagement: Collaborative Work at CPPR**
Jenny Flinders, Chavis Lickvar, Jared Barton, Megan Leopold & Pegah Naemi

**Discussants:**
Dr. Mary Morningstar & Dr. Jane McManus

| Alcove F, 3rd Floor |
## Radicalized Spaces

**Evangelicalism, Neoliberalism, and Work: Spaces of Inclusion and Exclusion**  
Rachel Schwallar

**Injustice in Poorly Served Peri-Urban Areas: A Recipe for Future Conflict**  
Bradford Long

**Discussants:**  
Dr. Stacey Vanderhurst & Sorcha Hyland

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## Attending to Trauma to Facilitate Inclusion

**Phoenix: A Psychoeducational Group for Survivors of Sex Trafficking to Aid in the Reconstruction of Interpersonal Safety, Trust, and Intimacy**  
Jenelle Hallaert, Brittany Lucas, & Rachel Swanson

**Trauma-Informed Care Classrooms Pre-K through 12th**  
Krystal Kershaw

**Discussants:**  
Dr. Barbara Bradley & Rachel Gadd-Nelson
Classroom-Based Opportunities for Inclusion

Teresa Girolamo (Child Language Doctoral Program)

Liminal Spaces: Specific Language Impairment in the Classroom

This study investigated to what extent teachers work with students with disabilities, as well as how well they are able to identify and provide services for students with specific language impairment (SLI). SLI is a disorder specific to the language system that occurs in the absence of other conditions. While research has shown that teachers, adults, and peers display systematic biases toward children with SLI, it is unknown how those individuals are treated in the classroom. To address how teachers identify and work with students with SLI, a survey was developed and administered to public school teachers nationwide. Survey sections included demographics, educational role and practices, and crucially, case studies featuring different profiles of students with SLI. Results suggest that children with SLI are in a liminal space. Teachers were able to identify children with SLI as in need of further services in general, but did not seem attuned to children’s underlying language needs. Implications for teaching practices and the provision of services to children with SLI, as well as other invisible disorders, will be discussed.

Jun Ai (Special Education)

Improve Social Communicative Outcomes of Preschoolers With or At Risk of Developmental Delays: Embedded Learning Opportunities Related Strategies

The purpose of this presentation is to provide EI/ECSE teachers an archive of evidence-based, behavior-oriented practices that can be utilized through embedded learning opportunities to improve social communicative skills of preschoolers with or at risk for developmental delays. Teaching tools that are paired with proposed practices will also be introduced, including a planning form, a progress monitoring sheet, and a resource file. Target skills are those identified as critical for successful transition from preschool to kindergarten.
Innovative Spaces in Higher Education

Maryam Ashkan (Department of Architecture)
“New” Teaching Professionalism and the Professional Development of Educators in Higher Education: A Case Study of Studio Instructors at the University of Kansas

Teaching professionalism in higher education is not typically considered to be either a matter of transformation or a simple change of educators’ images as professionals but encompasses both, as one necessitates the other. The notion of professionalism has generally undergone a shift, to the extent that the concept of a “new” professionalism is now being advanced to indicate a shift of power from institutions to academic staff, reflecting the changing nature of professionalism in higher education. However, the concept of teaching professionalism remains unclear re what might constitute the rethinking of teaching professionalism both ontologically and epistemologically, or what might count as the successful institutional professional development of educators in higher education. The study addresses these issues by examining the mechanisms informing the accumulated experiences of studio instructors, based on phenomenological research conducted in the School of Architecture at the University of Kansas. This includes an analysis of the concept of a “new” teaching professionalism, based on the professionality and professional culture of the institution and of the substance and process of professional development of studio instructors, based on how reform can achieve instructors’ professional goals. This paper contributes to required changes in both institutional policy and teaching practice and demands improvement of how teaching professionalism is conceptualized in higher education, moving toward “post-professionalism” or “new” professionalism in teaching as an instrument of change across all academic sectors.

Jenny Flinders (Education Leadership & Policy Studies), Chavis Lickvar (Center for Public Partnerships & Research), Jared Barton (Center for Public Partnerships and Research) Megan Leopold & Pegah Naemi (Social Psychology)
Rethinking "Space" Through the Rules of Engagement: Collaborative Work at CPPR

At the Center for Public Partnerships and Research (CPPR) at the University of Kansas, “space” is defined and considered in physical, social, and emotional contexts through the use of four Rules of Engagement: Be accountable; Work with the willing; Fail forward; Leave it better than you found it. The Rules of Engagement build the foundation for everything that occurs at CPPR, from the way we approach collaborative work, to the way we find space for innovation
and “spark,” and the ways they foster interdisciplinary opportunities for the graduate students who also work as professionals here. Through these rules, studying professionals at CPPR are given a voice and the opportunity to leverage their studies in their work and vice versa. We will lead attendees through an exploration of these four Rules of Engagement, looking specifically at our community-building efforts and inclusive “spaces” at CPPR, and the implications they have on our dual roles as both students and professionals in university community at large.

