7th Annual
ISCORE
2006

Iowa State Conference On Race and Ethnicity

Friday, March 3
8:00 a.m. to 5:00 p.m.
Iowa State Memorial Union

IOWA STATE UNIVERSITY
Program Schedule Overview

8:00–12:00 Noon. Registration. West Lounge

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

9:00–9:45 a.m. Welcome and Opening Program. Sun Room

10:00–10:50 a.m. Concurrent Sessions

11:00–11:50 a.m. Concurrent Sessions

12:00 Noon–1:50 p.m. Luncheon. Sun Room

2:10–3:00 p.m. Concurrent Sessions

3:10–4:00 p.m. Concurrent Sessions

4:00–5:00 p.m. Closing Reception. Sun Room

This annual ISCORE conference is a result of the university's 1998–99 yearlong university-wide celebration, “The Legacy of George Washington Carver—Inspiring Students to Become Their Best.”
Poster Presentations
8:00 a.m. - 5:00 p.m.

University Studies 105: Carver Academy is a course for first-year recipients of the George Washington Carver Scholarship, an award for high-ability students of color at Iowa State University. As a class assignment, students were asked to examine "-isms" that affect individuals at Iowa State and across the United States, specifically ableism, ageism, classism, ethnocentrism, genderism, heterosexism, racism, and sexism. Students researched an "-ism" and created posters with detailed definitions of these issues on the Iowa State campus along with suggestions to significantly reduce or eliminate the "-isms" usage at Iowa State.

Opening Session

9:00 a.m.

WELCOME: Gregory L. Geoffroy . . . President, Iowa State University

The Faces of NCORE
Kip Fulbeck began the HAPA Project to promote awareness and recognition of the millions of multi-racials of Asian descent in the U.S.; to give voice to multiracial people and previously ignored ethnic groups; to dispel myths of exoticism, hybrid vigor, and multiracial homogeneity; to assist and support positive formation of identity in multiracial children; and to encourage solidarity and empowerment within the multiracial/Hapa community. He presented this at the National conference on Race and Ethnicity in 2003. (www.seaweedproductions.com/hapa)

In this multimedia presentation inspired by the work of Kip Fulbeck, we will take a look at the Iowa State students who participated in the 2005 NCORE and who will be featured in presentations throughout ISCORE 2006.

KEYNOTE ADDRESS: Brenda Jones . . . Associate Professor, Art and Design
Brenda Jones attended the Tyler School of Art in Rome, Italy, and received her BFA and MFA 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, and her areas of specialization are painting, drawing, and fine arts. Ms. Jones 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, chair of the Athletic Council, academic adviser for the College of Design, and mentor for the Iowa State University Minority Student Bridge Program.

Ms. Jones has received the Dr. Thomas Thielen Award for service to Iowa State University Students, the Iowa State University Award for International Service, and 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.

The ISCORE cover art was provided by Ms. Jones. It is a piece in a series of works that Ms. Jones has contributed to ISCORE over the past seven years.
Morning Sessions

10:00-10:50 a.m.

Bridging the Gap between Africans and African Americans on Campus ........................................ Gallery Room
Africans and African Americans on the Iowa State University campus have faced difficulty integrating into a prominent and distinguished community. Despite similar heritages and experiences, these two groups have been unable to unite due to cultural, economical, and background differences. We will illustrate this challenge through testimonials, surveys, and case study analysis of the atmosphere at Iowa State. Our goal is to provide insight to these specific ethnic issues and make a step toward a stronger and diverse community.

Daniel Au, Senior, Biology
Michelle Becker, Sophomore, Communication Studies
Christine Faith Diokno, Junior, Psychology
Shiny Parsai, Junior, Biology

The Essence of Special Education for Black Males ................................................................. Room 236
This presentation will provide a brief historical look into the relationship between African American/Black males and the use of special education as a dumping ground when they neither conform nor assimilate into the American school system. It will review the historical development of special education, particularly for African American males, and will suggest a framework for the infusion of a multicultural perspective throughout the special education program.

