Friday, March 4 2016
8 a.m.-5 p.m.
Iowa State University, Memorial Union
Program Schedule Overview

<table>
<thead>
<tr>
<th>Thursday, March 3</th>
<th>Pre-Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30 a.m.</td>
<td>Registration Opens</td>
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<tr>
<td>Noon</td>
<td>Welcome and Introductions</td>
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<tr>
<td>12:30 p.m.</td>
<td>Workshop by Dr. Heather Hackman, <em>Sun Room</em></td>
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<tr>
<td>4:10 p.m.</td>
<td>Concurrent Sessions</td>
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<td></td>
<td><strong>ISCORE Conference</strong></td>
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<tr>
<td><strong>Friday, March 4</strong></td>
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<tr>
<td>8 a.m.</td>
<td>Registration and Continental Breakfast, <em>West Lobby</em></td>
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<tr>
<td>9 a.m.</td>
<td>Welcome and Opening Address, <em>Sun Room</em></td>
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<tr>
<td>10 a.m.</td>
<td>Concurrent Sessions</td>
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<td>11 a.m.</td>
<td>Concurrent Sessions</td>
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<tr>
<td>Noon</td>
<td>Luncheon and Keynote Address, <em>Sun Room</em></td>
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<td>2:10 p.m.</td>
<td>Concurrent Sessions</td>
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<tr>
<td>3:10 p.m.</td>
<td>Concurrent Sessions</td>
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<tr>
<td>4 p.m.</td>
<td>ISCORE Reception, <em>Sun Room</em></td>
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Menu

The ISCORE luncheon menu celebrates our campus diversity.
Our menu this year features a selection of Southeast Asian cuisine.

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."

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Welcome to ISCORE 2016!

I am very pleased to welcome you to the 17th Annual ISCORE: Iowa State Conference on Race and Ethnicity. ISCORE represents a fundamental component of an Iowa State education – that is to foster the exchange of diverse ideas and perspectives to enrich our learning environment. As we prepare students to graduate and enter an increasingly diverse national and global workforce, it is essential that we provide opportunities to develop critical thinking skills, problem solving abilities, and an innovative spirit related to diversity, equity, and inclusion.

ISCORE is designed to model the National Conference on Race and Ethnicity in Higher Education (NCORE). Every year, a delegation of Iowa State faculty, staff, and students attends NCORE to capture new ideas and insights to share during ISCORE. Since ISCORE began in 1999, the program has grown to include more campus units and departments as well as thousands of participants. I have attended every ISCORE since becoming president of Iowa State, and I am proud to see how it is inspiring change throughout the university.

In recognition of the founder of ISCORE, retired Senior Vice President for Student Affairs Dr. Tom Hill, the name of the program has officially been changed to Thomas L. Hill ISCORE: Iowa State Conference on Race and Ethnicity.

ISCORE has a powerful lineup of speakers, presentations, and discussion sessions that will generate new ways of approaching racial and ethnic issues and enhancing awareness on campus and in the community. I want to thank everyone who is involved in making this program a great success year after year, and I want to thank you for your participation in this very worthwhile event.

Sincerely,

Steven Leath
President
Welcome to the 2016 Iowa State Conference on Race and Ethnicity.

This year’s ISCORE conference holds special significance for me. It is truly a great honor attending the conference under its new name as the “Thomas L. Hill ISCORE: Iowa State Conference on Race and Ethnicity.” This will also be the first time I attend the conference as Senior Policy Adviser to the President rather than as the Senior Vice President for Student Affairs. As I transition into my new role, it is with great pride and awe that I reflect back on the NCORE/ISCORE project’s history and see the significance of its impact on the Iowa State community and beyond.

The goal of the NCORE/ISCORE project is to promote dialogue with members of the university community on issues of race and ethnicity in higher education. To achieve this goal, the project focuses on developing change agents who work to make our campus a place where all of us can thrive and be successful regardless of our race or ethnicity. Over the past 16 years, hundreds of students, faculty, and staff have participated in the project as change agents.

The ISCORE conference continues to have an artistic influence on this campus as well through several original pieces of art created by professor Brenda Jones. You will find many of her pieces displayed around campus, adding diversity and beauty to the university’s art collection.

I want to commend the students, faculty, staff, and administration for their unwavering support of this conference. This conference has exceeded all expectations. Thank you for continuing the tradition.

Have a great conference!

Sincerely,

Thomas L. Hill
Senior Vice President for Student Affairs
Welcome!

The College of Liberal Arts and Sciences (LAS) is proud to join with the College of Design as 2016 NCORE-ISCORE Champions. This is the 17th Iowa State Conference on Race and Ethnicity and the first to name College Champions as partners in this important effort.

We embrace this opportunity both to share the expertise of our faculty and staff on issues related to diversity and to learn with you how we, as individuals, programs, departments, colleges and as citizens can engage in productive dialogue and better fulfill our college mission “to prepare students to become knowledgeable, contributing citizens in a world of diverse cultures.”

As the most academically and ethnically diverse college and the only college that offers coursework to every undergraduate on our campus, LAS is particularly aware of its responsibility to provide strong learning environments for all ISU students. LAS courses are linked with learning communities from all parts of campus and each semester LAS faculty teach dozens of courses that support the goals of ISU’s U.S. Diversity requirement. We are committed to offering rigorous academic work within an environment that supports student success and to encouraging students to get involved in student activities and leadership opportunities such as today’s event.

I am excited to see that this year’s ISCORE program includes several sessions contributed by LAS faculty, staff and students. These individuals, and others throughout LAS and the university, have worked hard to develop an increasingly inclusive environment at Iowa State. They are making a difference on this campus and are taking part in national conversations about diversity.

I hope you enjoy this collaborative learning opportunity. Thank you for attending today and contributing to the success of the Iowa State community.

