**Program Schedule Overview**

- **8:00–9:00 a.m.**  
  Registration and Continental Breakfast  
  West Lobby

- **9:00–9:50 a.m.**  
  Welcome and Opening Address  
  Sun Room

- **10:00–10:50 a.m.**  
  Concurrent Sessions

- **11:00–11:50 a.m.**  
  Concurrent Sessions

- **12:00 Noon–2:00 p.m.**  
  Luncheon and Keynote Address  
  Sun Room

- **2:10–3:00 p.m.**  
  Concurrent Sessions

- **3:10–4:00 p.m.**  
  Concurrent Sessions

- **4:00 p.m.**  
  ISCORE Reception  
  Sun Room

---

**Menu**

The ISCORE luncheon menu traditionally celebrates our campus diversity. Our menu this year features Latin American cuisine representing all regions of the United States. Enjoy.

- Black Beans
- Steamed Rice
- Corn Tortillas
- Potatoes a la Huancaína
- Mango Chicken
- Pork Carnitas
- Baked Lemon Pepper Tilapia
- Tossed Salad
- Besito de CoCo
- Flan
- Tres Leches
Welcome
9:00 a.m.

President Gregory Geoffroy
Sun Room

Opening Address
9:00–9:50 a.m.

Tahira Hira
Sun Room

Tahira Hira is Executive Assistant to the President at Iowa State University and a professor of Personal Finance and Consumer Economics. She is internationally known as a leader in the field of Personal Finance and Consumer Economics. She has served as the Associate Vice Provost for ISU Extension and has taught and conducted research in family financial management, investing, consumer credit, gambling and consumer bankruptcy in the United States and abroad. Dr. Hira received B.A. and M.A. degrees in Economics from Punjab University, Pakistan, and an M.S. in Agricultural Economics and a Ph.D. in Family and Consumer Economics from the University of Missouri-Columbia. She joined Iowa State University in 1980.

Morning Sessions
10:00–10:50 a.m.

HIV in the African American Community
Campanile Room

Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) is a growing epidemic in the United States. One population that is significantly affected by HIV is African Americans. African Americans comprise 12% of the total U.S. population but account for 46% of people living with HIV and 45% of all new cases of HIV in the United States. African American men account for 65% of all new HIV cases while African American women are 15 times more likely than their white counterparts to become infected with HIV. HIV is the 7th leading cause of death among all African Americans, and the 2nd leading cause of death among African Americans aged 25-44. African Americans have several risk factors that contribute to the higher rates of HIV infection such as high-risk sexual activity, injection drug use, high rates of Sexually Transmitted Infections (STIs), socioeconomic status, lack of awareness, and stigma.

Reonda Washington, Prevention Specialist, Thielens Student Health Center

Fake It to Make It: Acculturation and Assimilation Among Latino/a Students at a Predominately White Institution
Cardinal Room

This presentation will address the topic of acculturation and assimilation among Latina/o students in higher education via the latest research in this area. It will include a quantitative study of Latino students at Iowa State University that looks into how students are experiencing these issues, their coping mechanisms and the implication of campus climate on their experience. The goal of this presentation is to better understand how acculturation and assimilation affect Latina/o student’s cognitive, intellectual and identity development at predominantly white institutions. Best practices for supporting students, faculty and staff in this community will be discussed.

Roberto Orozco, Junior, Marketing, International Business and Apparel Design
10:00-10:50 a.m.

**Battling Institutional Racism: The Untold Story of Archie and Nancy Martin**

Prior to the 1940s, students of color were restricted to segregated housing by the structure of Iowa State's housing policy. Archie and Nancy Martin, an African American couple, born into slavery, moved to Ames in the early 1900's and opened the doors of their home to students who “struggled to find housing in an era of prejudice.” The implications of their presence in the Ames community is unfamiliar to most people, even with the recent opening of Martin Hall, one of the two suite-style residence halls on campus. This presentation aims to uncover aspects of the history of African Americans at Iowa State University throughout the past century.