Vernon Hall, Graduate, Curriculum and Instruction

The Establishment of the Multicultural Greek Council at Iowa State University .................. Gold Room
The Multicultural Greek Council (MGC) was established on the Iowa State campus by Sigma Lambda Beta International Fraternity Inc., Omicron Chapter, and Sigma Lambda Gamma National Sorority Inc., Gamma Chapter. The council was created to incorporate the needs of Greek organizations with a cultural focus that may not fit into the characteristics of an existing Greek council. Its goals are to develop a strong foundation and spread awareness of the MGC and projected plans for the future.

Claribel Orellana, Junior, Civil Engineering
Ernesto De la Cruz, Senior, Agricultural Biochemistry

Identify This... A Readers’ Theater of Women’s Voices ......................................................... Maintenance Shop
Identify This . . . A Readers’ Theater of Women’s Voices is the culmination of a semester-long study of diversity and identity in Women’s Studies 450/550X, “Explorations of Race, Class, and Gender.” Readers’ theater is an interactive educational tool that uses performance to promote new learning, introspection, and meaningful discussion. To create this readers’ theater, class members read theoretical works about diversity and identity and then developed interview questions based on course readings. They then conducted interviews, transcribed interview tapes, and turned the interviews into the readers’ theater. In a readers’ theater, the audience is asked to actively listen and think about what they learn; they are also asked to share their responses with the performers and others in the audience. Identify This . . . focuses on the life experiences of five different women. Issues of diversity and identity, particularly focusing on the intersections of race, ethnicity, gender, sexuality, ability/disability, nationality, and border crossings will be explored.

Leslie Rebecca Bloom, Associate Professor, Women’s Studies, Curriculum and Instruction
Rosemary Amore, Junior, Women’s Studies
Angela Beaman, Graduate, Horticulture
Kate Gatenipa Chantem, Senior, Sociology
Erin Chapman, Graduate, Human Development and Family Studies
Janet Fitzpatrick, Graduate, Interdisciplinary
Alicia Iñiguez, Graduate, Undeclared
Alysa Mozak, Senior, Child, Adult, and Family Services
Danielle Olson, Senior, Journalism and Mass Communication
Yalem Teshome, Graduate, Curriculum and Instruction
Nicole Vance, Junior, Women’s Studies
Amanda Van Hooser, Graduate, Interdisciplinary Graduate Studies
The Iowa State Center for American Intercultural Studies

This workshop will consist of a presentation and progress reports on The Center for American Intercultural Studies, a new academic unit at Iowa State that has oversight of the four programs dedicated to study of major ethnic groups of American society. Maintaining their coherence and integrity as programs, yet collaborating together in and through the center, these four programs are African American Studies, American Indian Studies, U.S. Latino/a Studies, and the developing Asian American Studies Program. The CAIS faculty and scholars are committed to examining the relations of culture, race, ethnicity, and power in American society, and to exploring the means of achieving social justice in an ethnically diverse world. The center will strive to create a campus environment congenial to ethnic and cultural diversity by sponsoring activities and events for the Iowa State community.

Eugenio Matibag, Associate Professor, Foreign Languages and Literatures, and Interim Director, Center for American Intercultural Studies
Hector Avalos, Associate Professor, Religious Studies, and Director, U.S. Latino/a Studies Program
Michelle Talbott, Graduate, Interdisciplinary Studies; Administrative Program Assistant, Center for American Intercultural Studies

Talking Conservatively about Diversity

When one examines court cases, political speeches, and candidate rhetoric, one could conclude that political conservatives do not understand issues pertaining to diversity and social justice when, in actuality, people from across the political spectrum have similar goals of justice and equality. This session will help bridge the gap between the two major political camps toward this common goal. It will seek to resolve that discrepancy through communication and understanding and will focus on how to talk to conservatives on issues of diversity and what political conservatives might themselves think about issues of diversity. Participants will engage in discussion on different perspectives using empirical evidence, qualitative evidence, and historical examples to put real context to our discussion. Armed with this information, people from all political persuasions will be able to better communicate using real dialogue in future encounters.