All the best for a great conference,

Beate Schmittmann
Dean, College of Liberal Arts and Sciences

"The hope of a secure and livable world lies with disciplined nonconformists, who are dedicated to justice, peace, and brotherhood. The trailblazers in human, academic, scientific, and religious freedom have always been nonconformists. In any cause that concerns the progress of mankind, put your faith in the nonconformist!"

Martin Luther King Jr.
Strength to Love (1963)

It is my pleasure to welcome you to the Iowa State Conference on Race and Ethnicity (ISCORE). As dean of the College of Design, I invite you to think outside of the box about these issues. What empowers a group or even one member of our community, I believe, will have an exponentially positive impact on the quality of our academic and social environment. As you focus on racial and ethnic dynamics, I hope you will link your conversations to the collective goals of Iowa State University. I truly believe that diversity and inclusion are issues that affect ALL members of the university.

I encourage you to celebrate the rich differences among us as they become the energy behind our collective creativity. It is well documented how diversity is a critical component of all innovation processes, and in an environment where this is considered essential, inclusion goes to the very core of our mission.

Finally, I ask that we spend enough time on the task of cultivating diversity — how to harvest the benefits of a diverse environment like the one we strive to create and maintain. Positive outcomes in this rubric will inevitably intensify the commitment of our community toward the goal of inclusion.

Sincerely,

Luis Rico-Gutierrez
Dean, College of Design
## PRE-CONERENCE
### March 3

<table>
<thead>
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<td>Pre-conference Workshop</td>
<td>Sun Room</td>
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<tr>
<td>4:10–5 p.m.</td>
<td>Difficult Discussions in the Classroom</td>
<td>Sun Room</td>
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<td>Fears of Difference and Understanding the Benefits of Diversity</td>
<td>Campanile Room</td>
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<td>Multicultural Competencies: Developing awareness, knowledge and skills in student affairs professionals toward an inclusive campus culture</td>
<td>Pioneer Room</td>
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<td>Building a More Inclusive Department: a case study</td>
<td>Gold Room</td>
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<td>Diversifying STEM: Graduate Selection and Training for ALL students</td>
<td>Cardinal Room</td>
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## CONFERENCE
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<td>Why does talking about race suck so much? Helping students understand systemic racism and white privilege</td>
<td>Room 3512</td>
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**Black Lives Through the Lens, a Discussion on How the Media Portrays African Americans**
Campanile Room

**Creating Inclusive Classrooms: From Good Intentions to Research-Based Best Practices**
Cardinal Room

**The Womyn Behind the Counselor: A Panel Discussion of Transitions to a Predominantly White Institution**
Gallery Room

**Beyond Our Screens: Yik Yak and Racism**
Oak Room

**Fears of Difference and Understanding the Benefits of Diversity**
Pioneer Room

**Using Inclusive Language in Leadership**
Room 3512

- ISM's explored through the eyes of George Washington Carver (GWC) Scholars
  Great Hall

2:10–3 p.m.

**The Educational Experience of Native Americans at Iowa State: Past, Present, and Looking Into the Future**
Campanile Room

**CyclONE Nation --> Aggie Pride: Lessons learned during my staff exchange to North Carolina A&T**
Cardinal Room

**Real Talk: Discussing the Experiences of Minority Student-Athletes at Iowa State University**
Gallery Room

**Unconscious Bias: Self vs. Others’ Need for Conscious Introspection**
Gold Room

**Exploring Identity through Film: A Day in the Life of an MVP Scholar**
Oak Room

**Understanding and Reducing Implicit Bias**
Great Hall

- ISM's explored through the eyes of George Washington Carver (GWC) Scholars
  Room 3512

3:10–4 p.m.

**Unraveling Sexual Stereotypes of Asian American Men and Women**
Campanile Room

Anyone know where I can cash in my white privilege points? Do I need a card? I keep hearing I have this, but I’m not sure where to go or how to use it.
Cardinal Room

**Inclusive and Uncommon Leadership: Subverting a Perfectly Acceptable Student Ambassador Program**
Gallery Room

**Microgressions, Revisited: Recognizing and Addressing Systems While Maintaining Relationships**
Gold Room

**Men of Color: Intersections of Race/Ethnicity, Gender Role Socialization, and Masculinity**
Oak Room

**The Missing Color on the Rainbow Flag**
Room 3512
Dr. Hackman has been teaching and training on social justice issues since 1992 and was a professor in the Department of Human Relations and Multicultural Education at St. Cloud State University in St Cloud, Minnesota for 12 years before she began focusing full time on consulting. She has taught courses in social justice and multicultural education (pre-service and in-service teachers), race and racism, heterosexism and homophobia, social justice education (higher education leadership), oppression and social change, sexism and gender oppression, class oppression, and Jewish oppression.

She received her doctorate in Social Justice Education from the University of Massachusetts at Amherst in 2000 and has taught at the University of Massachusetts at Amherst, Westfield State College, Springfield College, St Cloud State University, Hamline University, and the University of St Thomas. In 2005 she founded Hackman Consulting group and consults nationally on issues of deep diversity, equity and social justice and has focused most of her recent training work on issues of racism and white privilege, gender oppression, heterosexism and homophobia, and classism.

Difficult Dialogues: Ideas for Productive Outcomes: Dr. Prieto: When faculty, students and others involved in pedagogy encounter discussions involving cultural diversity, many feel lost and unsure how to proceed. Many, in an effort to ensure non-offensiveness, remain silent and forego opportunities to educate or enlighten students and colleagues via undertaking important, in depth conversations surrounding issues of cultural diversity. In this presentation, I will outline both personal factors and discussion-based guidelines that can help us to navigate difficult dialogues concerning cultural diversity. These ideas include awareness of our own cultural identities, cultural privileges, cultural biases, and understanding our stimulus value.

