



**PASSHE WOMEN'S CONSORTIUM ANNUAL CONFERENCE:
WELLNESS, AGENCY, AND ADVOCACY IN AN
INTERSECTIONAL CONTEXT**

March 26th & 27th, 2021

Hosted by Slippery Rock University

HELP DESK - use this link if you have any problems:

<https://sru.zoom.us/j/94822350691>

Friday, March 26th

Click the blue panel title to open the zoom meeting.

Welcome

8:30 – 9:00 a.m.

Session One

9:00 – 10:15 a.m.

Panel #1: (Rescheduled)

Panel #2: Nice to meet you, self – Heather Hertel, Kate Conrad and Olivia Mosca

This panel will be an open round table discussion focused on sharing positive self-talk to offer a platform for building confidence. We encourage any student, faculty or community member to join and participate, whether you have a mantra or skill set to share, or you are seeking ways to build self-esteem, self-care and self-love. We will begin with introductions and an open-minded meditation for connection. All are welcome.

Panel #3 : Engaging in Meaningful Research as an Undergraduate – Marissa Perozzi, Aran Bybee, Spencer Kahley, Mohamad Khalaifa, and Amanda Reichert

How do undergraduate students get involved in meaningful research -- that is, projects that advance justice and equity and generally make the world a better place? Five undergraduate students that each came to research through a different path share their stories and give advice on how to engage undergraduates in meaningful research or how, as an undergraduate, to get involved in meaningful research. Plenty of time for questions and answers will be reserved.

Session Two

10:30 – 11:45 a.m.

Panel #1: Culturally Responsive Teaching & the Brain - Michele Whitecraft

In this presentation, Dr. Whitecraft will draw upon the works of Hammond, Gorski and Hebb to demonstrate how experiences that are intense, prolonged or repeated will physically change the anatomy and the chemistry of the brain. We can think of culture as the software that programs the hardware-- the brain. We will also explore the different parts of the brain to better understand the evolution of the brain and why Maslow must come before Bloom. Through an understanding of social neuroscience, we will discuss different cultural archetypes and the chemicals that promote or inhibit learning. Finally, we will share beautiful footage of neurons participating in the re-wiring of the brain as well as culturally responsive practices that promote the growth of new neural networks.

Panel #2: Framing Cultural Contexts for Wellness

Aya Nakayama, “Race, Racism and Disparity of Impacts on Type II Diabetes”

We often think of illness as an “equal opportunity” problem, but data shows that African-Americans in the United States experience significantly higher rates of Type II diabetes than white Americans. This begs the question, why? What might explain these disparities? In a racist culture, many might argue that it's due to poor individual choices. In my paper, I answer otherwise and argue that we need to look at structural and intersectional oppression to understand how racism and social patterns of inequality and inequity impact these disproportionate rates. I will share data on various contributing factors, from housing and the legacy of redlining to poorer quality access to insurance and health care to the realities of food deserts and limited dietary options. I will close by inviting discussion of racial/racist health disparities more generally among audience participants, because social “wellness” depends on recognizing and accounting.

Jennifer McGraw, “Use of Relational-Cultural Therapy to Support Individuals with Anorexia Nervosa”

Anorexia Nervosa (AN) is a serious psychiatric disorder that predominantly affects females. It is characterized by low body weight due to restriction of intake and fear of weight gain, as well as extremely negative body image. It is estimated that 28.8 million Americans will have an eating disorder at some point during their lifetime, with approximately 4.3% of females and .24% males developing AN specifically. There are very few well supported treatments for AN, adding to patients' and families' suffering. One treatment approach to AN is Relational-Cultural Therapy (R-CT), which was developed based on feminist principles of psychotherapy. This presentation will review the background and application of R-CT, exploring its conceptualization of AN as a “disease of disconnection” and how families and loved ones can be involved in treatment to support the individual. R-CT asserts that the experience of AN is characterized by disconnections from oneself and others that fuel the disorder and keep patients isolated and unable to move forward in life. Central to R-CT is increasing the experience of perceived mutuality (PM), a state characterized by the ability to maintain one's own sense of self while simultaneously being open to the emotional experiences of others. PM leads to “The Five Good Things:” 1) increased understanding of one's own thoughts, feelings, and behaviors; 2) increased self-worth; 3) a sense of empowerment to be able to act on behalf of oneself; 4) feelings of vitality and energy; 5) an increased desire to engage in mutual exchanges. Strategies for reducing relational disconnections and building connections in order to reduce disordered eating for women, men, and individuals with diverse sexualities and gender identities will be discussed.

Jessica Hall-Wirth, Kelsi Anderson, and Tori Campbell, “Children with Mental Health and Autism Spectrum Disorders”

According to the National Alliance of Mental Illness, 1 in 5 U.S. adults experience mental illness and 17% of youth experience a mental health disorder. Mental health does not discriminate and can affect all adults and children in all walks of life. Mental health can have a significant impact on people, but at times, research is suggesting that it has an even greater effect on people with disabilities. Our review of literature is focused on mental illness and specifically, children with Autism Spectrum Disorder (ASD). As the research suggests, people with ASD have various differences from those without disabilities, especially in the way that they manage their own mental health. One major difference is the way that individuals with ASD process their feelings and emotions while managing their mental health. Our research focuses on best practices to support individuals who live with both ASD and a mental illness.

[Panel #3: Activism, Advocacy, and Assessment: A Five-Year Review of Assessment in Kutztown University’s WGSS Program](#) – Kristina Fennelly, Colleen Clemens, and Emily Cripe

This panel seeks to present the assessment work performed over the past five years for the Women's, Gender, and Sexuality Studies program at Kutztown University. With support from a university grant, this assessment work was conducted in order to determine if we are meeting program goals with the minor. Revisions to the program have included: (1) changing the program's name to include sexuality studies; (2) incorporating current and best research to reflect underrepresented areas such as transgender and sexuality studies; (3) creating new student learning outcomes based on initial assessment findings; (4) researching other programs' objectives in order to draft our new program objectives reflecting current best practices. This panel seeks to present the breadth of this work over the course of three assessment grants within a five-year span. We also seek to present our new program goals aimed to strengthen the minor and encourage student success as they apply their WGSS to other disciplines. We invite attendees to share related work during the Q&A following this panel.

Session Three 12:00 – 1:15 p.m.

Workshop #1 **[Student Professional Development Workshop](#)**

Workshop #2 **[Women’s and Gender Studies Directors Meeting](#)**

Workshop #3 **[Women’s and Pride Center Meeting](#)**

Session Four

1:30 – 2:45 p.m.

Panel #1: Moving Toward Wellness: Strategies and Steps for LGBTQAI+ Communities

Nicholas Condon, “Deconstructing the Binary: Sexuality and Asexuality”

Society is largely constructed of binary concepts. There is “them” and “us”, “villains” and “heroes”, “men” and “women”, “gay” and “straight”. However, this usage of binaries creates the problem of the in between. This is because these binaries gloss over the individuals, instead trying to create culturally acceptable roles and categories which people “should” fall into. In this presentation, I focus on analyzing this very problem within one such binary, the binary of sexual desire. This is an important one to understand because it has massive impacts on our lives that often go unnoticed. To see this frame, I discuss how asexuality, an outlying case, allows us to see the cultural model of sexuality in operation through the absence of “normal” sexual desires. I will then discuss a new model which I have constructed for understanding sexual desire, which I believe better encompasses the diversity of our human experiences. The complexity and diversity surrounding these issues make it extremely difficult to articulate a specific thesis or point, but I believe that this is part of what makes this topic so important. It allows for an open dialogue on a fundamental aspect of human existence that has been ongoing for generations and which has been wrongly culturally constricted into a binary. It further challenges our treatment of other’s and our view of ourselves, leading us to question how all that might, even if unintentionally, make us complicit in creating, upholding, and furthering negative cultural stigma.