Louis Kishkunas, Senior, Political Science

Discrimination within the Latino Community

Latinos, by American definition, are those whose ancestors have shared an adverse history with Spain in the Americas during the 16th century. Spanish is their dominant language, and the land in which they originate is in Central, North, or South America. Despite these similarities, Latinos are a very diverse group of people, often experiencing internal conflict between their communities.

This interactive session will allow participants to explore how Spanish colonization, along with the importation of African slaves to the Americas and intermixing of these seemingly different groups, created racial tension then and how that tension has developed today. In addition to this knowledge, session attendees will be engaged in a discussion to examine ideas that could help improve race relations within the Latino community and diminish misconceptions about Latino peoples.

Brandon Kennedy, Sophomore, Mechanical Engineering
Joaquin Alvarez, Junior, Pre-Business

11:00-11:50 a.m.

An Examination of Privilege through the South Park Lens

South Park is an animated series featuring four boys who live in the Colorado town of South Park, which is beset by frequent odd occurrences. The show grew out of a short film that Trey Parker and Matt Stone created called The Spirit of Christmas. The series, intended for adult audiences, is often viewed as controversial and inappropriate for children due to content. Each episode examines white privilege from a non-confrontational stance in an extremely comical manner that allows viewers to examine white privilege on their own terms.

White privilege, as a term, was introduced by Peggy McIntosh in her essay “White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women’s Studies” (1988). McIntosh utilized a working definition of privilege as a special advantage, immunity, permission, right, or benefit granted to or enjoyed by an individual, class, or caste where such an advantage, immunity, or right was held as a prerogative of status or rank and exercised to the exclusion or detriment of others.

Kathy L. Norris, Graduate, Curriculum and Instruction
Jacqueline Pryor, Graduate, Educational Leadership and Policy Studies
Asian American Representation: Under, Over, and In Between  .................................................. Pioneer Room

The three main topics in this discussion will address: Who is Asian? Who are Asians in the public arena including sports, political, and state leadership positions? And, are Asians overrepresented, but underappreciated? An examination of the different types of Asians, including the Far East, Middle East, Indian, and former Soviet nations, and Asians in leadership roles will be highlighted. The discussion will link their role to the common Asian technological products used in the United States, such as Toyota, Mitsubishi, Hyundai, and Samsung. Are Asian products more favored than people? Are Asians underrepresented but over appreciated in our society? Does the model minority myth have relevance?

Danielle Campos-Anderson, Junior, Early Childhood Education
Paul Mahler, Senior, Elementary Education
Janelle Seward, Senior, English

Do You Know Your Fellow Latino/a? ................................................................. Gallery Room

Latinos are the fastest growing segment of the population in the United States of America, especially in the state of Iowa. To reflect this demographic change, this interactive session will examine the social and societal myths and stereotypes of Latinos and their cultures. Participants will engage in a discussion based on their own knowledge of the Latino/a cultures and people to increase interaction free of the burden of myths and stereotypes. Additionally, strategies and resources will be provided to help diminish the power of misconceptions about this ethnic group. Session attendees will enhance their awareness of the myths and stereotypes of this diverse culture.

Brandon Kennedy, Sophomore, Mechanical Engineering
Louis Kishkunas, Senior, Political Science
Ashley Ratute, Sophomore, Apparel Merchandising, Design, and Production
Hang Truong, Junior, Management Information Systems

European American Griots: Do They Have the Right? ................................................. Room 244

Griots are African storytellers who capture their community’s past into oral tradition. Storytelling is utilized by elders to incorporate informal education for the children of African villages. That culture was transferred to the Americas via the years of the slave trade. It was through the culture of slave plantations that European Americans were first exposed to the storytelling that is native to the African American culture. Join us for an interactive discussion on how many view these traditions as “African American only.” The session will provide examples from different genres of the African American culture as seen and told from the perspective of European Americans.