United to End Racism Co-Counseling: Dr. LaWare: In my section of the program, I will share the process of United to End Racism co-counseling, which principally involves two people agreeing to share an equal amount of time listening to each other, one person serving as the listener while the other person tells their story, and then switching roles at the end of an allotted amount of time. I will guide the audience through this process. The understanding is that when we get to tell our stories with deep listening and get to really feel the feelings associated with those stories such as grief, terror, sadness, we will be able to get out from under some of the fear and embarrassment that holds us back from thinking well about others, feeling more comfortable about approaching people from different racial and cultural backgrounds, and getting a better understanding about how we can end racism. It is a useful tool for the classroom because it gives everyone an opportunity to tell their story and to listen to stories.

Loreto R. Prieto, PhD, Professor of Psychology
Maggie LaWare, Ph.D, Associate Professor of English
Fears of Difference and Understanding the Benefits of Diversity
Campanile Room, 4:10–5 PM

In this presentation, we will discuss research findings that include voices of ISU students as we work to become a community of inclusion and embrace the infinite benefits of diversity. We will address how students feel about diversity on campus. We will also look at the concerns experienced by students in terms of having diverse relationships on campus. Using psychological knowledge and research findings, we will further discuss addressing the concerns faced by both minority and majority students. Further, we will explore how diversity and multicultural environments are benefits to communities and individuals.

Raquel Botello-Zamarron, M.S. Doctoral Candidate of Psychology
Sputry Surapaneni, M.S., Doctoral Student of Psychology
Meifen Wei, Ph.D., Professor of Psychology

Multicultural Competencies: Developing Awareness, Knowledge and Skills in Student Affairs Professionals toward an Inclusive Campus Culture
Pioneer Room, 4:10–5 PM

Multiculturally competent student affairs professionals are a critical component to an inclusive campus culture that supports students, staff and faculty in advancing the higher education mission. EDI (Equity, Diversity and Inclusion) is one of ten core competencies adopted in 2010 by ACPA and NASPA, two of the largest and most comprehensive professional associations for student affairs professionals. EDI offers several basic, intermediate and advanced levels of multicultural competency for student affairs professionals. Drawing upon Pope and Reynolds (1997) Dynamic Model of Student Affairs Competence, this session will explore ways student affairs professionals might develop multicultural competencies in areas of awareness, knowledge and skills. Whether you consider yourself beginning your cultural competency journey, or more advanced on the topic, join this important discussion to learn and/or offer insight.

Jenn Plagman-Galvin, MPA, Director of Operations, College of Human Sciences
Higher Education Doctoral Student, School of Education

Building a More Inclusive Department: A Case Study
Gold Room, 4:10–5 PM

This session will discuss a concerted effort by the ISU Mathematics Department to build a more inclusive department, with a focus on the graduate program. Strategies, successes, failures, and outcomes will be discussed. Although the Department won the 2015 American Mathematical Society Award for an Exemplary Program based in part on these efforts, such a project is never finished and challenges remain.

Leslie Hogben, Mathematics, Professor and Diversity Director
Cliff Bergman, Mathematics, Professor and Department Chair
Justin Peters, Mathematics, Professor and Graduate Director
Michael Young, Mathematics, Assistant Professor and leader of Mathematicians of Color Alliance
Mike Dairyko, Mathematics, PhD student and Math Grad Student Organization
Stephanie Wang, Mathematics, PhD student and Lead TA

Diversifying STEM: Graduate Selection and Training for ALL Students
Cardinal Room, 4:10–5 PM

The talk will report on research and make recommendations to STEM departments to make their selection process and graduate training more equitable, to serve the broader mission of diversifying the sciences, and to better serve underrepresented (minority, low income, and/or first generation) students in post-graduate careers. A growing body of research is demonstrating that traditional measures used to gain access to graduate programs are discriminatory toward underrepresented groups while simultaneously being poor predictors of graduate student success. Alternative selection criteria and their will be presented that provided that look beyond GPA and GRE scores. The talk will also highlight several recruitment strategies/programs to increase the pool of UR-applicants that are on-going or can be expanded by ISU administrators and faculty. Lastly, there will be recommendations for improving graduate training that aligns with the values of UR-populations and match the current career opportunities of PhDs in and out of academia.

Dr. Corey Welch, Program Manager, STEM Scholars Program, LAS
Reversing the Media: #LatinxAreNot
Campanile, 10–10:50 AM

Whether it’s the local newspaper, national television, popular movies, or hit TV shows, the media touches our lives every day. It affects our thoughts and actions, even our perceptions on entire communities of people. Countless communities are affected by their false portrayals in media, especially minority groups. The Latinx community is one of the most apparent victims. Our research will be focusing on the most prevalent stereotypes in popular media that pertain to the Latinx community. We will be exploring the impact of these stereotypes on the Latinx people, as well as looking at what we can do about it.

Joi Latson, Sophomore, Global Resource Systems
Lisa Phommatha, Senior, Psychology
Derek Clayton, Sophomore, Computer Engineering and Journalism & Mass Communications
Jessica Graham, Senior, Business Management

Creating and Publicizing a Diversity Plan
Cardinal Room, 10–10:50 AM

Iowa State University’s Greenlee School was the 2014 winner of the national diversity award, the top honor of the Association for Education in Journalism and Mass Communication. Presenters were responsible for creating a Diversity website accessible from the Greenlee School’s home page. The showcase of the website is our Diversity Plan that has four action items: a diverse student body, a diverse faculty, a diverse curriculum and a supportive climate. Moreover, we have an diversity assessment standard that maintains a standing subcommittee to track and assess accomplishments in diversity and to review activities across action plans 1–4 in annual year-end reports to the director and faculty. This panel not only will review the plan and its effectiveness but also share methods to create assess-able diversity plans showcased on program websites.