Jessica Jopp, “Poetry as Catharsis”

For the 2021 PASSHE Women’s Consortium Conference, I would like to read original poetry exemplifying the theme of wellness. Poetry, like all art forms, can provide the artist with an avenue of catharsis. Lyric poetry, as we see in much contemporary work, at its best transcends the individual persona and translates to a universal audience. Catharsis is afforded, in part, because speaking to that ‘universal audience’ serves as advocacy for a still-marginalized perspective. My work, from an LGBTQ+ perspective, does this too. My recent book, *The History of a Voice*, has been published by the lesbian-centered publisher, Headmistress Press. I would like to read from this book, as well as from two subsequent manuscripts, illustrating the ways in which poetic expression offers catharsis. This can happen when advocating for a broader public voice or when offering poetry as celebration.

Kendra Saunders, “The Unique Impact of COVID-19 on LGBTQ+ Students’ Mental Health”

Universities often provide LGBTQ+ students their first opportunity to express their sexual orientation and gender identity, and to be their true selves. Unfortunately, Covid-19 has led many LGBTQ+ students to return home from college, which can be an unsupportive and unsafe environment. Students may need to hide their identities, leading to increased feelings of isolation and despair. Transgender and non-binary students may be unable to express their gender at home, and they might be deadnamed or struggle to maintain access to hormone therapy. Gay students might be rejected by family and experience unstable housing, hunger, or poverty as a result. Moreover, access to support at college for LGBTQ+ students, such as affirming relationships and organizations may be limited or severed. This presentation will

review the unique challenges Covid-19 presents for LGBTQ+ college students, especially those students living at home. It will also review ways students can cope with this stress including connecting online with other LGBTQ+ individuals, using affirming crisis lines or tele-therapy, avoiding difficult conversations with family during the pandemic, and developing and maintaining healthy habits.

Panel #2: Making Visible What is Invisible: Voicing Bias, Seeking Change

Kari Hoglund, “Contact Improvisation During the #MeToo Era”

Contact Improvisation, commonly referred to as CI, is a physical dance form focused strictly around the exploration of two or more bodies moving in space; however, the moment the line between physics and chemistry is crossed is when the artistry can be replaced by harassment. Although physical touch an essential to humanity, where do we draw the line in experimental work like CI that pushes those boundaries? How can practitioners clearly distinguish between appropriate and inappropriate behaviors to novice improvisers that will help guide CI into a future filled with comfort and safety? Evidently, beginners are not always the perpetrators who are in need of clarification. The patriarchy relevant in today’s society can directly reflect in any CI setting, leaving gaps in the regular attendance once occupied by marginalized women. The CI community has been dealing with issues revolving around the hyper-sexualization of this dance form for decades now, but it wasn’t until the #MeToo movement, a notable social media movement from 2017, that victims began to share their stories, find courage to “out” predators, and take greater action to revolutionize standards when practicing and teaching the extremely physical dance of CI. Within recent years, facilitators, teachers, scholars, and enthusiasts have taken serious measures to inform newcomers of what is deemed appropriate in a CI jam, class, and workshop setting, thus restructuring and enhancing the future of CI. This research is supported by scholarly journals, essays, observations, and a personal interview with CI facilitator and professor, Dr. Nina Martin.

Becky Thomas, “From the ground floor to the penthouse suite: Elevating undervalued and invisible labor in higher education”

Not all kinds of work are equally valued in higher education. Moreover, there are documented patterns in who engages in various kinds of work that tends to be undervalued or, in some cases, entirely unrecognized by formal evaluation processes. In order to take the necessary steps to mitigate the harmful impacts of invisible and undervalued labor and its disproportionate impacts on marginalized and minoritized faculty, we each have a responsibility to become more aware of how this issue might be impacting us and our colleagues. These impacts can express themselves in faculty retention in a variety of ways. They can impede negatively on the tenure and promotion process, but they can also affect faculty health and wellness and job satisfaction. This session will explore the implications of the findings articulated in a recent publication prepared by SRU APSCUF’s Social Justice committee that documents the injustices that are inherent when invisible labor goes unexamined and unaddressed.

Sara Wilburg, “Supporting Immigrant Students: Exploring their Experiences and Barriers”

Higher education has been viewed as a gateway to better jobs and higher pay, yet immigrants are largely left out. Now, immigrant college students are on a search for educational attainment and they have both the resilience and grit to make it happen. That is, if institutions work to support all students. It is known that higher education has left students out in the past, women, people of color, and those with disabilities or any difference. Now, education must focus on the 44.5 million immigrants call the United States their home. Emerging research finds that immigrant students are ambitious and hopeful for a better life. This review compiles recent research from scholars around the globe to reveal immigrant student success while noting their struggles and barriers through the process.

Panel #3: The Ecology of Wellness, Care, and Policy

Meredith Willard, Bailey Turner, Elyse Rogers, Darian Humer, and Catherine Massey, “Associations Among Childhood Environmental Experiences, Political and Feminist Identities, and Pro-Environmental Beliefs: Implications for Environmental Wellness”

Instilling in children an appreciation for environmental wellness is important to improving the health of the planet to protect the biodiversity of life. Previous research shows that level of maternal education, maternal pro-environmental attitudes and behaviors, and time spent outdoors with children were linked to environmentally conscious behaviors of their children at aged 18 years (Evans, Otto & Kaiser, 2018). However, other developmental factors including identities that people hold may play into pro-environmental beliefs and behaviors. The purpose of this study is to examine the relationship among childhood environmental experiences, current political and feminist identities, and pro-environmental concerns and behaviors. The participants will be 100 college students and 100 community participants from the U.S. Participants will complete a demographics questionnaire and measures to assess childhood and current environmental experiences, political and feminist ideologies, and environmental beliefs and concerns. The data will be analyzed using descriptive and correlational analyses. The findings will be discussed in relation to pro-environmental advocacy and its implication on environmental wellness.

Shraddha Prabhu and Janice Carello, “Utilizing an Ecological, Trauma-informed, Equity Lens to Build an Understanding of the Context for and Experience of Self-care in Higher Education”

This paper explores self-care not as an individual responsibility to ensure optimum functioning and productivity in service of neo-liberal production within institutions of higher education but as an act of honoring oneself, as a basic human right, and as resistance to reductionist individualism. We argue that individual approaches to self-care are incongruent with a trauma-informed, human rights, and equity focused approach to education. Focusing only on individual actions and behaviors locates the problem of work-related stress in individuals rather than in the environment and is more akin to trauma-specific treatment than to trauma-informed care. We reflect on the importance of addressing structural barriers to access to resources for

self-care, including but not limited to, access to culturally competent and affordable health care services, educational cultures, policies, and practices that do not make space for individual and group recovery from stress and dysregulation; labor protections, paid time off, commodification of knowledge and education. We examine the impact of intersectional positioning i.e. social, economic and political positioning based on intersectional identities, and related variables that impact wellbeing and security of staff, educators, students and administrators in higher education. We call for vigilance to language, leadership styles, institutional policies, or lack thereof, and processes that provide lip service to the importance of self-care without addressing any systemic barriers to self-care.