*Linda Geiger*, Junior Agricultural Engineering  
*Zach Sunderland*, Junior, Architecture  
*Priya Desai*, Junior, Chemical Engineering

**Shaping Awareness, Understanding and Acceptance of Diversity Through Children’s Literature: Lessons from the Classroom**

Students in the education field play a crucial role in shaping the minds of future generations. This responsibility includes not only teaching children basic academic skills, but also life-long skills of strong self identity, respect for others, and thinking globally. Children's literature is a powerful medium through which many of these lessons can be taught. One way to use children's books is to create conversations around diverse experiences. However, if not selected carefully, many children do not “see” themselves in the books they read. An article by Long (1984) reported between 1958 and 1984 only four children's books portraying interracial themes were published. While this is changing, it has not kept up with the changing faces of today’s schoolchildren. Having literature available related to all types of diversity is known to decrease the impact of bullying. Arming teachers with this knowledge creates powerful change in how children's literature is used in purposeful and meaningful ways. Using a set of books provided through the Iowa Department of Education related to topics such as race, family structure, differing abilities, and socioeconomic status, participants will explore how books can be used to create conversations around important topics. You will likely be surprised to find that children's literature is really not just for kids, but inspiring to adults as well!

*Amy Popillion*, Lecturer, Human Development and Family Studies  
*Anne Tepper*, Sophomore, Child, Adult, and Family Services  
*William Terry*, Senior, Elementary Education

**Overcoming Obstacles: Understanding the Challenges Facing Women of Color in Engineering**

This presentation gives voice to a growing population of women of color in historically underrepresented fields. Much of the research has focused on the recruitment and retention of women and minorities in STEM fields. There is a gap, however, in the scholarly literature regarding the experiences of women of color and their transition/socialization experiences while enrolled in engineering programs. This presentation will address obstacles to recruiting and retaining women of color in Engineering; offer insights from women of color currently enrolled in ISU's College of Engineering, and tie it into overarching assessment data which can inform future efforts in these areas.

*LaJoy Spears*, Graduate Student, Agricultural Education and Studies  
*Joel Johnson*, Director, Engineering Student Programs and Services  
*Jonathan Turk*, Graduate Student, Educational Leadership and Policy Studies

**Course Development: REEL Diversity-Race and Media Representation**

This presentation will discuss the development and implementation of a college-level course designed to explore issues of race and representation in the media through the lens of critical theory. All aspects of the course will be shared, including course materials, online resources, and integration into the current ISU curriculum. The course is based on the following guiding questions: What are the hidden messages delivered by the media? What are the not so hidden messages? Whose experiences are most widely represented in the media? Why is this important? What role do the media play in perpetuating negative stereotypes of minoritized individuals? What do the media teach us about society and its priorities? How do the media help to shape our identity? What are the educational implications of media images for young children? What are the historical and philosophical meanings and implications of media images?

*Adam Foley*, Residence Hall Coordinator, Department of Residence; Graduate Student, Curriculum and Instruction
11:00-11:50 a.m.

Minority Student Athlete Experiences at a Predominately White Institution ........................................ Campanile Room

Today’s student-athletes are faced with a myriad of unique challenges. These may range from maintaining a productive balance between athletic and academic commitments to coping with the high visibility attached to being a student-athlete. This panel discussion will address the challenges minority student-athletes face at a predominantly white institution and aspects of campus and community life for these students. Critique of racial discrimination and unfair treatment in the classroom, on campus, and in the community will be included.

Tommy Powell, Assistant Athletic Director, Academic Services
Carrie Drake, Academics Coordinator
Amber Moyer, Assistant Director

Whose Decision Is It? ............................................................... Cardinal Room

This presentation will explore the influence of Latin American families in the decision making process of their children participating in higher education and will examine the roles of family in the student’s decision to move forth in higher education. The significance of this topic will be in developing an understanding of Latino/a culture reasons for seeking or not seeking a college experience. Family influence on the student’s decision to attend college is very important in the Latino/a culture. To increase the number of Latin American students in higher education institutions it is necessary to explore the influences of family in the decision making process.

Briana Dumstorff, Junior, Chemical Engineering
Kennesha Woods, Senior, Child, Adult, and Family Services
Steven Johnson, Sophomore, Industrial Engineering

The Danger of a Single Story: How Stereotypes are Perpetuated and Shattered ................................. Gallery Room

A single story is a simple and incomplete story about what is “True” for a person or a group, it is a stereotype. Single stories are spread through media, culture, government, families, and friends, and are pervasive. Through a video used in this workshop, Nigerian author Chimamanda Adichie shares her own experiences of the dangers of a single story and details exactly who is at risk and what we can do. Participants will also have an opportunity to engage their own story and construct a personal poem reflecting the multiple stories held within a single life (based on George Ella Lyon’s “Where I’m From”). The goal of this interactive and self-reflective workshop is for participants to recognize the single stories in their lives, including ways that single stories may have been told about them, and to build additional skills and awareness around how to access the multiple stories that are often not heard.