Michael Bugeja, Director and Professor
Ralucu Cozma, Diversity Chair and Associate Professor
Tracy Lucht, Diversity Committee member and Assistant Professor
Jason Wiegand, Diversity Committee member and Academic Adviser

Dr. Luis Rico-Gutierrez
Dean, College of Design
Creating Inclusive Curriculum and Pedagogy to Facilitate Inclusive and Diverse Classroom Environments

Inclusive curriculum and pedagogy are conceptualized as tools for teaching, learning, engagement and action to cultivate a culture of diversity awareness on campus. The overall goal is to transform the academic curriculums across higher education into inclusive, empowering, and equitable tools that promote retention and student success. Participants from a variety of disciplines will discuss the meaning of inclusive curriculum and pedagogy and their own experiences and narratives around diversity and inclusion in the curriculum and classroom. Through an interactive format, presenters and audience members will collaboratively generate strategies. The audience will learn tools to make the classroom a place in which integrity, mutual respect, and academic excellence are valued and promoted for students and faculty of all identities and backgrounds, despite their many differences.

Gloria Jones-Johnson, Department of Sociology, University Professor
Joan Cunnick, Department of Animal Science, Professor
Brian Burt, School of Education, Assistant Professor
Samantha Cross, Department of Marketing, Assistant Professor
Connie Hargrave, Associate Professor, School of Education
Jonathan Webb, Lecturer, Department of World Languages and Cultures

Whose Side Are You On? Why We Need Solidarity from Asian American/Pacific Islanders in the Fight for Racial Justice

Why are Asian American/Pacific Islanders (AAPI) not represented in racial justice movements? Whose side are AAPIs on? This session will critically analyze how systemic racism has caused AAPIs to internalize the overt and covert acts of racism that they face. This has created a phenomenon in which AAPIs do not view themselves as people of color and as a result, there is a lack of action/political consciousness towards racial justice work, specifically as it relates to the #BlackLivesMatter movement. This session will also explore how AAPIs who do move in solidarity have been silenced or whose narratives have been made invisible. This session will utilize tenets from Critical Race Theory and various AAPI identity development models to examine why AAPIs should move in solidarity with current racial justice movements. Participants will learn more about how a history of systemic racism has affected the development of AAPIs identities as people of color. Participants will learn about current AAPI student activism, engage in a meaningful dialogue about how to support and move in solidarity, and challenge racist ideologies and assumptions that prevent AAPIs from engaging in racial justice. This session should be of interest to administrators, faculty, staff, students, and all those concerned with learning more about AAPI identity and uniting the AAPI communities’ involvement with racial justice work.

Der Vang, M.Ed., Multicultural Liaison Officer for the College of Liberal Arts and Sciences at Iowa State University
Michelle Boike, M.Ed., Coordinator of Multicultural Student Programs for the Diversity Center at Luther College

Stories and Strategies: Listening to Students’ Voices

Given the recent discriminatory events at ISU, there is an increased need and interest to understand the everyday struggles of Racial/Ethnic Minorities (REM) on campus. First, this session will present data from a survey, conducted in the College of Liberal Arts and Sciences, that examined the discomfort students feel within/outside the classroom; it will focus specifically on the significantly greater proportion of discomfort reported by REM students compared to their Caucasian counterparts. Second, the presenters will share the stories and experiences of these students to inform the audience of the covert and overt ways discrimination occurs in the classroom and in the community. We will also share the suggestions proposed by the students to increase/foster inclusiveness within/outside the classroom. Third, we plan to have a group of REM faculty and graduate students share their own experiences and/or witnessed experiences of discrimination within and outside the classroom. Last, we will engage the audience in meaningful dialogue on how to confront and deal with discrimination that occurs within/outside the classroom. Attendants will leave session with a heightened knowledge of the discrimination that occurs at ISU as well as some formidable actions to implement and create a more positive environment within/outside the classroom.

Spurty Surapaneni, Doctoral Student, Psychology
Lisa M. Larson, Professor, Psychology
**Small Hurts to Substantial Pain: Understanding Microaggressions**

Pioneer Room, 10–10:50 AM

In this discussion and experiential presentation, we will address how we as social individuals contribute to diversity intolerance and discrimination through lack of awareness of privilege and microaggressions. Participants will address and dissect the impact of daily microaggressions and discrimination experiences. We will further address how these relational experiences impact our basic human needs of belonging, autonomy and competence. Participants will gain further awareness of how a climate of intolerance and lack of sensitivity impacts individuals. Finally, we will conclude with addressing ways to become more culturally aware and sensitive to promote diversity and embrace multiculturalism.

Jennifer Major, M.S., Doctoral Student of Psychology  
Raquel Botello-Zamarron, M.S. Doctoral Candidate of Psychology  
Stephanie Carrera, M.S. Doctoral Candidate of Psychology  
Stacy Ko, M.S.W., Doctoral Student of Psychology  
Meifen Wei, Ph.D., Professor of Psychology

**Why Does Talking About Race Suck So Much? Getting Students to Discuss Systemic Racism and White Privilege**

Room 3512, 10–10:50 AM

In this lesson plan, which opens any of my courses focused on race, I begin with a critical discussion of systemic racism. It is important for students to understand that they live within—and some benefit from—a system they did not create, but nevertheless exists. They can choose to live within this system by doing nothing about it, or they can decide it is wrong, and they will not partake in it. I begin with world colonialism, postcolonialism, neocolonialism, and our shameful legacy of global systemic racism. Briefly outlining our global history for students, I move our discussion to the United States, illuminating our problems with race and inequality in our country and how they were created, then how they have been perpetuated and persist today. My lesson plan ends with a conversation about why learning about race is important, a deep exploration of white privilege, and then what students can do to become anti-racist allies.

Dr. Brianna Burke, Assistant Professor of Environmental Humanities, English Department

**Black Lives Through the Lens: A Discussion on How the Media Portrays African Americans**

Campanile Room, 11–11:50 AM

Since the start of the Black Lives Matter movement there has been a rise in media coverage of African Americans. We will provide an overview of the disturbing trends that have surfaced in how the media continues to portray black lives. We will begin by looking at the history of African Americans in the media and then answer the question, where are we now? This presentation will discuss the ways in which African Americans are represented in both news and popular media. We will then explore how these media representations affect African American's views of self and negatively impact their lives through cultural appropriation, internalized racism, and diminished self-esteem. We have set out to go beyond explaining these representations of African Americans in general, but also look at how they affect black men and women differently.