Sarah Foster, “Mental Health Effects of Maternal Substance Abuse Policymaking: Finding a Solution”

While each state has varying substance laws and resources for those seeking treatment, many states have regulations that criminally charge expectant mothers seeking substance abuse treatment. Restrictive policies like these encourage these women to conceal their addiction to avoid criminal retaliation and stigmatization. These effects reverberate through communities plagued with poverty, forcing these women to choose between being clean and sober, or protecting their children and freedom.

This study will examine the negative effects that strict substance abuse policies have on expectant mothers and suggests that if these policies were less restrictive, more people in this position would seek treatment. This presentation, based on my dissertation research will assess if these policies are as effective as they are believed to be, and how they currently deter a population in need by ignoring the mental health needs of drug-addicted parents.

Session Five 3:00 – 4:15 p.m.

[Panel #1: Addressing Assault Across Campus: Proposing a PASSHE Collaboration](#) –
Maureen McHugh, Emily Keener, Karley Richard, Arielle Caron, and Katie Edwards

The substantial and complex task of responding to and preventing sexual assault at institutions of higher education can benefit from coordination of campus groups, and institutions. Panelist review previous projects to assess and coordinate campus responses to sexual assault and Title IX directives, and potential future projects are proposed. The Women’s Consortium was/is designed to promote women’s advocacy and collaboration across the State System. A plan to coordinate best practices for campus responses to sexual assault in the PASSHE is proposed.

[Panel #2: COVID, Culturally Diverse Experiences, and Resistance](#)

Lisa House, “Balancing Zoom Fatigue, Kids and Self-Care While Working Remotely”

The presentation will focus on the hardships of working remotely, juggling childcare, and homeschooling which can lead to zoom fatigue, burn-out, and compromise our competence as faculty. I will identify strategies to combat zoom fatigue and help create boundaries between work and home. The presentation will further explore self-care ideas and provide practical and

emotional tips for having healthy boundaries, balance, and finding time for yourself away from work and parenting obligations.

Cheryl Neale-McFall, “How much more can we take on? The COVID-19 Pandemic and Experiences of Working Mothers”

Using phenomenological methodology, the researchers explored the experiences of 13 working mothers, representing diversity in age, partner status, job field, number of children, age of children and location in the United States during the COVID-19 crisis. This study extends our pre-pandemic research on working mothers in various academic fields. Prior to this crisis, working mothers were experiencing barriers to their success, job satisfaction and wellbeing. Evidence indicates that pandemic-related expectations, including homeschooling children, constantly being ‘on-call’ and intensified second-shift responsibilities are creating additional challenges for working mothers. Experiences from the participants also highlight the resilience and silver-linings of parenting and working during the pandemic. Gaining a more comprehensive understanding of working mothers’ experiences during this crisis is essential to providing them with appropriate support and continuing the conversations around family-friendly policies. Additional implications of this research are shared as well.

Ursula Payne, “HER(e)Sies II: Re-centering Black Resistance and Intersectionality as a Lens to the Sabbatical Period and COVID-19 Pandemic”

This reflective essay explores how artistic expression, digital media, and black resistance through COVID-response led to participating in Mercy Health’s Helping Hands initiative at St. Elizabeth Hospital in Youngstown, Ohio during the COVID crisis. The sabbatical period is meant to be an exchange that results in the faculty member meeting specific outcomes encouraging scholarly or creative production. My sabbatical year, during COVID, has resulted in a significant amount of creative and scholarly work related to choreography, digital media projects, blended learning research, and curriculum development. Nevertheless, another aspect of the sabbatical period that is often ignored is the opportunity to renew one’s personal agenda. This essay explores the resetting of my personal agenda through engaging with and responding to the COVID-19 crisis. This invisible dimension within my sabbatical research has refocused my attention toward critically contemplating ways that my identity as a faculty member and artist empowered me to shift & respond to the COVID-19 crisis. Before the sabbatical and pandemic, my academic life was unbalanced--often dominating my personal and community life in hours, energy and focus. The disruption of the double pandemic of race and COVID-19 challenged me to consider how my knowledge and skills translate outside of the institutional academic environment in service of the larger community during a pandemic. In the spirit of intersectionality, I will also analyze how intersecting oppressions shaped my academic and personal experiences.

Keynote Presentation: 4:30 – 6:00 p.m.

Dr. Katie Edwards, “Preventing Interpersonal Violence and Promoting Wellness on College Campuses: The Role of Research, Advocacy, and Intersectionality”

Research consistently documents the alarmingly high rates of interpersonal violence (e.g., sexual assault, dating violence, racism) on college campuses. Interpersonal violence co-occurs, due to shared risk and protective factors and reciprocal causal relationships, with other public health issues impacting college students such as alcohol misuse and mental health problems. Interpersonal violence and intersecting public health issues disproportionately impact college students with marginalized social identities, underscoring the need for intersectional approaches to promoting wellness on college campuses. Despite these daunting findings, preventing violence and promoting wellness on college campuses is possible through research, advocacy, and evidence-based prevention and intervention efforts. The purpose of this keynote address is to provide attendees with an overview of the rates, causes, and outcomes associated with interpersonal violence on college campuses and the ways in which marginalized identities intersect with experiences of interpersonal violence. Moreover, effective strategies (e.g., bystander intervention, social norms) to prevent interpersonal violence on college campuses and support survivors in the aftermath of victimization experiences will be discussed with a specific emphasis on how prevention and intervention initiatives may need to be tailored to address students occupying diverse social identities. In addition to better understanding more formalized approaches to prevention and intervention efforts, attendees will be provided with specific ways in which they can immediately take action to prevent interpersonal violence and promote wellness on their campus.

Bio: Katie M. Edwards, Ph.D. is an associate professor in Educational Psychology and the Nebraska Center for Research on Children, Youth, Families, and Schools at the University of Nebraska—Lincoln. Dr. Edwards is also the director of the Interpersonal Violence Research Laboratory at UNL. Dr. Edwards’ work focuses on the development, implementation, and evaluation of violence prevention and response initiatives, predominantly among adolescents and young adults. Much of her work focuses on LGBTQ+ youth and Native Americans youth and families. To date, she has published over 150 peer-reviewed publications on these topics and has current funding from the Centers for Disease Control and Prevention, National Institute of Health, National Science Foundation, and the Department of Justice. Dr. Edwards can be reached at katie.edwards@unl.edu or 603-422-3207. To learn more about Dr. Edwards’ program of research, please visit: <http://cyfs.unl.edu/academies-bureaus/ivrl/index.php>

Saturday, March 27th

Session One 9:00 – 10:15 a.m.