Fabian Awanyai, Sophomore, Pre-Business

Mosaics of Expression: Diversity of the Arts in Higher Education  ............................. Gold Room

This presentation will focus on the present status of multicultural representation in three areas of the arts in higher education—student/faculty of color recruitment, curriculum, and events/activities programming. While many state colleges and universities have overlooked the importance of multiculturalism in fine arts, music, and theater, we will concentrate on two model universities that have successfully implemented ethnic and racial diversity into their arts departments. We will observe the past artistic atmosphere of these universities and what caused them to adopt their current practice of cultural inclusiveness, particularly in their instruction and activities, in art, music, and theater. Components of a short-range strategic plan working toward diversity within the artistic programs at Iowa State will be introduced.

Tameka Greene, Sophomore, Art and Design

Recruiting and Retaining a Diverse and Excellent Faculty  ............................................. Cardinal Room

In Fall 2004, the provost convened a group of faculty and administrators to attend the Keeping our Faculty of Color Conference III in Minneapolis. The group (convened as a “Diversity Leadership Team” at the conference) was awarded a grant from the University of Minnesota to intensify efforts on campus to recruit and retain faculty of color. An administrative intern in the Office of the Provost coordinated efforts in recruitment and retention in Fall 2005. Efforts include creation of a handbook for faculty hiring, training sessions for department chairs, revision of university Web pages on diversity, and a review of the university’s mentoring system, among other initiatives. While much of this effort is in coordination with the university’s plan for equity, community and diversity, this group has offered guidance for the key goal of diversifying Iowa State faculty. This session will explain why a diverse faculty at Iowa State makes sense and discuss strategies for taking action.

Claire Andreasen, Administrative Intern, Office of the Provost, and Professor and Chair, Veterinary Pathology
Susan Carlson, Associate Provost for Faculty Advancement and Diversity
Ruth MacDonald, Professor and Chair, Food Science and Human Nutrition
Eugenio Matibag, Director, Center for American Intercultural Studies, and Associate Professor, Foreign Languages and Literature
Evie Myers, Associate Director, Office of Equal Opportunity and Diversity
Dan Zhu, Associate Professor, Management Information Systems
The NCORE/ISCORE Alumni Group: A Continuation of the Journey

This presentation intends to educate NCORE/ISCORE alumni and the Iowa State community on the importance of continuing the journey after ISCORE. Goals are to further objectives and build knowledge of the NCORE/ISCORE project so that alumni may serve as training resources for Iowa State University, Ames, and surrounding communities on the subject(s) of diversity, its value and importance. We seek to obtain suggestions on how to improve our strategies through this discussion.

Erin S. Hughes, Junior, Anthropology
Violeta Aleman, Senior, Agriculture Business
Luncheon

12:00 Noon–1:50 p.m.

KEYNOTE ADDRESS: Frank H. Wu . . . Dean, Wayne State University Law School

In 2004, Frank H. Wu became the ninth dean of Wayne State University Law School in his hometown of Detroit. From 1995 to 2004, he served on the law faculty of Howard University, including two years as clinic director. He has been an adjunct professor at Columbia University, a visiting professor at the University of Michigan, and a teaching fellow at Stanford University.

Dean Wu is the author of Yellow: Race in America Beyond Black and White and co-author of Race, Rights and Reparation: Law and the Japanese American Internment. His writing has appeared on a professional basis in such periodicals as the Washington Post, Detroit Free Press, Chicago Tribune, Baltimore Sun, Chronicle of Higher Education, Legal Times, and Asian Week.