Attending to Trauma to Facilitate Inclusion

Jenelle Hallaert, Brittany Lucas & Rachel Swanson (Counseling Psychology)

Phoenix: A Psychoeducational Group for Survivors of Sex Trafficking to Aid in the Reconstruction of Interpersonal Safety, Trust, and Intimacy

Evidence-based treatments for survivors of sex trafficking are limited. This research project provides information on the implications and process of providing eight sessions of feminist group therapy for female sex trafficking survivors aged 18-25. The sessions explore reconstructing cognitive schemas, grief, and self-identity. We found that in order to understand how the application of a feminist approach would benefit group members, we studied the population, social and psychological constructs, and therapeutic techniques. Our findings suggest the use of empathy founded evidence based treatments conducted with other trauma related counseling techniques. Our goal is to make this therapy group applicable to the Kansas population and provide resources for women who may need it. This group will help to empower members through the reformation of their identities, assist them through their grief journeys, and reshape their cognitive schemas within a safe and confidential environment.

Krystal Kershaw (Social Welfare)

Trauma-Informed Care Classrooms Pre-K through 12th

The general intent and purpose of this presentation will be to present knowledge and appreciation of trauma-informed classrooms through the perspective of systems theory. This presentation will involve research concerning the effects of childhood trauma on students and their ability to be successful in their learning environment. Participants will examine the goals and values of the educational system in regards to trauma-informed classrooms, and compare those to the core social work values. Additionally, this presentation will involve the study of interventions utilized in trauma-informed classrooms and how these interventions help to support the student by meeting their social and emotional needs. Participants will be given the opportunity to examine the outcomes of these interventions.
Radicalized Spaces

Rachel Schwallner (American Studies)
*Evangelicalism, Neoliberalism and Work: Spaces of Inclusion and Exclusion*

My research works to excavate the interconnection between Neoliberalism (that is, free market economics) and Evangelicalism. In this way, the spaces created by religious performance and economic performance are intermingled and co-constituted. While there are many points of entry for this connection, one main aspect of the discourse surrounding Evangelicalism and Neoliberalism (what I call The Evangelical-Neoliberal Discourse) is its focus on "work". I am interested in expanding on this theme in this paper, especially in the ways it defines work as mainly white, middle-to-upper class creative work, and how this dis-privileges women, People of Color, and people with disabilities. These three groups of people are unable to perform work as a white male, and thus the work they do perform is disparaged by this discourse. My paper introduces this research, presents the discourse surrounding "work", and postulates further avenues of research especially in regards to the ways in which we create spaces of exclusion through religious/economic performances.

Bradford Long (Public Administration)
*Injustice in Poorly Served Peri-Urban Areas: A Recipe for Future Conflict*

Approximately 1.4 million people across the world migrate to a city every week. Population growth and urbanization over the last fifty years, in particular, has significantly strained city infrastructure. Most troubling, the majority of urbanization is occurring in the world’s poorest areas, cities that are ill-prepared for dramatically increasing populations that require additional governmental services despite diminishing resources. The inability to handle this input of population growth has resulted in large peri-urban areas, makeshift settlements that frequently resemble slums with poor housing, inadequate services, unsafe water, a lack of prospective job opportunities and very little police presence. These peri-urban populations are severely marginalized, receive little in equitable treatment and are easy targets for a whole range of illicit activities, including violent terrorism by non-state military and state building enterprise groups (such as the Islamic State). Using common and available GIS tools, the author intends to quantify a number of common characteristics of these areas that make them ripe for the emergence of safe-havens for criminal networks and potential terrorist recruitment among disenfranchised youth populations. Drawing from this understanding the author recommends a series of tactical and strategic recommendations that weakens the enemy’s grip on the local population by easing real and perceived social injustices throughout the peri-urban landscape.
Panel Discussion
3:00 pm – 3:30 pm, Centennial Room

New Spaces, Inclusion, and Social Justice Across Disciplines

Students from a variety of disciplines will share their perspectives on how and why they address issues of “space,” inclusion, and social justice in their research.

Peter Federman
Public Affairs & Administration

Liefu Jiang
Journalism & Mass Communications

Sarah Roberts
Special Education

Rachel Schwaller
American Studies

Culin Thompson & Matt Kenney
Architecture & Urban Planning
Thank You!
We appreciate the support of our Planning Committee, discussants, sponsors, and partners.

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Discussants

Dr. Subini Annamma
Dr. Jamie Basham
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Dr. Jonathan Brumberg
Dr. Greg Cheatham
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Dr. John Rury
Dr. Wayne Sailor
Dr. Hyunjin Seo
Dr. Tom Skrtic
Dr. Lonna Summers Rocha
Dr. Jim Thompson
Dr. Stacey Vanderhurst
Dr. Joe Weir
Dr. Lisa Wolf-Wendel
Dr. Yong Zhao
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