Carmen Ballagan, Speech Communications and Criminal Justice, Senior  
Paul Parisot, Biology, Senior  
Rachel Trainum, Speech Communications and Public Relations, Junior  
Susan Cruz-Rodriguez, Public Relations, Junior
Creating Inclusive Classrooms: From Good Intentions to Research-Based Best Practices
Cardinal Room, 11–11:50 AM

In January 2014, Iowa State’s College of Liberal Arts and Sciences (LAS) offered a well-attended workshop on Creating Inclusive Classrooms. After attending this workshop, Javier Vela and Joe Burnett started incorporating multicultural names and characters into problems and exams as part of their large (700+ students) general chemistry course. In this ISCORE presentation, Vela and Burnett will share some of the motivations, examples and anecdotes gathered as part of this experience. During a more recent LAS search for a new faculty member in chemical education chaired by Tom Holme, we identified new ideas that could potentially enhance the effectiveness of inclusive classroom efforts. One example is differential item functioning (DIF) research, which shows that the ability of certain demographics (different gender, race/ethnicity, socioeconomic status, or language ability) to correctly answer certain items (individual questions) is affected by the way these items are presented. The Holme group will share some of their insights and expertise into this and other relevant areas, and help us brainstorm on how these could be used to more specifically target inclusive classroom efforts in the future.

Javier Vela, Associate Professor, Department of Chemistry, College of Liberal Arts and Sciences
Joseph W. Burnett, Senior Lecturer, Department of Chemistry, College of Liberal Arts and Sciences
Thomas A. Holme, Professor, Department of Chemistry, College of Liberal Arts and Sciences

The Womyn Behind the Counselor: A Panel Discussion of Transitions to a Predominantly White Institution
Gallery Room, 11–11:50 AM

The purpose of this interactive panel is to educate staff, faculty, and students on the experiences counseling doctoral students have when transitioning from a racially/ethnically diverse institution or neighborhood to a predominantly White institution (PWI). We hope that our audience may gain a better understanding of how our transition experiences affect our relations with racial/ethnic minority students and our multicultural training experiences on campus. The panel will consist of five doctoral students representing Latina/o, Asian American, East Asian, biracial, and White cultural backgrounds. They will share their unique experiences with identifying with the majority (e.g., predominantly Latina/o or Asian) versus minority racial/ethnic groups, helping racial/ethnic minority students navigate feelings of marginalization at a PWI, and seeking out opportunities to engage with racial/ethnic communities on campus. The moderator will facilitate the panel with prepared questions, but time will also be allotted for questions from the audience.

Stephanie G. Carrera, Counseling Psychology, Doctoral Candidate
Spurty Surapaneni, Counseling Psychology, Doctoral Candidate
Fei Yi, Counseling Psychology, Doctoral Candidate
Rachel L. Bitman-Heinrichs, Counseling Psychology, Doctoral Candidate
Elizabeth Tenbrook, Counseling Psychology, Doctoral Student

Beyond Our Screens: Yik Yak and Racism
Oak Room, 11–11:50 AM

Social media is, and will undoubtedly continue to be a huge part of college students’ lives. 97% of college students have a social networking account and 77% of college students visit social networking sites several times a day (Jesse, 2013). Recently Yik Yak has been added to the list of continuously growing social media outlets. Yik Yak has become the most frequently downloaded anonymous social app in Apple’s App Store (Mahler, 2015). What has race got to do with all this? Yik Yak provides anonymity; anonymity provides the opportunity for social media users to hide who they are while allowing them to say exactly what they think without any social consequences. Unfortunately, this is allowing the expression of not only unpacked racial biases, but also messages of racial violence. Thus, does Yik Yak allow for civil discourse or is it simply unveiling a larger issue of campus culture? This session should particularly benefit participants who are interested in campus climate, free speech, critical race theory, and social media at college, specifically regarding the intersection of racism and social media on Yik Yak. Join us as we explore racially charged Yaks.

Ashley Maitland, Equity and Social Justice Coordinator, Margaret Sloss Women’s Center
Tenzin Kunor, Graduate Apartment Community Manager, Department of Residence
**MORNING SESSIONS**

**11–11:50 AM**

**Fears of Difference and Understanding the Benefits of Diversity**

Pioneer Room, 11–11:50 AM

In this presentation, we will discuss research findings that include voices of ISU students as we work to become a community of inclusion and embrace the infinite benefits of diversity. We will address how students feel about diversity on campus. We will also look at the concerns experienced by students in terms of having diverse relationships on campus. Using psychological knowledge and research findings, we will further discuss addressing the concerns faced by both minority and majority students. Further, we will explore how diversity and multicultural environments are benefits to communities and individuals.

*Raquel Botello-Zamarron, M.S. Doctoral Candidate of Psychology*
*Spurty Surapaneni, M.S., Doctoral Student of Psychology*
*Meifen Wei, Ph.D., Professor of Psychology*

**Using Inclusive Language in Leadership**

Room 3512, 11–11:50 AM

Leaders should exemplify integrity, inclusivity, and honor the diverse world around us. Ethical leaders should integrate Inclusive language into our daily conversations and behaviors. This session will uncover assumptions we have about groups of people, why this is problematic, and how society has developed negative contexts around particular words. Moreover, the session will offer how leaders can incorporate more inclusivity into dialogue and leadership. As leaders, we have a responsibility to engage and provide safe spaces for all people to learn, process, and reflect on their experiences.

