3rd Annual
Iowa State University Conference
on Race and Ethnicity
March 1, 2002, 8:00 A.M.–6:00 P.M.
Memorial Union
THE ARTIST

The artwork on the cover was provided by Iowa State University faculty member Brenda Jones for use at the ISCORE 2002 conference.

America is home to some of the world’s most creative and diverse ethnic groups. The relationship between America and surrounding countries has resulted in an infusion of visual, spiritual, and intellectual expression.

When creating the composition, I researched images which were simple and direct, implying spiritual conceptions regarding humanity and recognizing the individual, along with the impact of words, as an accessible part of our personality. Because of the diverse ethnic groups, the content depicts the essence of historical images of Americans whose origins were in Puerto Rico, Mexico, Cuba, Spain, or Central America.

The enormous contributions and the aesthetic ideas derived from this wonderful mixture of humanity has, for me, enhanced cultural mystification and enlightened intellectual appreciation. The composition is a juxtaposition of reality, choosing symbols inspired from a diverse viewpoint.

Brenda Jones

Brenda Jones attended the Tyler School of Art in Rome, Italy, and received her B.F.A. and M.F.A. from Drake University. She joined Iowa State University in 1986 and is an Associate Professor in the Department of Art and Design. Her current responsibilities include instruction of students in the basics of fine art. She is a member of the graduate faculty, and has served as co-coordinator of Iowa State's College of Design study abroad program in Rome, Italy. Her service is extensive and includes serving on the board of the Center for Teaching Excellence and acting as a mentor for the Iowa State University Minority Student Bridge Program, Chair of the Athletic Council, and academic adviser for the College of Design.

Ms. Jones received an Outstanding Teacher Award as part of a special appropriation by the Iowa General Assembly. Her work has been exhibited through international, national, and regional exhibitions and juried shows. She has participated in many one-person shows, group shows, residencies, workshops, lectures, and panels. Ms. Jones’s area of specialization is painting, drawing, and fine arts.

The NCORE/ISCORE Project: A Forum on Race and Ethnicity


ISCORE 2002 Planning Committee:
Co-chairs Teresa Branch and David Bousquet, J. Herman Blake, Carmen Flagge, Maura Flaschner, Japannah Kellogg, Robert Lipsey, Eugenio Matibag, Yanira Pacheco, Debra Sanborn, Keren Zuniga
PROGRAM SCHEDULE OVERVIEW

8:00–Noon
  Lobby
Registration

8:00–9:00 a.m.
  Sun Room
Continental Breakfast

9:00 a.m.
  Sun Room
Welcome by President Gregory L. Geoffroy

9:15 a.m.
  Sun Room
Opening address by Dr. George Jackson

10:00–10:50 a.m.
Concurrent Sessions

11:00–11:50 a.m.
Concurrent Sessions

12:00–1:50 p.m.
  Great Hall
Luncheon, Keynote address by Dr. Hisauro Garza

2:00–2:50 p.m.
Concurrent Sessions

3:00–3:50 p.m.
Concurrent Sessions

5:00–6:00 p.m.
7AM Productions, “Off to the Races”

This annual ISCORE conference is a result of the university’s 1998-99 year long university-wide celebration, “The Legacy of George Washington Carver—inspiring students to become their best.” This year’s celebration, “Challenging students to become their best,” features a calendar rich in student-centered events, including nationally acclaimed speakers and lecturers, cultural performances, a student leadership conference, and the openings of new student services and student housing facilities.
Opening Address

9:15 a.m., Sun Room

Opening address by Dr. George Jackson
Dr. George A. Jackson is dean for recruitment of the Graduate College and adjunct professor of educational leadership and policy studies at Iowa State University. Dr. Jackson is a skilled grant writer whose efforts have helped to finance the education of numerous young people who are disadvantaged by educational preparation, environmental circumstances and/or socioeconomic status. He worked with the Board of Regents, State of Iowa, to establish the "891 Plan" to increase the enrollment of minority students in the three Iowa Regent universities. He established the George Washington Carver Scholarship Program and the Graduate Minority Assistantship Program, and he obtained the grant to support Iowa State’s Ronald E. McNair Post-baccalaureate Achievement Program.