Panel #1: Examining the Expression of Toxic Gender Roles in Athletes and Athletic Embodiment – Amanda Reichert, Karley Richard, Destiny King, Emily Keener, Jennifer Sanftner McGraw, Kailey Berdar, and Mohamad Khalaifa

Similar to other male-dominated spaces (Sanday, 1992), masculinity is performed in athletic contexts (Murnen, & Kohlman, 2007). As such, the first presentation examines masculine norm conformity and rape of myth acceptance among college football players. Findings showed that power over women and heterosexual self-presentation were related to some, but not all, of the rape myth subscales.

A central feature in the athletic context is the strong and fit athletic body. Historically, males have strived to achieve this frame (Pope, Pope, Phillips, & Olivardia, 2000). The second presentation examines this body type outside of the sports context, but in relation to masculine norms. Results showed that for college men, drive for leanness was correlated with some masculine norms; emotional control ($r = .18$), winning ($r = .18$), promiscuity ($r = .27$), and power over women ($r = .34$).

Whereas the male body is prized, the female body is both deprecated and appreciated as soft, sexual, and frail. Some women challenge stereotyped gender roles and eschew the feminine body and instead strive for a more masculine body through exercise and sports. There seems to be societal approval of the fit (and thin) female body (Tiggemann & Zaccardo, 2018). However, as presented in the third presentation, an examination of Instagram images revealed that women athletes who are fit and strong were derogated/harassed as looking like men and were the object of demeaning/sexualized comments and threats. Findings supported the common theme that a woman's worth lies in her body and image (Thompson, 2018).

Panel #2: The Social and Personal Harms of Structural Racism

Mary Paniccia Carden, “Social Media, Poetry of Survivance, and the #MMIW Movement”

Native American women are murdered at a rate roughly ten times the U.S. national average. In Canada, Indigenous women and girls accounted for sixteen percent of female homicides between 1980 and 2012, despite constituting only four percent of the female population. Eighty-four percent of Native women experience violence in their lifetimes; one in three suffer sexual assault. And they go missing with stunning, if largely ignored frequency. In recent years, family and community members and their allies, together with grass-roots organizations and tribal coalitions, have been leveraging the power of social media to draw awareness to and demand justice for missing and murdered Indigenous women.

Drawing on critical work by Gerald Vizenor, Sarah Deer, and Eve Tuck, I will explore social media as a tool used by the Missing and Murdered Indigenous Women (#MMIW) movement to advance Native “survivance,” a term Vizenor uses to indicate narrative strategies of cultural survival that “create an active presence” in the face of colonial and neo-colonial erasure. #MMIW social media strategies make the personal political in order to mourn the loss of daughters, mothers, and sisters while also extracting them from categories created and enforced by white authority. They propose modes of healing and resistance that affirm traditional tribal values and offer transformational possibilities for Indigenous power and agency.

Sarah Kuehn, “The School to Prison Pipeline: How Overly Harsh School Discipline Pushes Minority Youth Out of Schools and Into the Criminal Justice System”

This paper explains how certain educational policies, including zero-tolerance policies, police presence in schools and criminalization of normative behavior, and high stakes testing contribute to the School to Prison Pipeline (STPP). It also discusses how punitive school discipline is disproportionately applied to minority youth. The paper concludes by providing policy recommendations to dismantle the STPP.

Brittany Nwachuku, “The Role of Diversity Training in Addressing Women’s Health”

It is becoming increasingly critical that healthcare professionals understand the health disparities and intersectionality of race and gender that Women of Color experience. The outcome of care is dependent on this level of understanding and, if not addressed, these biases can ultimately affect quality of care. A qualitative study was designed and conducted to evaluate the understanding and knowledge of diversity for 10 healthcare professionals and leaders at a women’s hospital. This understanding was achieved by exploring how healthcare professionals conceptualize diversity, including race and gender differences, and about their participation in diversity training, resources, policies, and initiatives. The inquiry conceptualized diversity through Madeline Leininger’s Cultural Care Diversity theory and Kimberlé Crenshaw’s coined term of “intersectionality.” This framework stressed the ethical responsibility healthcare professionals have to remain competent in understanding the multiple identities experienced by Women of Color and how this can impact their overall care. The data concluded how healthcare

professionals conceptualize diversity, including how past experiences shape one's understanding of diversity. In addition, healthcare professionals were able to identify the race and gender disparities affecting the quality of care Women of Color receive, while also noting that no specific interventions are in place to address their specific needs. Lastly, healthcare professionals are charging hospital administrators to hire diverse staff and mandating diversity training to allow for critical understanding of the disparities experienced by Women of Color. The inquiry concludes that healthcare professionals need effective, specific interventions and practices that mitigate disparities in healthcare experienced by Women of Color.

Panel #3: Queering Scholarship, Queering Care: Our Collective Journey in Burnout, Support, and Social Justice – Piper Jones, Sara Naughton and Francine Maitland

In 2018, the first volume of *Portmanteau: A Journal of Gender and Intersectionality*, published by the Gender Studies Program at SRU, was released after tireless work by Sara Naughton to develop, advertise, edit, and set a standard of scholarly excellence for the academic journal. Four years later, current editor-in-chief Piper Jones manages a five-person editorial board and is working to invite submissions from across the state, while finally being able to begin straying away from the traditional constraints of professionalism that had to be set in place to be taken seriously in the beginning. As part of this process, Francine Maitland, an editorial board member since the start, provides continuity and perspective. Our presentation will deep dive into the ways in which a project can mold and shape itself to differing visions, management styles, and academic backgrounds. In discussing *Portmanteau* and our personal journeys within its tenure, we will also discuss the ways in which leading a project of this size can foster a culture of overwork and burnout in the wake of untiring devotion. When the world needs to read what *Portmanteau* has to offer more than ever before, how can we waver? Do other projects or personal goals fall to the wayside? In our panel, we offer insight, not only into the incredibly difficult work of establishing an academic journal while trying to practice self-care and community support, but also into using creativity, continuity, and collaboration to queer institutional notions of scholarship in a social justice context.

Session Two 10:30 – 11:45 a.m.

Panel #1: Silence, Speech, Stories and Power

Ayanna Byers, “Saying the Quiet Part Out Loud: A Brief Examination of Free Speech, Landmark Cases, and The Government’s Interest in Protecting White Supremacy”

There have always been unspoken rules and coded language within white supremacy: the good neighborhoods, the all American kid, and acting professional. Ways of being guided by norms that just happened to exist in this way.

Nothing is coincidental. From the creation of the Constitution as a guiding document for the United States to the laws that have been passed, and then repealed, and then passed the government has said it has a governmental interest in protecting white supremacy, it has just been whispered.

This presentation examines landmark cases on the subject of free speech, the context surrounding these cases, and current events exacerbated by these actions.

Hannah Shumsky and Brittany Fleming, “Student Media as Mode for Agency and Advocacy”

Student-run news organizations serve as gatekeepers of information. Particularly at SRU, where The Rocket is one of the very few news media outlets covering local news in the area, student journalists must consider two important items: 1.) the organization’s news philosophy, and 2.) the organization’s news agenda. Speaking to the latter, Agenda Setting Theory describes the news media’s “ability to influence the importance placed on the topics of the public agenda” (McCombs & Reynolds, 2002). In short, The Rocket can control what news is covered, how often it is covered, and the way in which it is covered, ultimately setting the campus agenda. With this amount of power and influence, it is important then to recircle back to an organization’s news philosophy-- what does The Rocket consider newsworthy in today’s divided society?