*Amber Manning-Ouellette, Ph.D., Lecturer of Leadership Studies, Catt Center for Women and Politics*

**-ISM’s Explored Through the Eyes of George Washington Carver Students**

Great Hall, 11–11:50 AM

This session will explore the different ISMs (racism, sexism, ageism, etc.) experienced through the research of George Washington Carver (GWC) Scholars. The GWC scholars are first-year students who collectively work together in groups on a variety of research topics. This poster session will be a representation of the research findings and the interpretation, by the GWC Scholars, on how the particular -ISMs are viewed at Iowa State University, the Ames community, and across the nation. During the poster presentation, the audience will be able to walk around and explore, learn and ask questions to the creators of the posters about the different points of view and research that each scholar completed.

*First Year Students, George Washington Carver Academy*
The Educational Experience of Native Americans at Iowa State: Past, Present, and Looking Into the Future
Campanile Room, 2:10–3 PM

Since its establishment in 1858, Iowa State University has played a significant role in the education of young Iowans. However, before the university even existed an education process was already in place by the various Native American tribes who originally called Iowa home. The purpose of this study is to inform the audience of the history of Native American education in the state of Iowa and at Iowa State University, what struggles Native Americans, including both students and staff, face at this university currently, and what we as fellow members of the Iowa State community can do to advocate for Native Americans on campus.

Maisa Al-Wahaibi, Sociology & Women’s and Gender Studies, Senior
Rachel Ramirez, Graphic Design & U.S. Latino/a Studies, Junior
Angel Raymundo, Psychology & Sociology, Senior

CyclONE Nation --> Aggie Pride: Lessons learned during my staff exchange to North Carolina A&T
Cardinal Room, 2:10–3 PM

In October 2015, I had the opportunity to spend a month in staff exchange at North Carolina Agricultural and Technical State University (NC A&T). This opportunity is the result of an institutional partnership between NC A&T and Iowa State University. During my visit I met with faculty, staff, and students from across the University, with emphases in the Division of Student Affairs and the “Greatest Homecoming On Earth!” This was an energizing professional experience, and provided powerful lessons - both personally and professionally! Please join me to learn more about my experiences as a white male vising the largest HBCU and the lessons I learned before, during, and after the exchange!

Dr. Keith E. Robinder, Associate Dean of Students, Iowa State University
Real Talk: Discussing the Experiences of Minority Student-Athletes at Iowa State University
Gallery Room, 2:10–3 PM

This panel discussion will showcase the unique journey of ISU student-athletes on their path to academic and athletic excellence as they navigate a predominantly white institution. Current student-athletes will share both their triumphs and challenges, ranging from maintaining a productive balance between athletics and academic commitments to coping with the high visibility attached to being an ISU student-athlete. For minority student-athletes, the high visibility can be magnified, thus creating a myriad of unique challenges. Various aspects of campus and community life will be discussed through a question and answer session.

**Student Athletes**
- Pierre Aka, Football Student-Athlete and Vice President of the Student-Athlete Advisory Committee
- Patrice Feulner, Assistant Athletics Director for Student-Athlete Development

Unconscious Bias: Self vs. Others’ Need for Conscious Introspection
Gold Room, 2:10–3 PM

Overall, people tend to have favorable perceptions about themselves when compared to others. These implicit assumptions and conclusions are not based on evidence or reality. Thirty undergraduate students who were taking the same college course together were asked to rate their own perceptions about others using an instrument with sixteen variables. Two weeks later, the same students were asked to rate themselves using exactly the same instrument; but this time each statement started with I instead of People. The participants of this study rated themselves favorably in 15 out of the 16 variables. Eight variables show statistically significant differences. For example, these participants assumed that others are: naturally lazy; motivated by fear; work for money or reward; naturally dependent on others etc. The participants were handed with the findings of this study and were asked to analyze and provide explanations as to why these ratings show evident differences. These participants were somewhat perplexed by the rating differences and their own thinking process. This activity allowed students to reflect on their own assumptions and become cognizant of an evasive nature of implicit bias and need for introspection.

**Awoke D. Delissio**, Ph.D., Senior Lecturer, Agricultural Education & Studies, Iowa State University

Exploring Identity through Film: A Day in the Life of an MVP Scholar
Oak Room, 2:10–3 PM

As part of the course University Studies 102A, Multicultural Vision Program (MVP) scholar explore various identity markers each week. Their final group project for the class is a short documentary in which the scholars utilize storytelling to reflect on what they have learned throughout the semester about these identity markers. In addition, the scholars also share about the impact their identities have on their Iowa State University experience. This panel discussion will address the challenges and opportunities that our sophomore MVP scholars have encountered since taking this course.

**Tabatha Cruz**, Program Coordinator for Retention, Office of Multicultural Student Affairs
**Ariana Mora**, Student Affairs, graduate student, Multicultural Vision Program, Sophomore Scholars
Understanding and Reducing Implicit Bias
Pioneer Room, 2:10–3 PM

Contemporary research on racism in cognitive psychology focuses primarily on implicit biases. One has an explicit bias EB if one has EB, one can become aware that one has EB by reflecting on her own thinking, and one voluntarily uses EB to guide thought and action. One has an implicit bias IB if one has IB, one can’t become aware that one has IB by reflecting on her own thinking, and IB automatically guides one’s thought and action. Two robust findings from research on implicit biases: first, many people who explicitly reject any racist ideology have implicit biases against African Americans; second, because of their implicit biases, many people who explicitly reject any racist ideology behave in ways that differentially harm African Americans. Despite the focus on implicit biases within cognitive psychology, popular discussions of race relations rarely consider them, likely because too few people understand how implicit biases work. In this presentation I (i) review recent literature on implicit biases against African Americans, (ii) explain how these biases explain much of the behavior that differentially harms African Americans, and (iii) explore strategies for eliminating these implicit biases and, insofar as they can’t be eliminated, minimizing their impacts.