Concurrent Sessions

10:00–10:50 a.m., Cardinal Room

Breaking the Chains Through Higher Education: From an African American Male Perspective
This workshop will expose the symbolic chains that have been put on African Americans, in general, since the institution of physical slavery in America. It will explain how these symbolic chains have historically affected African Americans, and how the proper education can break these chains. The workshop will also show how higher education can assist in breaking these symbolic chains. It is taken from the perspectives of African American males at Iowa State University.

Solomon Morrow, Junior, Political Science
Jeremiah Cobb, Junior, Finance and Business Management

10:00–10:50 a.m., Gold Room

Beyond Carver: The Legacy of African American Students at Iowa State University
George Washington Carver is celebrated as the trailblazer for African Americans at Iowa State, but who are the others lost in this institution’s history? What conditions did they study, live, and work in? This presentation is designed for an audience of people who identify with the Black community as well as describe themselves as members of the Iowa State community. Its purpose is to further the identity and understanding of both these groups in context of their combined histories through narratives from the lives of four past African American students who made great contributions to Iowa State University and the world.

Regina Hertz, Senior, Management Information Systems
Concurrent Sessions

10:00–10:50 a.m., Room 230

**Diversity Training: Are You Ready to Try New Things?**
This session will offer an interactive diversity training consisting of two exercises that will open diversity dialogue within the attendees. The “Privilege Walk” is an interesting twist on the concept of self-identification. Take a step forward out of your comfort zone and learn to erase ignorance. Questions in themselves are a form of learning. When people pose a question, they may not learn about the person who answers the question; they also learn about themselves through introspection. For this reason “Have you ever wondered?” is an intricate part of the learning and mental development process.

Michelle Harlan, Junior, Sociology and Spanish
Patricia Coleman, Sophomore, Sociology, African American Studies and Statistics.

10:00–10:50 a.m., Room 234

**Getting through College as a “Model Minority”**
Through this session we will show views of the Asian American students in the higher education environment. With a panel of Asian American students, we will gain the perspective of “college life” as a “model minority.” Each stage of the college career (freshman, sophomore, junior, and senior) will be presented to discuss how the Asian American student deals with issues that surround the “model minority” stereotype.

Leticia Romo, Junior, Human Resource Management
April Samuelson, Junior, Human Resource Management

10:00–10:50 a.m., Room 244/246

**The First Step toward Bridging Cultural Barriers: Eliminate Stereotypes**
Stereotypes have been a destructive force in the workplace, in our relationships, and in our lives in general. This highly energetic session is designed to transform the stereotypes process into a dialogue that will make us more aware of our tendency to stereotype others and will prepare us to become more sensitive to the diversity we encounter in our jobs and in our lives. By the end of this session, participants will be able to understand the importance of first impressions and ways stereotypes can be eliminated.

Luzia Dreasher, Ph.D, Program Coordinator, International Education Services
Concurrent Sessions

10:00–10:50 a.m., Gallery

The Education of Latinos in Iowa: An Information Gap, Not a Value Gap
This presentation will review the current state of Latino high school education in the United States and more specifically in the state of Iowa. Results from a recent case study on Iowa Latino and non-Hispanic White student placement in the three different high school science tracks will be presented as an example of current informal education policies and segregation within Iowa schools. The purpose of the study was to discover whether students were tracked appropriately based on their academic performance and which science track led to student success in science. The study's findings were also put into context with the parental involvement and expectations using data from in-depth Latino student interviews. Implications of tracking and institutional racism are discussed and recommendations for high school science programs and Latino education are presented.

Keren Zuniga, Graduate Student, Human Development and Family Studies

11:00–11:50 a.m., Cardinal Room

Defining American: Discussions and Stories
The United States is truly a diverse country, ranging from various ethnicities to different political and religious beliefs, to a wide assortment of racial identities. The topic was provoked by the presenter's personal experiences and the aftermath of the September 11th, 2002, terrorist attacks on North America. In this presentation there will be a plethora of statistics, personal stories, interactive viewpoints from panelists and audience members to provide a clearer and sharper understanding of what and who comprises America. The presenter will also provide insightful discussion pertaining to American past, present, and future. This presentation will also touch upon hate crimes and different levels of prejudice people face when situations and cultures are not understood and/or feared.