We sought out to find an answer. As the result of numerous conversations with former and current staff members of the student newspaper at Slippery Rock University, the staff of The Rocket decided to focus on a specific mission for the 2019-2020 school year: use our publication as a form of public and intention discourse to tell the stories of all SRU community members, especially the stories of those who have been traditionally underrepresented in previous student media coverage. This paper outlines the outreach and ethical decision-making processes the staff made when determining what stories to cover in The Rocket, especially its Suicide Prevention and LGBTQ+ History Month special editions from the fall 2019 semester. We also discuss suggestions for other PASSHE student media organizations and the emphasis we have seen in college media conferences on prioritizing ethical diverse reporting.

Christine Pease-Hernandez, “Creating Environments for Productive Dialogue in the Era of COVID-19”

Wear your mask! Stay 6 feet apart! No gathering of more than 10 people. Plexiglass barriers. Hand sanitizer everywhere. Zoom meetings. Facetime. COVID-19 has and is making its mark on our interpersonal communication skills. Time and time again, we hear people share how personal and professional relationships have been impacted by communication short comings and social distancing limitations mandated by COVID-19, i.e. negative first impressions, unconscious nonverbal displays, inability to engage in challenging conversations, jumping to conclusions, inappropriate use of language, lack of mindful listening, and a lack of empathy. Despite COVID-19, we persevere and we live our lives the best we can. Many of us find ourselves frustrated as we try to navigate our personal and professional lives with minimal human contact. Communication is an art. Advanced degrees do not make anyone an effective communicator. While technology is a wonderful tool for sending and receiving messages, it does not make us effective communicators. What makes us more effective communicators, is practice and remembering to be person-centered. In this presentation, we will discuss strategies for creating environments that facilitate communication in our personal and professional lives despite not being able to engage in the most traditional sense of interpersonal communication.

Panel #2: Exploring Audre Lorde's Erotic: An Expedition into OnlyFans, Empowerment, and Exploitation (Or Lack Thereof) – Piper Jones and Julianna Sabol

“The erotic is a measure between the beginnings of our sense of self and the chaos of our strongest feelings. It is an internal sense of satisfaction to which, once we have experienced it, we know we can aspire.” - Audre Lorde

What began as a running joke between two best friends simultaneously moonlighting as impecunious college students, developed into a self-exploration of what makes us tick as erotic beings. In this panel we discuss an ongoing case study that we've initiated which tiptoes around the line of ethics by using ourselves as human subjects. We created two separate OnlyFans accounts, one with a strong feminist persona and one with a more pornified persona, to track responses and client data, as well as investigate a number of gendered questions: Is the idea of female-empowerment through self-made pornography a hoax? What happens when a friendship self-described as “healthy” and “unwavering” is put to the test by subjecting it to a managerial/client relationship in a capitalistic realm? As part of an ongoing project we will discuss our initial findings and share preliminary analysis of agency when it comes to the rising popularity of subscription-based camming sites such as OnlyFans. In 75 minutes, we try to grapple with these questions, using Audre Lorde's definition of the erotic as our touchstone.

Panel #3: Standing with Girls and Women in Fragile Contexts During a Global Pandemic
Deborah Tamakloe, Margaret Mbindyo, and Abdulsalami Ibrahim

Globally, women and girls are facing increased vulnerabilities because of the fragile contexts they find themselves in. Marked by risks to the safety, exposure to violence and inability to use their voices, the COVID- 19 pandemic is only exposing, and amplifying protection concerns for women and girls living in Ghana, Kenya and Nigeria. The secondary impacts threaten children's lives than the disease itself. Teachers who are women in these fragile and crises contexts are also faced with enormous barriers to quality professional development.

This panel presentation explores the impact of the COVID-19 pandemic on women and girls in three African Countries (Ghana, Kenya and Nigeria) across various issues that include: girl child education, social protection, teen pregnancies, health and wellbeing and professional development for women. How these topics intersect in these countries will be discussed and recommendations to mitigate some of these issues will further be explored through dialogue.

Plenary presentation: 12:00 – 1:00 p.m.

Dr. Jana Asher, “Equality in Numbers but Not in Rank: A Report on Female Faculty in Pennsylvania's State System of Higher Education Between 2005 and 2020”

Session 3 1:15 – 2:30 p.m.

Panel #1: Making our Campuses More Equitable and Inclusive

Diana Rogers-Adkinson and Heather Feldhaus, “Understanding and Overcoming Female to Female Oppression in Higher Education”

This presentation focused on the conference topic of interpersonal violence aims to address the culture of female to female bullying by women leaders in higher education and proposes solutions that individuals and institutions can implement to better cultivate and support female leaders. We examine existing literature on the historical and current patterns of particularly high rates of female on female bullying in higher education. Previous studies have identified ‘queen bee’ dynamics in which some female leaders diminish female colleagues to preserve their own outlier status, horizontal violence through which individuals from oppressed groups express their frustrations with the inequities of larger systems through hostility directed at peers, and relational aggression patterns through which aggressors use subtle techniques to manipulate another’s social standing within a group or organization. These patterns have been attributed to both cultural and structural factors. Cultural values such as perceptions that femininity and leadership are contradictory and the ways in which women are socialized to use relationships as a means of gaining and wielding power play a role in how they manage relationships with peers. Structural factors such as existing hiring, promotion, and mentorship systems also influence the development of support systems, accepted models for gaining and using power, and opportunities to challenge inequities. Our goal is to use existing literature to develop an overall model of how and why these patterns emerge, what perpetuates them, and how individuals, groups, and institutions can better support the development of female leaders.

Elise Michaux and Jessica Mann, “Making Room for Different Faces: A Call to Center Women of Color in the White Ivory Tower”

As the field of higher education strives to create more inclusive campus communities for both students and employees, research shows that women of color are still underrepresented in administration and are often silenced in the institutional conversation. If we truly want to foster equitable and inclusive campus cultures, then it is imperative that we recognize and uplift the voices of women of color. This paper seeks to provide theoretically grounded techniques for higher education administrators to implement at the institutional level in order to create spaces in leadership, and across campus, that center women of color’s voices in genuine and authentic ways.

Ebonie Vazquez and Quianna Daniels, “How Colleges and Universities can Serve as a Social Support to Single Parented Students”

The projected outcome for single parents can be discouraging. Women constitute more than 70% of single parents. Statistics and data suggest increased failure for these parents. This

presentation will discuss how colleges and universities can create social supports for single parents that assist in changing the narrative from undesirable to resilient.

[Panel #2: Understanding the Impacts of Racist and Ethnic Discrimination to Effect Change](#)

Nuha Alshabani, “Identifying as Muslim and American: The Role of Discrimination”

This study uniquely examines the relationship between specific forms of discrimination and how Muslim young adults in the United States choose to identify. A survey was distributed to Muslim young adults in Genesee County, Michigan, where 2.6 percent of the population is Muslim. Some experiences of discrimination were significantly related to identifying as a Muslim and not also as an American. In particular, experiences of being accused or suspected of doing something wrong because of one’s identity significantly predicted responses on the identity variable above and beyond other experiences of discrimination. The probability of a Muslim young adult identifying only as a Muslim when sometimes experiencing being accused of something wrong is 43.1 percent. This probability drops to 32.8% for those never experiencing this form of discrimination. The article discusses the implications of increasing discrimination on future generations of Muslims and their identity development.