Stephen Biggs, Assistant Professor of Philosophy, Department of Philosophy and Religious Studies

-ISM’s Explored Through the Eyes of George Washington Carver Students
Great Hall, 2:10–3 PM

This session will explore the different ISMs (racism, sexism, ageism, etc.) experienced through the research of George Washington Carver (GWC) Scholars. The GWC scholars are first-year students who collectively work together in groups on a variety of research topics. This poster session will be a representation of the research findings and the interpretation, by the GWC Scholars, on how the particular –ISMs are viewed at Iowa State University, the Ames community, and across the nation. During the poster presentation, the audience will be able to walk around and explore, learn and ask questions to the creators of the posters about the different points of view and research that each scholar completed.

First Year Students, George Washington Carver Academy

Unraveling Sexual Stereotypes of Asian American Men and Women
Campanile Room, 3:10–4 PM

This session will take a look at the contrasting expectations of sexuality from East Asian American men and women in the United States. First, we will focus on the china doll/geisha and schoolgirl stereotypes, which portray East Asian American women as meek, obedient, and sexually submissive. We then compare these negative portrayals to the stereotypes that American society has on Asian American men. Specifically, we discuss the misrepresentation of Asian men as emasculated and asexual human beings. Why are these expectations the COMPLETE opposite? We will answer this question, as well as examine the origins of these stereotypes, how they are perpetuated by the media, the negative effect they have on the lives of East Asian Americans, and how both serve to benefit the desires of white men. Finally, we will provide a framework that transcends these stereotypes and helps represent the true lived experiences of East Asian men and women.

Kailyn Wilson, Animal Science and Psychology, Sophomore
Chandler Wilkins, Community and Regional Planning, Junior
Theo Freier, Political Science, Sophomore
Moises Monrroy, Community and Regional Planning, Senior
Anyone know where I can cash in my white privilege points?
Do I need a card? I keep hearing I have this, but I’m not sure where to go or how to use it.
Cardinal Room, 3:10–4 PM

What does white privilege look like? This interactive session will allow audience members to voice their opinions of what it means to be White. While many White people do not have a clear understanding of their privilege, White privilege is prevalent in our everyday lives. This misunderstanding leads us towards systemic racism and to institutions where White Power is encouraged. This session will work towards helping audience members understand White privilege, gain an understanding of how white supremacy affects the perception of White privilege, and most importantly, what they should do with this privilege.

Brian Le, Kinesiology and Health, Senior
Jocelyn Jackson, Mechanical Engineering, Junior
Olivia Carrasco, Mechanical Engineering, Sophomore
Limay Vong, Industrial Design, Junior

Inclusive and Uncommon Leadership: Subverting a Perfectly Acceptable Student Ambassador Program
Gallery Room, 3:10–4 PM

Since the fall of 2013, the Greenlee School of Journalism and Communication has experienced a substantial increase in enrollment. With a record number of students from underrepresented backgrounds enrolling at and visiting Iowa State University, it is judicious to enlist students from historically marginalized groups to help inform and execute recruitment efforts. The coordinator of the Greenlee School’s ambassador program set out to reform their existing program in order to make it more inclusive and reflective of Iowa State’s changing demographics. In this panel presentation, the coordinator will share strategies he implemented to identify and assemble a team of uncommon leaders from diverse backgrounds. Current Greenlee Student Ambassadors, as well as recent alumni who served as ambassadors, will impart their Greenlee story and discuss the anxiety, challenges, and rewards of representing the Greenlee School and Iowa State University. There will be reasonable time set aside for questions and answers from the audience.

Jason C. Wiegand, Academic Adviser III, Greenlee School of Journalism and Communication
Omo Abalu, Greenlee Ambassador, Journalism and Mass Communication / Pre-Law, Junior
DJ Jefferson, Greenlee Ambassador, Journalism and Mass Communication, Senior
Christian Spendlove, Greenlee Ambassador, Advertising, Senior
Lissandra Villa, Greenlee Ambassador, Journalism and Mass Communication & Political Science, Senior
Katlego (Kat) Mogongwa, Media Coordinator, Flynn Wright, ISU & Greenlee School Alumnus, B.A., Advertising, Spring 2015

Microaggressions, Revisited: Recognizing and Addressing Systems While Maintaining Relationships
Gold Room, 3:10–4 PM

In an effort to advance the conversation on campus about microaggressions, this presentation will provide a brief overview, talk about ways to address microaggressions and microaggressive systems, and how to maintain and re-establish working relationships through open conversations. As members of the Iowa State community, we are beholden to navigate these conversations and environments of learning, further development, and equity. We invite you to join us in this dialogue to further the conversation and engage these questions together.

Lona Davenport, Department of Residence, Residence Hall Director
Elizabeth Martinez-Podolsky, College of Agriculture and Life Sciences, Multicultural Liaison Officer
Men of Color: Intersections of Race/Ethnicity, Gender Role Socialization, and Masculinity
Oak Room, 3:10–4 PM

All men are influenced by various components of their upbringing and background in their conception of what constitutes a man, with identity markers such as race and ethnicity playing an especially salient role in the unfolding of one’s gender role socialization. Men of color may experience difficult dilemmas as they strive to remain faithful to the values of their culture of origin while also negotiating between rigid, sexist, or overly restrictive gender roles and incompatible situational demands. For example, culture-specific conceptions of masculinity may promote success and well-being in certain situations (e.g., working hard to provide for one’s family), yet also be maladaptive in others (e.g., distress in intimate partner relationships as a result of overemphasis on work). Our presentation will discuss how men of color cope with and adapt to the complex interaction of race/ethnicity-based gender role socialization and situational demands. We will also engage faculty, staff, and students in a thoughtful discussion about the unique race-based gender constraints experienced by men of color.

Stacy Ko, M.S.W., Doctoral Student, Counseling Psychology
Julio Rivas, M.S., Doctoral Student, Counseling Psychology

The Missing Color on the Rainbow Flag
Room 3512, 3:10–4 PM

This session will both give an overview of the current research regarding LGBT issues on college campuses and also address the issue of the missing experiences and voices of LGBT students of color. This session is both informational and a call to action for more research on the experiences of LGBT students using an intersectional lens.