Fatma Bachlani, Junior, Biology

11:00–11:50 a.m., Gallery

African-American Perspectives on Iowa State University
Does a student's hometown background affect their perspective on campus climate? This session will examine this question with regard to African Americans at Iowa State. African-American students from three hometown environments—predominately white, ethnically mixed, and predominately black—were interviewed at length to explore the question above. This presentation combines several forms of media to convey the findings while provoking thought and discussion among the participants.

Regina Hertz, Senior, Management Information Systems
Jessica Gomez, Junior, Exercise Sport Science
Vicky Lio, Junior, Liberal Arts and Sciences
Concurrent Sessions

11:00–11:50 a.m., Gold Room

A Multicultural Student's Perspective: How have the events of September 11th affected your field of study and career choices?
As you sit in class and hear the well-worn phrase “any questions, or what do you think?” do you really believe your opinions matter? Do you believe these phrases to empty, vain attempts to empower students to share their thoughts? This session will be a panel discussion composed by students, for students regarding our perspective. The diversity of the panel will be all-inclusive; reflecting the different ages, races, ethnicities, and gender on Iowa State's campus. The focus will encompass how students view information regarding their field study, how their career options have lessened or increased, and a general discussion of those positioned to enter the work force.

Nichelle Morris, Junior, Marketing and International Business
Mandy Smallridge, Senior, Family and Consumer Sciences Education

11:00–11:50 a.m., Sun Room

Visualize This! Two Square White Guys Ask: When Is a Cube Not a Cube?
How does our world view affect our values, perceptions, attitudes, and behaviors? To what extent can we—or should we—alter our world view in consideration of the diversity in today's global village? Can we truly experience, or even understand, the world views of other people? Are different world views complementary or contradictory? Participants will take part in two activities that raise these questions for discussion and self-assessment.

Dan S. Rice, Academic Adviser, College of Liberal Arts and Sciences
Roger Bertelsen, Academic Adviser, College of Liberal Arts and Sciences

11:00–11:50 a.m., Room 230

De-programming the Programmers: Dispelling the Prevailing American Pop Culture Myths
American Popular culture is inundated with incorrect information on the subject of Native Americans. Inaccuracies abound as Americans get their information on Indians primarily from the film industry and the media ('Pop' culture). What is an “Indian giver?” Who invented “scalping?” “History is the victor's propaganda” is a quote from a famous writer. This workshop will explain the reasons around the fraudulent and equivocal history being taught to our children. Recent educational data shows that our youth are fed up with misguided propaganda and are demanding the truth. Stereotypes die hard, but this workshop moves towards educating (“de-programming”), the masses.

Devery J. Fairbanks, Instructor, College of Liberal Arts and Sciences
Concurrent Sessions

11:00–11:50 a.m., Room 234

Pedagogy, Equality of Opportunity, and Education of Blacks in the U.S.: Creating a New Discourse—PEOEBUS

In this session, the presenters will discuss the instructional development process invoked and their own thought process when creating a new university graduate level course, “Pedagogy, Equality of Opportunity, & Education of Blacks in the U.S (PEOEBUS).” PEOEBUS evolved from a perceived gap in the presenters’ own graduate programs of study. While the college and the department could provide strong historical and philosophical foundation curricula, courses lacked a particular focus that was important to intellectual and academic growth regarding the history and education of Black Americans.

Patricia R. Leigh, Ph.D., Assistant Professor, College of Education
Kay Ann Taylor, Ph.D., Postdoctoral Instructor, College of Education

11:00–11:50 a.m., Room 244/246

Crossing the Line

Martin Luther King Jr. once said that Sunday morning is the most segregated time of the week. This seems rather ironic as Christians worldwide proclaim themselves brothers and sisters in Christ. What is the historical basis of this division, and how is it changing. Also, what happens when the “line” is crossed? This panel discussion will address the historical basis of racial division in the church, as well as the churches’ current movement toward racial reconciliation. The panel will be comprised of individuals with personal experience in either congregations identifying themselves as multicultural, or congregations where they are the minority. Panel members will discuss their personal experiences in “crossing the line;” including acceptance into the church body, how issues of race aided or hindered spiritual development, and the overall impact of a diverse congregation.