Dean Wu serves as a trustee of Gallaudet University, the only university in the nation serving primarily deaf and hard of hearing. He has taught at Deep Springs College, a highly selective full-scholarship all-male school enrolling twenty-six on a student-run cattle ranch near Death Valley. He served briefly by appointment of the D.C. Court of Appeals on its Board of Professional Responsibility, which adjudicates attorney discipline matters, as well as two terms on board hearing committees. He was appointed by Mayor Anthony Williams as chair of the D.C. Human Rights Commission for 2001–02. He joined the board of the Leadership Conference on Civil Rights Education Fund in 2004. He is an elected member of the American Law Institute and a member of the Committee of 100, a civic group founded by Yo-Yo Ma and I. M. Pei, among others, to promote Asian American political participation, as well as a Fellow of the American Bar Foundation. He is the Wayne State University faculty representative to the NCAA and a member of the Wayne State University Press Editorial Board.

Wu was named among the top twenty scholars in the nation by Black Issues in Higher Education in its twentieth anniversary issue, to Crain's Magazine's list of “40 under 40,” and the National Asian Pacific American Bar Association's Best Lawyers Under 40.

Prior to his academic career, Dean Wu held a clerkship with the late U.S. District Judge Frank J. Battisti in Cleveland. He then joined the law firm of Morrison & Foerster in San Francisco, concentrating on litigation and devoting a quarter of his time to the representation of indigent individuals. He received a BA from the Johns Hopkins University and a JD from the University of Michigan.
Afternoon Sessions

2:10-3:00 p.m.

**Being Multiracial and All That It Entails: A Look at the Past, Present, and Future**
Cardinal Room

This interactive session is designed to analyze and address the issue of what it means to be multiracial. Discussions will include sharing personal experiences and theories with participants and questions regarding the historical and present context of multiracial people in the media. Participants will discuss actions to raise multiracial awareness and acceptability in a growing multiracial population through open dialogue.

*Ashley Ratute*, Sophomore, Apparel Merchandising, Design, and Production

**CRASH into Reality: An Intersection of Race, Adaptation, and Achievement**
Great Hall

In the movie *CRASH* (2005), several stories involving a collection of interrelated characters weave through two days in Los Angeles. The characters challenge stereotypes that are demonstrated in the film and offer alternative views that contrast with societal norms. During this session three women from different cultures take you on a journey of their “CRASH” moments while living, studying, and working at Iowa State University. While each of their backgrounds is varied, all experienced an adjustment period upon arrival in Ames, Iowa. Through the utilization of movie clips, their stories will be displayed, dissected, and explained.

*Jacqueline Pryor*, Graduate, Educational Leadership and Policy Studies

*Amy Ramos*, Graduate, Psychology

*Yanira Pacheco-Ortiz*, Multicultural Liaison Officer, College of Human Sciences

**Fresh off the Boat?!**
Room 244

This presentation will consist of discussions regarding first- and second-generation Asian American students. Topics will include the differences between international Asians studying in the U.S. and immigrant or domestic Asian American students and the clashes between traditional Asian and American values and common stereotypes. Video interviews of international Asian and Asian American students will illustrate the difficulties Asians face in coming to America and the feelings they have of being “stuck in the middle.” Discussion will include what it means to be a “Fresh off the Boat” or “FOB” and the stereotypes associated with that term. Methods of seeking common ground between first- and second-generation Asians at Iowa State and insight on preserving Asian culture will be featured.

*Christine Faith Diokno*, Junior, Psychology

**Native Americans: Past and Present Political Leaders**
Pioneer Room

This presentation will feature Native American ideas throughout history and will focus on key leaders in the Native American community in politics, education, and advocacy for the tribal community. A comparison of how Native American leaders assisted native community hardships and successes will contrast with how the Iowa State community can address services for Native American students.