Sarah Anthoney, Graduate Student, Psychology
Gina Prendes-Lintel Furr, Counseling Intern, Student Counseling Services
Asale Hubbard, Graduate Student, Psychology
Marty Martinez, Senior Staff Psychologist, Student Counseling Services

Muslim Women in Higher Education .................................................. Gold Room

The purpose of this study is to better understand how a sample of Muslim women at a large, Midwestern, research university construct their identities and how the campus climate influences and interacts with the construction of their social identities. There is currently a gap in the literature relating to the experiences of Muslim women in college that I hope to begin to fill through this research. The research questions that will guide this study are: (1) How do Muslim women enrolled in a large research institution in the Midwest United States understand and explain the development of their identity? (2) How does the context of the campus environment play a role in the identity development of Muslim women attending a large research university in the Midwest United States? (3) What factors influence how Muslim women at a large research university make decisions about the extent to which they participate in Islamic religious rituals such as wearing a headscarf and adhering to the five pillars of Islam? The findings from this study will help to inform student affairs professionals, students, staff, and faculty of the perceptions, views, and experiences of Muslim women in a university environment.

Allison Severson, Graduate Student, Educational Leadership & Policy Studies
11:00-11:50 a.m.

**Exploring the College Experiences of Undergraduate Students Adopted from South Korea**

This session will focus on my dissertation qualitative study to better understand the college experiences of Korean adoptees related to their personal development and Korean cultural awareness while at a mid-sized, Midwestern university. The college years are rarely studied in adoption research yet these years may have a profound impact on the lives of adoptees. The information presented during this session will provide students, faculty, and university staff more insight about the experiences of undergraduate students adopted from Korea. During the session, I will discuss my research and findings as well as share themes and students’ quotes with the attendees. We will also discuss the implications of my research in small groups.

*Jennifer Nissen*, Leadership and Service Coordinator, Student Activities Center; Graduate Student, Educational Leadership & Policy Studies

---

**Cultivating Ambassadors of Color for ISU**

What does it take to make the graduate student experience at Iowa State University positive for scholars of color? Knowing that not every master’s or doctoral student will choose to take a position and stay at Iowa State, how do we create an experience about which graduates will brag (and hopefully encourage other students to come to ISU)? While academics are important, what other elements are central to a positive experience? This panel of current master’s and doctoral students will talk about their experiences and expectations. We will offer questions to get the dialogue started but the audience will be encouraged to add to the conversation.

*Michele Boettcher*, Assistant Dean of Students, Director of Judicial Affairs

*Cameron Beatty*, Graduate Student, Educational Leadership and Policy Studies

*Aja Holmes*, Graduate Student, Educational Leadership and Policy Studies

*Joyce Lui*, Graduate Student, Educational Leadership and Policy Studies

*Cristobal Salinas*, Graduate Student, Educational Leadership and Policy Studies

*Katrina Williams*, Graduate Student, Statistics

---

**Luncheon and Keynote Address**

12:00 Noon-2:00 p.m.

*John Carlos* ...

---

John Carlos was the bronze-medal winner in the 200 meters at the 1968 Summer Olympics. His black power salute on the medal podium with Tommie Smith caused much political controversy at the time. In 1969, he equaled the world 100-yard record of 9.1, won the AAU 220-yard run, and led San Jose State to its first NCAA championship with victories in the 100 and 220 and as a member of the 4x110-yard relay. Following his track career, he enjoyed brief stints in the National Football League and Canadian Football League. Carlos was a founding member of the Olympic Project for Human Rights (OPHR) and helped the United States Olympic Committee organize the 1984 Summer Olympics. Following this he became a counselor, in-school suspension supervisor, and track coach at Palm Springs High School. He was inducted into the USA Track & Field Hall of Fame in 2003.
Afternoon Sessions
2:10–3:00 p.m.

Asian/Pacific Islanders: The Effect of the “Dream” ......................................................... Campanile Room
The “model minority”: bright, shining example of hard work and patience? An example for other racially marginalized groups to follow? The reality is much more complex. What does being the “model minority” mean to those who identity as Asian American in the U.S.? How do Asian-American/Pacific Islanders cope with this concept? This presentation aims to create awareness and shed light on how the concept of ‘model minority’ plays a role in the mental health and suicide rates of Asian-American/Pacific Islanders in the United States. Asian American women ages 15 to 24 have the highest suicide rate amongst all ethnic groups, according to the Department of Health and Human Services. We will examine the extent to which the concept of model minority influences mental health among all Asian Americans.