Pamela Schipull, Senior, Community Health Education
**Concurrent Sessions**

11:00–11:50 a.m., Room 248

**Starting up an Ethnic Studies Program: Lessons from the U.S. Latino Studies Program**
This presentation will sketch how the rationale for starting an ethnic studies program today differs from the rationales used in the late sixties and early seventies. In addition, the inception of Latino Studies can be seen as a case where fortuitous circumstances combine with motivated personnel in order to move a program forward. The challenge of maintaining a stable and healthy program will be addressed. Finally, the presentation will explain how the case of Latino Studies can provide lessons for other similar efforts to begin new diversity related courses and programs at Iowa State and other colleges and universities in the Midwest.

Hector Avalos, Ph.D., Associate Professor, Religious Studies
Founder and former director of the U.S. Latino Studies Program at Iowa State

**Keynote Address**

12:00–1:50 p.m., Great Hall

**Luncheon**  
*Keynote address by Dr. Hisauro Garza*

Dr. Hisauro Garza, Director of the Southwest Center for Human Relation Studies and the NCORE, is an author, lecturer, and consultant for national institutions and research efforts, including the Institute for the Study of Social Change at the University of California, the American Educational Research Association, the Mexican American Legal Defense and Education Fund (MALDEF), and the United States Department of Justice. He holds a B.A., M.A., and Ph.D. in sociology. His experience includes nine years as professor of the Department of Chicano and Latin American Studies at California State University, Fresno. He has co-authored several research and evaluation reports including “From the Fields to the Future;” and “Enhancing the Education of Migrant Students through Increased Parental Involvement” with his wife, Dr. Susana Mata. Dr. Garza has received many honors, including the prestigious University of California President's Postdoctoral Fellowship and a Ford Doctoral Fellowship.

Musical interlude courtesy of Laura Dudding

Performance by “Truth”: Eric Ashby and Darryle Bohanna
Special Two-Hour Sessions

2:00–3:50 p.m., Sun Room

Staff Development Session with Leon Williams:
Real Words in Today’s Workplace
This session uses a variety of humorous, illustrative stories to address the topic of diversity. It addresses differences in the workplace and accepting differences and actions to make our community a more accepting place. The audience will consider the “Real Words” that segment diversity offices and multicultural students and staff from the rest of their campus community. This session explores the roots of ignorance, a key to forging new understandings.

2:00–3:50 p.m., Gold Room

Beyond Ethnocentrism: Experiencing Cultural Differences through BaFá BaFá, a Simulation Game
What happens when we encounter a new culture or group and have to interact with people whose rules are different from the ones we use and take for granted? What happens when we think we know what’s going on in a situation and then find ourselves in trouble for breaking the rules? How do we share and explain our cross-cultural experiences with others who are part of our “in” group? Participants will take part in a cross-cultural simulation and a follow-up debriefing to discuss and clarify the experience.

Dan S. Rice, an Academic Adviser for the College of Liberal Arts and Sciences
Roger Bertelsen, an Academic Adviser for the College of Liberal Arts and Sciences

2:00–3:50 p.m., Room 23+

American Indians in the Academy: Challenges and Responses
American Indians in the academy commonly face issues of racial discrimination. This workshop will examine the experience of some of the faculty members of the American Indian Studies Program at Iowa State University. The goal of the workshop is to continue the process of developing effective strategies to interrupt cycles of racial discrimination in order to create a positive and safe working environment for diversity faculty in general at Iowa State University. The workshop will focus in two areas: Problems encountered by American Indians in the academy and strategies that have been developed to deal with those challenges. Problems encountered include the dismissal and devaluing of work done by American Indians, resistance by non-Indian faculty and administration to consider American Indian concerns, and the firing of American Indian faculty.