*ChenRu Zheng*, Junior, Art and Design

*Tameka Greene*, Sophomore, Art and Design

*Fabian Awanyai*, Sophomore, Pre-Business

*Joaquin Alvarez*, Junior, Pre-Business

**Overcoming Privilege**
Gallery Room

White privilege is perhaps one of the most well known and displayed forms of privilege, while there are other forms present (i.e., sex, religion, language, etc.). This discussion will identify the many types of privileges displayed in American society and possible ramifications for those who do not identify with the norm. Discussion will include how some groups may be directly or indirectly oppressed by those who are in the majority and will focus on overcoming forms of privilege in our society.

*Paul Mahler*, Senior, Elementary Education

*Michele Becker*, Sophomore, Communication Studies
Unraveling the Indian Identity ................................................................. Room 248

What do you think when you hear Indian? What does it mean to grow up Indian in America? As with various cultures, growing up Indian in America often presents a cultural clash. Living in America can be challenging for Hindu students who spend much of their lives with peer groups in public schools while struggling to fit norms. Common feelings of confusion, situational identity, loss of Indian culture, and finding a balance between being American and being Indian will be addressed. This session will provide insight on Indian cultural values and how various students balance them while living away from home.

Shiny Parsai, Junior, Biology

3:10-4:00 p.m.

The Ethnically Homeless ................................................................. Room 236

Immigrants face problems as American citizens when defined as the “perpetual foreigner.” As a naturalized American citizen, they are perpetually foreign to stereotypical Americans and are newly identified as “foreign” to their previous home countries. These immigrant citizens are truly foreign to all states and no longer have a cultural home established in any society. Without places to call home in their native countries and without a place to call home in American society, these people are truly the ethnic homeless.

Daniel Au, Senior, Biology

The Ronald E. McNair Post-Baccalaureate Achievement Program: One Star in the TRIO Crown ................................................................. Gold Room

The Ronald E. McNair Post-Baccalaureate Achievement Program is funded by the U.S. Department of Education. As one of eight federal TRIO programs, the McNair program provides educational support and opportunities to students from economically disadvantaged backgrounds. The Ronald E. McNair Post-Baccalaureate Achievement Program resulted from the 1986 amendments to the Higher Education Act of 1965.

The goal of the McNair program is to increase the number of doctoral degrees earned by students from underrepresented populations. The program awards grants to undergraduate institutions for projects to motivate and prepare students from disadvantaged backgrounds with strong academic potential. This presentation will share the history of the McNair program at Iowa State and will highlight program accomplishments, future trends in TRIO programs, and how students benefit from the McNair program.

Zayira Jordan, Graduate, Journalism and Mass Communication
Thelma Harding, Assistant Director, Graduate College/Ronald E. McNair Post-Baccalaureate Program
Jacqueline Pryor, Graduate, Educational Leadership and Policy Studies

Race and Ethnicity in Queer Studies ....................................................... Gallery Room

Sexual orientation is always experienced in the context of race, ethnicity, gender, and numerous other variables. The instructors of Women’s Studies 205X: Introduction to Queer Studies will present this interconnectedness, based on the work of LGBTQ writers of color such as Audre Lorde, Paula Gunn Allen, Gloria Anzaldúa, David Eng, and Laura Harris. Students taking 205X will then lead an exercise that explores lesbian, gay, bisexual, transgender, and queer identity in relation to different racial/ethnic communities, including African American, Latino/a, Native American, and Asian American.

Warren Blumenfeld, Assistant Professor, Curriculum and Instruction
Kathy Hickok, Professor, English and Women’s Studies
Sarah Hart, Graduate, Curriculum and Instruction

YOU’RE HIRED! Preparing for a Career in the Multicultural Workplace ....................................................... Room 244

This session will provide insight on the importance of race and ethnicity issues surrounding students as they transition into the workplace. Educating oneself multiculturally through leadership activities, classes, and involvement in student groups can help you stand out in the hiring process and lead to future success in the workplace. We will share examples from recent Iowa State graduates and how their engagement in multicultural opportunities allowed them to obtain successful internships and full-time positions. Students will learn of the resources, scholarships, and opportunities available in today’s workplace. Taking action through education could possibly be your key to a successful future.