Tynslei Spence-Mitchell, “The Potential Wage Gap Problem in Collegiate Sports”

In recent years, conversations about compensating student-athletes has been public discourse. The National Collegiate Athletics Association (“NCAA”) is the leading governing body of collegiate athletics and has taken the stance that “pay for play” violates their bylaws on amateurism. As views continue to evolve on the subject, this presentation assesses if compensation is equitable across all NCAA divisions (Division I, Division II, and Division III) as well as if pay would be subjected to the racialized gender wage gap that exists in all sports.

Abigail Thomas, “The Erasure of Truth: Confronting Racism Through History Curriculum.”

The murder of George Floyd in May 2020 and the aftermath of the white supremacist insurrection at the U.S. capitol provoked many white Americans to ask themselves the question of how this could happen; however, this is not the question we should be asking. Rather, it ought to be why has it taken so many Americans this long to finally see the extent to which white nationalism runs through America. One reason for our bewilderment is the privilege that many of us have as white people, the ignorance that fosters this is reinforced through history classes from kindergarten to the university level. Education is foundational in prescribing what is and is not relevant along with the values held by the nation. As one of the most integral aspects of society, the education system fails to prescribe adequate accounts of American history and continues to enforce a racist epistemology of ignorance. It is vital we acknowledge racist practices as a nation and encourage a willingness to amend the problems it caused. In my presentation, I consider the erasure of racism and racial history in America and its profound effects on society. I argue we must radically rethink the way we teach history as a means to confront the way this history continues to play out. Throughout my presentation, I will reference

specific examples of this problematic curriculum, provide proposals for change, and invite discussion of possible next steps to improve our national health and foster social justice.

Panel #3: Violence, Gender and Race

Alison Curran, “A Man’s World”

There are eight steps to navigating a parking lot alone at night— at least for women there are. Told through the eyes and mind of a 19-year-old woman, A Man’s World explores and critiques our nations deep-rooted gender inequality through personal experiences, tales of court cases and subconscious misogynistic ideals. From a young age, it has been ingrained in our minds that we live in a man’s world, that boys will be boys, that men can get away with negative actions with more lenience than women. The Turner vs the People sexual assault case is explored and the legal system itself is put on trial as the decision for his sentence is questioned. This type of case is not uncommon on a college campus or in bars, and women are required to follow certain rules to remain safe. But when you are approached by a predatorial man, what is the most effective escape? Tell him no? Never. Have your friend save you? Maybe. The answer: pretend you have a boyfriend. More often than not, men will respect another man and his property over a woman’s wants. This lack of respect towards women is explored as A Man’s World takes to the streets and places our nations issues of cat-calling, name-calling, and other unwanted comments towards women under a lens, revealing a deeper question of morals. In order to make a change, we must discuss the uncomfortable, the messy, the unspoken, and that is what A Man’s World aims to do.

Dylesia Barner, “Increasing Interpersonal Awareness and Decreasing Interpersonal Violence Among Black Women: A Brief Presentation”

The bond between mothers and daughters is foundational and transformative putting the nearly 50% of Black women who view their relationship with their mother as challenging at risk for negative effects (Everett et. al, 2016). Although the role each mother plays in the development and rearing of her child can be unique and shaped by ever-changing cultural, financial, and social norms, research consistently reveals strong correlations between parent-child attachment and healthy evolution, inferring detriment for Black women who do not experience safety and stability when interacting with their mothers (Bowlby, 1988). Multigenerational Transmission Process, one of the eight concepts of Bowen Family Systems Theory, reveals the possibility of negative outcomes for not just Black women who are victims of trauma in daughterhood but to the families and social communities they ultimately enter and create, highlighting the subjectibility of family patterns to be reenacted across generations and relationships (Keller & Noone, 2019). Bowen’s emphasis of process over content provides the basis for this brief presentation on the use of genograms as a tool for increasing interpersonal awareness and decreasing interpersonal violence among Black women.

Chloe DePaola and Jessica Miller, “Predictors of Rape Myth Acceptance, Bystander Behaviors, and the Use of Campus Resources for Sexual Assault in a College Population”

Sexual violence is pervasive on college campuses, where about 13% of all college students will experience rape or sexual assault (Cantor et al., 2020). Research on prevention efforts have suggested programs that lower students' acceptance of rape myths (Crall & Goodfriend, 2016), incorporate trainings in active bystander intervention (Coker et al., 2015), and increase students' awareness of campus resources (McMahon & Stepleton, 2018) to effectively address sexual violence. Prior literature indicates that lower rape myth acceptance was reported by females and those who knew a victim of sexual assault, and a greater willingness to intervene as a bystander was reported by females, those with previous rape education, and those who knew a victim (McMahon, 2010). This study aims to further such literature by investigating salient predictors of rape myth acceptance, bystander behaviors, and the use of campus resources in the aftermath of sexual assault, among students in the Indiana University of Pennsylvania (IUP) community. In Spring 2016 and Spring 2018, a revised version of MIT's *Community Attitudes on Sexual Assault Survey* was distributed to IUP students. We intend to analyze the results of this dataset to explore if rape myth acceptance, bystander behaviors, and the use of campus resources, are correlated with a myriad of predictors: (1) participant sex, (2) academic year in college, (3) college athlete, (4) Greek Life member, (5) being or knowing a victim of sexual assault, (6) having prior education about sexual assault before IUP, (7) receiving sexual assault education and information at IUP, and (8) knowing or being a perpetrator of sexual assault.

Session 4 2:45 – 4:00 p.m.

Panel #1: Understanding Rural v. Urban Rates of Maternal Mortality – Darian Humer

In what would ideally be an hour-long presentation, I will talk about rural rates of maternal mortality, mainly understanding the rural vs. urban differences that are present. This is a presentation I did within the Introduction to Gender Studies course but felt like it was something worth spreading beyond that. There are striking differences between rural and urban healthcare when it comes to mothers who are expecting, their babies, and care before, during, and after pregnancy. Some of these differences include distance to hospitals/ healthcare locations being farther away for rural mothers, higher life-threatening complications occurring for rural mothers while giving birth, less preventative healthcare and screenings for rural mothers, more racial disparities for rural mothers living in low-income areas, less healthcare workers in rural areas, health insurance complications, and many others. This is an important issue in terms of equality and as Katy Kozhimannil, Ph.D., M.P.A. states, “Where you live shouldn't dictate the outcome of your pregnancy”. There are many action steps that can be taken to increase the quality of healthcare in rural areas. Some of these include increasing midwives in rural America, having more hospitals and mobile gynecological clinics in rural areas, and many others I will discuss within my presentation.