Lawrence W. Gross, Assistant Professor in the Philosophy and Religious Studies
Special Two-Hour Sessions

2:00–3:50 p.m., Room 244/246

Creating a Community of Diversity, Cooperation, Academic Achievement, and Student Persistence
This session will feature a presentation and panel discussion of the Multicultural Learning Community at Iowa State University. This program combines academic courses with common residence and co-curricular activities for a diverse group of freshmen. The coordination of student affairs units with housing units and academic units leads to a cohesive effort that helps students develop a sense of community and cooperation while focusing on academic achievement. Early evaluations show the program is achieving its academic goals through higher-grade levels and also higher levels of student persistence from the freshmen to sophomore year. The program is completing its third year of operation at Iowa State University.

J. Herman Blake, Professor in Educational Leadership and Policy Studies and Director of African American Studies Program

Concurrent Sessions

2:00–2:50 p.m., Cardinal Room

Academic Programs and Student Life: A Proactive Approach to Integrating Diversity and Academic Achievement into the Daily Lives of Iowa State Students
This panel will discuss successful students who are able to reach out and support their peers in the academic environment. The discussion will emphasize the importance of diversity and is directed toward students, faculty and staff interested in how students are able to create support networks for each other in a diverse learning environment.

Mechelle Glover, Senior, Marketing and Economics
Lawrence Johnson, Senior, Psychology and Sociology
Michelle Talbott Senior, English
Concurrent Sessions

2:00–2:50 p.m., Room 248

Cultural Bias and (Un)Standardized Testing
Much has been said about the nature and scope of cultural bias in standardized testing. Here we use an unstandardized interactive approach to explore the nature and scope of cultural bias in individuals' knowledge base. More specifically, we use audience participation to demonstrate deficiencies between and within racial/ethnic groups’ knowledge bases. Interaction will demonstrate the continued and increased need for multi-cultural curricula and pedagogy.

Ed A. Muñoz, Ph.D, Assistant Professor, Sociology and Latino/a Studies
John A. Chiodo, Senior, Political Science
M. Anna Fisher, Sophomore, Political Science
Bridget L. Sheeder, Junior, Psychology
Jack P. Cheng, Senior, Management Information Systems
Madison R. Deshay, Senior, Sociology
Amanda Morales, Senior, Sociology and Latino/a Studies

2:00–2:50 p.m., Room 245

Subliminal Racism and the Effects of the Media on the Asian American Culture
This presentation will focus on the different ways that racism plays into everyday interactions. It will specifically show how it affects the Asian American culture. From what we say, to the way we say it, to even what we don't say, our lives, opinions and actions have all been shaped by some form of racism. This session will help to pinpoint certain types of “accepted” racism against Asian Americans and will help bring them to a forefront in your mind. Different forms of media will be analyzed to see how they contribute to society's views of what types of racism can be deemed as acceptable.

Jason Smolka, Junior, Electrical and Computer Engineering

2:00–2:50 p.m., Room 230

4,000 Miles from the One Hanau
The campus of Iowa State University is 4,000 miles from the sands of Hawaii and seems an almost unlikely destination as a college choice. Cyclone students from the Hawaiian Islands find themselves in an environment foreign from their own with many differences. Culture shock hits hard on islanders who are studying, living and working in a surrounding opposite their own. In a small group discussion, Iowa State students from the Hawaiian Islands clarify misunderstandings, such as the differences between Native Hawaiian and Non-Native populations of the islands.

Robert Baptiste III, Freshman, Anthropology
Lokelehua Kalili, Sophomore, Art and Design
Concurrent Sessions

3:00–3:50 p.m., Cardinal Room

The Experiences of Carver Academy
This workshop will provide an introduction to Carver Academy and how it has affected student participants. Students who have been with it since Carver's start in Fall 1999 to the freshman will give their experiences about being a minority at Iowa State University and how Carver Academy has helped them adjust to a predominately white campus. Then at the end, the audience gets to participate in a quiz bowl to show what they have learned about the session.

Jessica Gomez, Junior, Exercise and Sports Science

3:00–3:50 p.m., Room 245

Is Graduate School for Me?
This panel discussion is centered around the diverse experiences of current graduate students of color and helpful recruiting tips from graduate college administrators of Iowa State University. It is designed to equip undergraduate students of color with the essential skills to identify a graduate school program that fits their professional and personal needs. Additional discussion to decrease anxieties about the admission process and maximize access to assistantships, scholarships, and fellowships will be included.