Kevin J. Hardy, Career Coordinator, College of Business Career Services
Nu Huynh, College Recruitment Consultant, Principal Financial Group
Lindsay Moser, Sourcing Specialist, Principal Financial Group
The Role of College Diversity Committees at Iowa State

As of Fall 2005, each of the academic colleges at Iowa State has a Diversity Committee assigned to advise the deans and to design and direct diversity initiatives in the college. For the past year, the chairs of these committees have been regularly convened by the provost in an effort to share strategies and best practices and to determine university-wide initiatives that would be appropriately placed with this group. A major accomplishment of last year’s meetings was the development of “Guidelines for Establishing a College Diversity Committee.” In this roundtable discussion, the college committee chairs will discuss the successes and challenges they have had in developing new missions and goals, in organizing training sessions, in developing new strategies for faculty hiring, in recruiting and supporting students, and in recommending and working on curricular initiatives.

Jill Bystydzienski, Professor, Liberal Arts and Sciences Cross Disciplinary Studies, Director, Women’s Studies Program, and Chair, College of Liberal Arts and Sciences Diversity Committee

Susan Carlson, Associate Provost for Faculty Advancement and Diversity

Mary Lynn Damhorst, Professor, Textiles and Clothing, and Chair, College of Human Sciences Diversity, Equity, and Community Committee

Andrew Manu, Associate Professor, Agronomy, and Chair, College of Agriculture Diversity Committee

Shanetta Mennenga, Multicultural Liaison Officer, College of Design

Dan Zhu, Associate Professor, Logistics Operations and Management Information Systems, and Chair, College of Business Diversity Committee

Diversity and Institutional Transformation: Higher Education’s Imperative

The concept of diversity connotes, for some, legal issues of compliance with policies like affirmative action and legal rulings. But for administrators and practitioners whose goals also include development of educational environments and organizational practices that promote the most innovative solutions to complex problems, diversity also means maximizing the potential of all individuals from all groups within society. Maximizing this potential is not merely a matter of recruiting and retaining people of diverse backgrounds—though both are essential. Developing the potential of diversity requires transforming the structures, cultures, and practices of institutions of higher education and of work organizations so that the benefits of diverse ideas and solutions to complex problems can be maximized. Transforming institutions and workplaces not only makes universities and work organizations more successful, it makes them more desirable places for individuals to learn and work.

Sharon R. Bird, Associate Professor, Sociology

Emotional Intelligence: Key Abilities for Multicultural Work?

Differences in race and ethnicity often cause strong emotional responses in people. Our abilities to be aware of and to manage our emotions and to interact with others’ emotions may profoundly influence our abilities to communicate and work across cultures. Four dimensions of emotional intelligence (EI)—emotional perception (self and others), use of emotions to facilitate thinking, making emotional meanings, and managing emotions (self and others)—will be explored with the focus on how to use EI to develop multicultural competence. A brief introduction, rationale, and relevant examples will be presented, and the participants will be divided into groups of 8–10, based on which of the four aspects of EI participants most want to explore. The subgroups will clarify the ideas presented and explore the best ways to develop the chosen aspect of EI in order to enhance multicultural abilities, using go-rounds followed by dialogue. Reporters from each subgroup will summarize consensus on approaches to developing EI, with opportunity for general audience response.

Suzanne Hendrich, Professor, Food Science and Human Nutrition

Megan Murphy, Assistant Professor, Human Development and Family Studies

Wendy Sullivan, Graduate, Human Development and Family Studies

Yanira Pacheco-Ortiz, Multicultural Liaison Officer, College of Human Sciences

Michele Lee, Advising Coordinator, College of Human Sciences
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