Panel #2: Social Justice and DEI Work at our PASSHE Schools: Ideas, Collaboration, and Action – Christine Pease-Hernandez, Tabetha Bernstein-Danis, Sandra Deemer, Jordan Windholz, Michele Whitecraft, and Becky Thomas

Within the PASSHE state system, many of our universities are engaging in excellent work that extends the commitment to social justice and diversity, equity, and inclusion. In state-wide meetings, we often learn about initiatives that our sibling universities are working on and can identify with how those social justice, diversity, equity, and inclusion initiatives might apply at our respective universities. The goal of this panel would be to provide a space for us to discuss the recent letter sent by State APSCUF Social Justice Co-Chairs to the Chancellor calling attention to campus social justice issues. At the same time, the panel would allow a space for discussion about the status of Diversity, Equity, and Inclusion initiatives at our universities as it relates to faculty, what is working, what needs work, ideas for collaborating, and propose some actions steps to present to the powers that be, e.g. CDOs, Administration, Vice-Chancellor of DEI and Chancellor. This panel relates to the conference theme of “Wellness, Agency, and Advocacy in an Intersectional Context” because it is through dialogue, collaboration/sharing of ideas, and action that we gain a sense of validation for our efforts to make our campus communities welcoming and inclusive. By sharing our strengths and weaknesses, we learn from each other and are able to serve as advocates for system-wide change.

Panel #3: White Supremacy: The Past Infects the Present – Brandi Marlin

White Supremacy the Past Infects the Present Long before George Floyd’s murder was caught on camera in May of 2020, white supremacists had profound impacts on our national culture, profound oppression of people of color, and profound support for white privilege. Black Lives Matter has thrust the idea of racism and white supremacy to the forefront of American attention and mediated discourse. Thus, people today are becoming more educated on structural racism in America. However, the history and current impacts of white supremacist organizations remain largely absent from those discussions. In my presentation, I discuss the historical roots of white supremacy, the feverish commitment of so many people today to white nationalism, and the power and scope of those organizations. Even those concerned about systemic racism might be inclined to dismiss white supremacists as disorganized, disenfranchised, and uneducated. This would be a mistake. They are a true power and danger. As feminist scholar Kimberle Crenshaw said “you must see a problem before you can solve it.” I conclude my presentation by discussing the dangers to our democracy as well as the specific damages done to people of color. Due to the nature of my presentation and amount of research, I would ask to be a one person panel in order to also facilitate a discussion after my presentation.

Session 5 4:15 – 5:30 p.m.

Panel #1: What's Language Got to Do With It? Re-imagining Embodiment, Power and Discourse

Melody Hull, “De-Composing Music Therapy”

As a future music therapist, I have become aware of some problematic topics regarding the social implications of therapy and the privilege and hierarchy of power within the therapeutic relationship, especially after deeply engaging in disability studies and queer theory. I specifically would like to address the issues in terms of discourse. Examples of these terms are “therapy”, “client”, and “treatment”. I address how I plan to manage these problematic implications in my own clinical practice as well as making reference to my own invisible disability. I do this to call attention to the stigma that surrounds all disabilities and to challenge the hierarchy of power that exists. I begin by referencing the American Music Therapy Association and Phil Smith’s concept of Disability Studies to provide a groundwork for my arguments. I then address specific discursive problematic implications that contribute to ideals and stereotypes surrounding disability and the process of therapy. I argue that the limited use of discourse within the structure of therapy is inherently ableist. To provide a theoretical context for my analysis, I integrate Robert McGruer, Théri Alyce Pickens, Stella Bolaki, and Alison Kafer. In addressing my own experience, I reference Julia Kristeva, bell hooks, Lisa Jean Moore, Denise Leto, and Donna Haraway. I then provide references of the power of songwriting within music therapy practices and include lyrics to an original song I have written about my experiences with my mental health, to raise my voice against the power hierarchies in therapy.

Madge Dietrich, From “Broadway Body’ to Body Justice: Fatphobia in Musical Theatre”

The world of musical theatre claims to be an inclusive space, yet we continue to see a very specific, hyper-muscular or ultra-slim “Broadway Body” elevated on major stages, with fat characters relegated to sidekicks and weight-focused plots. In our theatre education systems, fat students are often faced with body shaming critiques and limited role opportunities simply because of their body type, leading to a ‘brain drain’ of fat talent from the arts.

This presentation will examine fatphobia in musical theatre in an attempt to shift the conversation from “Broadway Body” to Body Justice. This presentation will cover fat liberation/body justice concepts, the intersectional nature of fatphobia and anti-Blackness, the science of weight stigma, fat narratives in present-day musical theatre, and finally, strategies and scripts for real-world fatphobic situations.

This presentation is for fat actors looking to develop tools to better advocate for themselves, theatremakers and theatre fans onstage and off seeking to be better allies to fat people, and arts educators seeking to better serve their fat students and create a more inclusive environment for all bodies.

Lauren Shoemaker, “The ‘Guilty Pleasure,’ Mental Wellness, and Misogyny”

The rhetorical function of labeling something a “guilty pleasure,” is to distinguish it from authoritative good taste or noble reasons for consumption, but also to admit that it has its attractions. Women writers have complained for decades that the phrase has been slapped on

their novels as praise but ultimately bars them from serious consideration for literary prizes. “Guilty pleasure” sells, but it doesn’t get shelved beside George Saunders. “Chick Lit,” the notorious category of pastel-colored books with chic fonts is the best-selling genre of all literature, yet the name is meant to inscribe its inferiority and niche audience. “Guilty pleasure,” on a book jacket is a misogynistic dog-whistle. It’s an application of shame for enjoying what is popular and unabashedly embracing traditional femininity.

Financially secure people have been turning to comforting activities, foods, popular culture, and multimedia during the Covid-19 pandemic. Single adults and childless couples, seemingly the envy of their counterparts with children, struggle with their own isolation and accompanying stress on their mental health. The sour dough bread starters, gardens, and home improvement and design projects have become the stereotypical pleasures of the young, white, childless middle class in the last year. As their popularity increased, scorn for these trending activities spread. These domestic-centered, trending activities have been increasingly reported on as “guilty pleasures” and become a source of ridicule. I will close read tweets, headlines, and popular culture productions that demonstrate how women themselves described the activities as spurring mindfulness and helping to manage stress, while misogynistic reporting and commenters ridiculed them.

Panel #2: Destabilizing Stereotypes: Exile, Environment and Experience in an Intersectional Context

Lyosha Gorshkov, “Queer Immigration: The Politics of Exile”

The influx of queer immigrants from the Post-Soviet Republics to the U.S. in the late 2010s is a challenge to the American immigration system that has proved to be biased, narrow and, vividly, far from the international standards.

LGBTIQA+ immigrants, seeking asylum, are not only re-living their traumatic experiences of the past, they are denied being acknowledged by their diasporas due its conservative and opportunistic nature. As well as the American government doesn’t provide them with any benefits or necessary aid and does not guarantee their safety. It is ironic, because LGBTIQA+ asylum seekers come to the U.S. hoping to find that safety, refuge and acceptance.

Being a queer immigrant myself, I have been working with LGBTIQA+ immigrants for over 6 years now. I have experienced the hardship of starting over and finding strengths to live. The journey of a queer immigrant is a tricky roller-coaster full of mental health failures, broken hopes and twisted dreams.

The main goal of this paper is to provide the American public with the context and background of the immigration process in order to break through potential stereotypes, prejudices and preconceptions. Through a personal and collective (Russian-Speaking) queer narrative, I’d like to present the immigration as a complex phenomenon, including its legal, psychological, cultural and political aspects.