George Jackson, Ph.D., Assistant Dean, Graduate College
Robert Perkins, Graduate Student, Sociology
Jacqueline Pryor, Graduate Student, Educational Leadership and Policy Studies
Lynette Danley Heggins, Graduate Student, Educational Leadership and Policy Studies

3:00–3:50 p.m., Room 233

Learning Styles: What We Need to Know
In this session we will present the findings of a study examining learning style preferences among African American and European American students enrolled in Industrial Technology and Engineering programs at two major universities. Data was collected from 540 students by means of Productivity Environmental Survey (PEPS). The study is envisioned as the first step to help improve teaching and learning in technical programs at institutions of higher education. The research findings have implications for designing and implementing curriculum and for faculty and teaching assistants who may lack the expertise and knowledge to successfully teach an increasingly diverse learning population.

Domonick Fazarro, Ph.D., Assistant Coordinator of Carver Academy
Lenola Allen-Sommerville, Ph.D., Assistant to the Dean, College of Education
Concurrent Sessions

3:00–3:50 p.m., Room 248

Achieving Successful Communication in a Diverse Environment: Techniques that Work
Working with culturally diverse individuals can present us with many opportunities, but also poses many challenges. Learning to communicate effectively with individuals from a diverse cultural background is essential if we are to function effectively in a cross-cultural environment. During this highly interactive session, participants will quickly learn to speak a foreign language (Redundancia) and then experience how communicating in a second language affects our thought patterns and communication styles. Participants will also be presented with a series of situations common to a culturally diverse workplace, such as employees having problems understanding non-English speaking colleagues or supervisors having problems ascertaining whether training materials are understood. The goal is to help participants learn effective techniques they can use to minimize the impact of language differences in the workplace.

Luiza Dreasher, Ph.D., Program Coordinator, International Education Services

3:00–3:50 p.m., Room 230

Reading the Quest for Survival: Native American Writing in Academe
The Native American civil rights movement should be understood as a response to a history of oppression: a history that remembers the uprooting, dispossession, and marginalization of a people. Native American literature addresses this history of oppression, but also speaks to a people's struggle to defend their civil rights and maintain their culture. Presenters will map out the ways that Native American civil rights issues are developed in Native American writing, considering especially the place and possibility of Native American literature in the academic setting.

Eugenio Matibag, Ph.D., Associate Professor, Foreign Languages and Literatures
Yanira Pacheco-Ortiz, Program Assistant, Minority Student Affairs
Pamela Schipull, Senior, Community Health Education
Concurrent Sessions

4:00–4:50 p.m., Cardinal Room

The Need for Cross-Cultural Competency in the Health Care System
This presentation will examine the need for cross-cultural training among health care professionals. Justification will be provided through a discussion of how race and ethnically specific health issues and biological risk factors are frequently overlooked. Efforts will be made to inform the audience of pertinent issues, such as how racial assumptions made by physicians affect patient diagnosis and treatment. We will also discuss how language, cultural norms, and cultural barriers affect an individual's likelihood of seeking care and compliance with medical recommendations.

Fatma Bachelani, Junior, Biology
Pamela Schipull, Senior, Community Health Education
Lauren Hughes, Senior, Zoology

4:00–4:50 p.m., Gold Room

Radical Introspection and Race: Learning to Read, Write, and Teach as a White Woman
This presentation will discuss assumptions of identity, white privilege, and bigotry in the context of an examination of the memoirs of the presenter's Norwegian ancestors. This historical and personal process of "radical introspection" requires emotional and intellectual self-scrutiny.

Brenda Daly, Ph.D., Professor, English and Women's Studies

4:00–4:50 p.m., Room 230

Science Bound: A Team Approach to Increasing Campus Diversity at a Majority Institution
How does a predominantly white institution in a predominantly white state increase the number of in-state minority students pursuing science and technology degrees? Science Bound was created at Iowa State University in 1989 to answer these questions. By teaming with Des Moines public schools, area businesses, families, and the ISU Foundation, ISU's Science Bound is increasing the number of ethnic minority students pursuing technical degrees at ISU. The presentation will discuss program development, components, evaluation, and outcomes.