Ruth Cardenas, Junior, Child, Adult, and Family Services
Cicely Shaw, Sophomore, Journalism and Mass Communication
Autumn Thompson, Junior, Psychology

SCIENCE BOUND: A Historical Analysis of ISU’s Effort to Increase Minority Students’ Participation in STEM ............................................................. Cardinal Room
Begun in 1989 as a pilot project with 6 middle school students, Science Bound (SB) is Iowa State University’s primary initiative to create a pipeline of ethnically diverse Iowa students to study in science, technology, engineering and mathematics (STEM). By partnering with school districts and public and private corporations, ISU through SCIENCE BOUND has been effective in building students’ knowledge of, interest in, and preparation to study technical disciplines at the college level. More than 90 percent of SB graduates (those who complete the 5-year high school program) go on to a four-year college or university, and more than 60 percent pursue majors in STEM areas. Now in its 20th year (with 300 middle and high school students), a historical analysis of the impetus that started the program and the factors that caused the program to continue far beyond its initial funding will be presented. This session will consist of an analysis of the political, demographic, and social factors that have resulted in the institutionalization of Science Bound.

Adam Wade, Senior, History
Constance Hargrave, Associate Professor, Center for Technology in Learning and Teaching

Nueva Latina Consciousness: Three Critical Performative Perspectives on Latina Identity ............................................................................................ Gallery Room
This performative piece is a conversation between three friends. In it, they explore the question of what it means to be a Latina today. It is a spoken word performance that brings together critical theory and personal experience. It is presented in three different voices and is informed by three different theoretical frameworks.

Lizeth Gutierrez, Grinnell College
Nidia Bautista, Grinnell College
Melissa Vasquez, Grinnell College

Exploring the Intersection of Identity and Race: Remembering the Life of Political Activist, Community Builder, and Civil Rights Leader, Bayard Rustin ......................................................... Gold Room
This performative piece is a conversation between three friends. In it, they explore the question of what it means to be a Latina today. It is a spoken word performance that brings together critical theory and personal experience. It is presented in three different voices and is informed by three different theoretical frameworks.

Ebony Williams, Program Coordinator, Multicultural Student Affairs
Brad Freihoefer, Program Coordinator, LGBT Student Services
Historical Analysis of Caucasian and Non-Caucasian Female Students in the College of Home Economics (Family and Consultants Science) at Iowa State University, 1872-1947

A historical analysis of female students in the College of Home Economics during the years of 1872 to 1947 will be offered. The researcher will attempt to answer (1) What, if any, racial barriers were there for these women? (2) How far in their college education did these women go, B.A., B.L., Masters, PhD? (3) What did these women do with their degrees? (4) Did these women marry and stay home to raise a family? Alumni records from the Special Collections Department of Parks Library at Iowa State University will be analyzed. The data focus will be the status of young women, just before graduation and after graduation. When possible the research will expand upon the life of women during this period.

Jeanie Kirkpatrick, Senior, Anthropology

Coming Out Multi . . . in a White Society

Historically, multicultural and biracial people have been forced to choose between different aspects of their identity. The idea of having to choose from multiple identities has been going on for centuries but has been receiving more attention in recent times. Today we will discuss the differences between the terms multiracial, multiethnic, and multicultural and what factors influence an individual's self-identity. What role does white privilege and power play in the identity development process and what do people have to lose or gain by identifying one way over another? Do personal, family, or cultural background affect a person's self-identity? And how do social constructs influence an individual's identity development? Join us for an informed and interactive discussion of all these questions.

Beth Connett, Junior Religious Studies
Dachon Freeman, Sophomore, Community and Regional Planning
Karina Gutierrez, Senior, Spanish

3:10-4:00 p.m.

Complicating the Role of the Ally: A Dialogue About the Meaning of and Practical Considerations for Allies

Historically and presently, social justice movements for racial, gender, and class equity, among others, have relied on collaboration and solidarity with allies or persons of the dominant group (whites, men, middle-upper class, etc.). These allies have worked with minoritized groups to eradicate oppression by supporting and advocating for oppressed groups and the issues these groups face. While undoubtedly allies have a role in social justice work, rarely do we critically question - Who is an ally? How are we constructing the role of the ally? Do I need to plan a rally or confront offensive jokes to be an ally? Are people of one minoritized group necessarily allies for other groups? This presentation seeks to more deeply examine the term ally. We will engage all participants in a down to earth dialogue about ally-ship in social justice work based on literature and our personal experiences.