Darian Humer and Catherine Massey, “Identity Characteristics of Pro-Environmental Beliefs and Behaviors”

Environmental concerns such as climate change and plastic waste are extremely important issues in our society. They threaten environmental wellness for human, plant, and animal species. Research has shown that value orientations such as altruism predict environmental awareness and pro-environmental behaviors. In addition, those who showed appreciation for other cultures also tended to be more pro-environmental. The current project aims to examine various dimensions of identity (e.g., gender, concern for others) and their relationship to environmental beliefs and behaviors. Participants will be 100 college students and 100 community members from the U.S.. Participants will complete a demographics questionnaire and measures to assess masculine and feminine gender traits, ego identity, cultural orientation, level of materialism, and environmental beliefs and concerns via an online survey. Correlational analyses will be utilized to analyze the data. The findings will be discussed in relation to education and advocacy for environmental wellness.

Christine Filippone and Marilyn Parrish, “The MU Women of Color Oral History Project”

The MU_Women of Color Oral History Project sought to interrogate systemic racism at Millersville University. An important impetus for the project, of course, were the protests for racial justice around the country following the killing of George Floyd by police in Minneapolis. Undertaken by students in the course Introduction to Women’s and Gender Studies (Fall 2020), the project sought to examine the experiences of women of color including faculty, staff, and students at Millersville. Twelve teams, comprised of two students each, interviewed women of color on campus: 4 students, 4 staff members, and 4 faculty. The students collaboratively created the interview framework in class, guided by Special Collections Librarian & University Archivist Marilyn Parrish. Students’ approach to the project was informed by their reading of the Scarlet & Black Project initiated at Rutgers University in 2015 by Dr. Deborah Gray White who subjected her own institution to scrutiny. The teams recorded their interviews orally, created written transcripts and wrote reflection papers that addressed what their narrators’ stories reveal about Millersville University as an institution welcoming of women of color. Students then presented the results of their interviews and identified the common themes. The common themes generated ongoing discussions about the systemic institutional issues raised by their narrators. Students brainstormed ways in which those issues should be addressed. Most important for the students was that the results be presented to the university administration and shared more broadly.

[Panel #3: Identity, Art and Representation](#)

Katherine Mickle, “Examining Identity Through the Lens of Fine Art Photographers”

Intersectional feminist themes will be sampled with a brief survey of photographic works created from students to professionals. Delivered from an artist’s perspective, the impact and therapeutic applications of conceptual photography can influence and shape expressions of self and the world. Shared experiences and stories become a platform for both personal discovery and potential socio-political advancement. Examples of photographic artworks that address

gender, race, ethnicity, mental health, domestic violence, and sexual abuse will be presented with commentary. Personal artworks, works done by other professionals, plus past and present SRU student artworks will provide a glimpse of the variety of work done by fine art photographers related to identity and empowerment.

Shannon Montgomery, “Korrasami is Canon”: Tumblr, *The Legend of Korra*, and Queer Fandom”

Airing in the early- to mid-2010s, *The Legend of Korra* came into being around the same time that social media platform Tumblr peaked in popularity. Known for a strong presence of LGBTQ+ youth, Tumblr became a space for the formation of queer identity. At the same time, fandoms— or fan communities for a specific movie, television series, book series, musician, video game, or other popular media—thrived on the platform. A symbiotic relationship between queer identity and fandom developed on the platform, in which LGBTQ+ fandom members influenced fandom and fandom influenced the development of LGBTQ+ identity in its members. This manifested itself in *The Legend of Korra* fandom, in which the canonization of a same-sex couple served as a catalyst for the development and validation of queer identity. Using Andre Cavalcante’s concept of queer utopia and queer vortex as a framework, this research serves to explicate the impact of the *Korra* fandom on the development of LGBTQ+ identity as well as argue the importance of queer representation in media for LGBTQ+ youth.

Skylar Smith, “Altered Existence”

The work "Altered Existence" explores the female body and the extremely high standards it is held too. Gestures in this piece such as the pelvic thrust and the hip movements showcase female body parts that are looked at in a sexual way. Body parts such as the pelvic area and the chest area on the female are supposed to be areas of the body where the female is supposed to feel confident, instead they are often sexualized or talked down upon. Comments are made daily about women's bodies such as their breasts are too big or too small. The female body is objectified in this world way too much which is something that led to my eating disorder. Another type of movement I do in this piece is holding my collar bones. This is something personal to me. I always wanted my collar bones to stick out and be able to see the bone because it meant I was skinny. I made this piece to prove to myself I have control over my body and eating disorder.

[PASSHE Women’s Consortium \(open to all\) Board Meeting](#): 5:30 – 6:30 p.m.

Name index

Alshabani, Nuha: 16
Anderson, Kelsi: 3
Asher, Jana: 15
Barner, Dylesia: 17
Bernstein-Danis, Tabettha: 19
Berdar, Kailey: 3, 10
Byers, Ayanna: 12
Bybee, Aran: 1
Campbell, Tori: 3
Carello, Janice: 6
Caron, Arielle: 7
Clemens, Colleen: 3
Condon, Nicholas: 4
Conrad, Kate: 1
Cripe, Emily: 3
Curran, Alison: 17
Daniels, Quianna: 15
Deemer, Sandra: 19
DePaola, Chloe: 18
Dietrich, Madge: 20
Edwards, Katie: 9,
Feldhaus, Heather: 14
Fennelly, Kristina: 3
Filippone, Christine: 5, 22
Fleming, Brittany: 13
Foster, Sarah: 7
Gorshkov, Lyosha: 21
Hall-Wirth, Jessica: 3
Hertel, Heather: 1
Hoglund, Karin: 5
House, Lisa: 7
Hull, Melody: 20
Humer, Darian: 6, 18, 22
Ibrahim, Abdulsalami: 14
Jones, Piper: 14
Jopp, Jessica: 4
Kahley, Spencer: 1
Keener, Emily: 7, 10
Khalifa, Mohamad: 1, 10
King, Destiny: 3, 10
Kuehn, Sarah: 11
Maitland, Francine: 12
Mann, Jessia: 15

Marlin, Brandi: 19
Massey, Catherine : 6, 22
Mbindyo, Margaret: 14
McGraw, Jennifer: 2
McHugh, Maureen: 7
Michaux, Elise: 15
Mickle, Katherine: 22
Miller, Jessica: 18
Montgomery, Shannon: 23
Mosca, Olivia: 1
Nakayama, Aya: 2
Naughton, Sara: 12
Neale-McFall, Cheryl: 8
Nwachuku, Brittany: 11
Paniccia Carden, Mary: 11
Parrish, Marilyn: 22
Payne, Ursula: 8
Perozzi, Marissa: 1
Pease-Hernandez, Christine: 13, 19
Prabhu, Shradda: 6
Reichert, Amanda: 1, 10
Richard, Karley: 7, 10
Rogers-Adkinson, Diana: 14
Rogers, Elyse: 6
Sabol, Julianna: 14
Sanftner McGraw, Jennifer: 3, 10
Saunders, Kendra: 4
Smith, Skylar: 23
Spence-Mitchell, Tynslei: 16
Shoemaker, Lauren: 20
Shumsky, Hannah: 13
Tamakloe, Deborah: 14
Thomas, Abigail: 16
Thomas, Becky: 5, 19
Turner, Bailey: 6
Vazquez, Ebonnie: 15
Windholz, Jordan: 19
Willard, Meredith: 6
Wilburg, Sara: 6
Whitecraft, Michelle: 2, 19