Lenola Allen-Sommerville, Ph.D., Assistant to the Dean, College of Education
Connie Hargrave, Ph.D., Associate Professor, Curriculum and Instruction
Anita Rollins, Program Manager of Science Bound
Kathy Trahanovsky, Ph.D., Adjunct Professor of Chemistry/Science, Science Bound Program Coordinator
Concurrent Sessions

4:00–4:50 p.m., Room 244/246

**Dialogues on Diversity: An Effective program for Raising Awareness and Respect for Diversity**
This presentation is designed to raise awareness in the academic community about the “Dialogues on Diversity” program. Panelists with knowledge and experience with the program will talk about creating a climate that encourages respect for diversity. They will explore the benefits and challenges of the program, its effect on students’ and facilitators’ attitudes, and provide preliminary evidence that suggests positive effects can occur when a safe environment for dialogues is facilitated. Attention will be given to the use of technology to extend conversation outside the classroom setting.

Carli C. Tatakov, Ph.D., Assistant Professor, College of Education
James McShay, Ph.D., Adjunct Assistant Professor, College of Education

4:00–4:50 p.m., Great Hall

**Diversity Workshop with Andre Minkins and 7AM Productions**
7AM Productions is a creative arts consortium founded by producer, actor, writer, and drama instructor Andre Minkins. The company provides services to colleges, universities, civic, and community organizations that will create thought or dialogue as to how individuals can better serve one another.

Performance

5:00–6:00 p.m., Great Hall

**7AM Productions, “Off to the Races,” by Andre Minkins**
“Off to the Races” is a play that deals with the way people judge one another based on appearances. This funny and sometimes biting comedy tries to get past skin color and forces us to look at cultural differences as present but not determining factors for judging a person.
ABOUT NCORE

The National Conference on Race and Ethnicity in Higher Education (NCORE), annually attended by nearly two thousand people, assists higher education institutions in creating inclusive environments, improving campus racial/ethnic relations, and expanding opportunities for educational access and success by culturally diverse, traditionally underrepresented populations. In addition, the conference provides policy, planning, programmatic, curricular, pedagogic, research/assessment, training, and theoretical perspectives on the issues of race and ethnicity from experts around the country.

ABOUT ISCORE

The Iowa State Conference on Race and Ethnicity (ISCORE) is a forum on issues of race and ethnicity at Iowa State University and beyond. This local conference is designed to model the National Conference on Race and Ethnicity. ISCORE seeks to bring the more salient ideas and concepts of the national conference to Iowa State University and local perspectives, and

- develop and enhance student, faculty, and staff awareness of racial and ethnic issues in higher education around the country
- promote multiculturalism in the classroom and in American higher education
- provide information regarding the issues of race and ethnicity to the university community

NCORE/ISCORE: A FORUM ON RACE AND ETHNICITY

Iowa State University's commitment to diversity predates its first diversity plan. The NCORE/ISCORE Project is one of a number of initiatives aimed at enhancing diversity.

Background

The Iowa State University community dedicated the 1998-1999 academic year to the legacy of Dr. George Washington Carver, Iowa State's first African American student and faculty member. The George Washington Carver Celebration Steering Committee, comprised of faculty, students, and staff, developed and implemented a variety of programs, events, and activities that honored and celebrated the contributions of Dr. Carver. The steering committee identified the need to develop an ongoing program that would promote dialogue and raise awareness of issues involving race and ethnicity in higher education. The NCORE/ISCORE Project was developed to address this need. Since its inception this program has been endorsed and supported by the president, the university administration, and the campus community. It has grown significantly since its first year and is fast becoming a part of the fabric of university life at Iowa State University.
ISCORE 2002 Sponsors

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- The Office of Equal Opportunity and Diversity

The Office of the Provost
- The College of Agriculture
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ISCORE 2002 Registered Student Organization Sponsors
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Iowa State University does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, sex, marital status, disability, or status as a U.S. Vietnam Era Veteran. Any persons having inquiries concerning this may contact the Director of Equal Opportunity and Diversity, 515 294-7612.

IOWA STATE UNIVERSITY