Stephanie Bondi, Graduate Student, Educational Leadership & Policy Studies
Michael Benitez, Graduate Student, Educational Leadership & Policy Studies

ISM's Explored Through the Eyes of George Washington Carver Students

The George Washington Carver scholarship recipients created presentations of -ism’s: ableism, ageism, classism, ethnocentrism, genderism, heterosexism, racism and sexism. They described with their words how the particular “ism” is seen on the Iowa State campus, in the Ames community, and across the nation. During this presentation the audience will be able to explore, learn and ask questions regarding the poster or powerpoint expressions that each student completed. Their goal is to pursue an equity for populations, who are, currently and historically, marginalized, exploited, disempowered, or violated based on their social groups.

Criss Salinas, Graduate Student, Educational Leadership & Policy Studies
Aja Holmes, Graduate Student, Educational Leadership & Policy Studies
Considerations for Differentiated Teaching and Learning at a University Setting:

The Cultural Factor

Iowa State University maintains a culturally diverse student population with attendees from all 50 states and over 110 different countries (University Relations, 2010). Each student’s background experiences and attributes play a role in shaping the outcomes of their overall collegiate experience (Davis & Hillman Murrell, 2003). Tapping into the varying cultures that students possess can help mold the classroom environment into an inviting and encouraging place where content and student diversity exist simultaneously (Peters, 2009). Culture includes behavioral patterns, cognitive constructs, beliefs, values, and understanding shared via socialization that is similarly possessed by a group (Center for Advanced Research on Language Acquisition, 2009; van Broekhuizen, n.d.). Often, the cultural background of the student in the classroom can differ from the professor, which should be taken into account in order to create an equitable and multi-perspective learning context (Chesler, 2003). At the end of the session, participants will have an idea of the importance of including cultural differences into the classroom in two ways: (1) by means of the professor understanding the student-base and acknowledging their previous experiences and (2) the students understanding the value of the diversity that is present within each of their courses.

Jennifer Redd, Graduate Student, Curriculum & Instruction
Comfort Akwaji-Anderson, Graduate Student, Curriculum & Instruction

Cracked Mirror: Reflections on Being Safe as Asian and Queen

When we hear of LGBT individuals who have been subject of anti-gay bullying and harassment, it is usually a white LGBT individual. Due to different cultural and societal barriers, queer-identified Asians may be less likely to report acts of harassment. How does being Asian and queer play a role in safety regarding bullying, harassment, sexual assault, and domestic violence? Does the queer Asian and Pacific Islander community have a voice? How do pressures of the model minority myth play a significant role in dealing with a queer identity? What are the barriers to reporting violence and harassment? This presentation will cover the struggles in having intersecting identities and dealing with safety while having both queer and Asian identities.

Thao Pham, Junior, Business
Brad Freihoefer, Program Coordinator, LGBTSS; Graduate Student, Educational Leadership and Policy Studies
Mira Yusef, Monsoon United Asian Women of Iowa Executive Director

The Unknown College: The Distinctions of Tribal Colleges and Predominately White Institutions

Given the lack of awareness around tribal colleges, many are not aware of the role these colleges play in the United States and how they serve Native American students. Over 30 tribal colleges are present in the United States. We will discuss the history of these colleges and examine how these institutions serve Native American students. As we look more closely at these colleges, we will compare them to predominantly white institutions of higher education and examine the differences and similarities that inform how students are served.

Farica Lomas, Junior, Business
Jason Hatchard, Junior, Supply Chain Management
Whitney Butts, Senior, Child, Adult, and Family Services

ISCORE Reception

4:00-5:00 p.m.
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.”

Iowa State University does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender identity, sex, marital status, disability, or status as a U.S. veteran. Inquiries can be directed to the Office of Equal Opportunity and Diversity, 3280 Beardshear Hall, 515 294-7612.
ISCORE 2011 Sponsors

Office of the President
Office of Equal Opportunity and Diversity
Iowa State Alumni Association
Office of the Executive Vice President and Provost
Honors Program
Center for Excellence in Learning and Teaching
Lectures Program
Women in Science and Engineering
Margaret Sloss Women's Center
Office of the Vice President for Business and Finance
College of Agriculture and Life Sciences
College of Business
College of Design
College of Engineering
College of Human Sciences
College of Liberal Arts and Sciences
Carrie Chapman Catt Center for Women and Politics
Center for American Intercultural Studies
College of Veterinary Medicine
Division of Student Affairs
Department of Residence
Dean of Students Office
Multicultural Student Affairs
Enrollment Services
Memorial Union
University Printing Services
Committee on Lectures, funded by GSB