Dan Carney, Second-Year Masters Student, School of Education
Yvette Rodriguez, Second-Year Masters Student, School of Education
Each year, two Iowa State colleges are elected to serve as primary NCORE-ISCORE Champions in an effort to improve integration and opportunity across the university community.

Recent diversity efforts in the College of Liberal Arts and Sciences are leading to learning, progress, and achievement. Even as we celebrate our successes, we renew our college commitment to continue the work of promoting the goals of diversity and inclusion.

**LAS is**

**Making a difference at Iowa State University**

On January 21, 2016, Jazmin Murguia, senior in journalism and mass communication, and Dianne Bystrom, director of the Carrie Chapman-Catt Center for Women and Politics, were presented Martin Luther King, Jr. Advancing One Community Student and Staff awards. Malik Burton, sophomore in Speech Communication, accepted the Organization award on behalf of the Black Student Alliance. These awards recognized their efforts to create an inclusive multicultural community at Iowa State University.

**Modeling practices that promote diversity**

The Greenlee School of Journalism and Communication was presented the 2014 Association for Educators in Journalism and Mass Communication Equity and Diversity Award in spring 2015, recognizing their work to increase equity and diversity among their faculty. The Greenlee School was joined by the Department of Psychology in leading the way in the college and visibly communicating their intentional faculty commitment to sustain safe, inclusive environments.

Associate professor Javier Vela, the 2014 award winner of the Midwest American Chemical Society Stanley Israel Award for Advancing Diversity in the Chemical Sciences, was appointed the new Equity Advisor and Chair of the LAS diversity committee this Fall. Vela and his fellow faculty in chemistry launched an Iowa State contribution to “Chats with Eminent Female Scientists Initiative,” a web-based video initiative to encourage females to pursue a career in science.

**Building communities to support diversity**

The college also celebrated the first anniversary of BOLD (Bridging Opportunities in Leadership and Diversity), a learning community for students of color. Community founder, Der Vang, the college multicultural liaison officer, uses one-on-one peer mentoring, exceptional training and student-led programing to create a community that saw 100% of its 30 first-year participating students return to ISU for their second year.

**Setting the stage for student success**

LAS is a longtime partner in the APEX summer bridge program. This year 24 incoming multicultural students in LAS majors took classes and participated in various activities including roundtable discussions with LAS faculty to give them a head start on their pathway to graduation.

The Department of Psychology values a safe, inclusive environment.

We welcome faculty, staff, students, and visitors of every ethnicity, race, religion, country of origin, gender and sexual identity.

IOWA STATE UNIVERSITY
Department of Psychology
www.psychology.iastate.edu

You’ll find these signs posted around Hamilton Hall the home of the Greenlee School of Journalism and Communication and similar signs in Psychology spaces in Lagomarcino.

Left to Right: Malik Burton (accepting on behalf of Black Student Alliance) Jazmin Murguia, and Dianne Bystrom.

Left to Right: 2016 Award Winners Malik Burton (accepting on behalf of Black Student Alliance) Jazmin Murguia, and Dianne Bystrom.

Left to Right: 2016 Award Winners Malik Burton (accepting on behalf of Black Student Alliance) Jazmin Murguia, and Dianne Bystrom.

Above: Dr. Malika Jeffries-El, associate professor of chemistry; featured in “Chats with Eminent Female Scientists Initiative.”

Left to Right: Shaila Khindurangala, graduate assistant for Multicultural Student Success; Cameron Thompson, BOLD team leader; Angel Ramirez, BOLD team leader; Der Vang, LAS multicultural liaison officer; Nur Parpucu, BOLD team leader; Jazmin Murguia, BOLD team leader.

Above: LAS Dean Beate Schmittmann, Michael Bugeja, director of Greenlee School of Journalism and Communication, Elizabeth Teeth, past president of the Association for Educators in Journalism and Mass Communication, and Raluca Cusma, associate professor.
The College of Design is committed to fostering an inclusive community that celebrates and engages the rich tapestry of cultures represented and perspectives held by students, faculty, and staff.

This commitment is necessary for students, faculty, and staff to achieve their full potential and for equipping graduates with tools necessary to promote diverse, inclusive, and equitable communities as professional designers, planners, and artists.

The college’s commitment is manifested in several ways. Hometown Design is a multicultural leadership program where college students return to their hometown high schools for the purpose of exposing high school students to the design professions. Hometown Design students share their unique story and facilitate hands-on activities. BUILD is a multicultural peer-mentorship program designed to aid first-year multicultural students in the successful transition to college and completion of the Core Design Program by pairing each new student with an upper-class student in her/his intended major. Multicultural Workshops help new students acclimate to college, design culture, and prepare for applying to one of the college’s professional programs. Diversity Town Hall Meetings, held every two weeks, provide students with a forum for discussing issues of importance with the dean. The newly created Leadership Council on Diversity is comprised of students who advise college leaders and partner with them to lead change.

This spring, Dean Rico-Gutierrez revised the College of Design’s organizational structure to increase capacity necessary to support these initiatives; create new programs for students, faculty, and staff; and respond to emerging needs and opportunities. Because ISCORE is such an important venue for becoming attuned to emerging needs and opportunities, the College of Design is honored to co-sponsor the 17th Annual Iowa State Conference on Race and Ethnicity.
BRENDA JONES
Change Agent Award

The award recognizes an NCORE/ISCORE alumni who continues to contribute to the understanding and awareness of topics related to race and ethnicity and has created change in their community.

The 2016 NCORE/ISCORE Brenda Jones Change Agent Award recipient is Markus Flynn. Markus has been instrumental in creating a more inclusive community through coordinating demonstrations, mentoring students, and advocating for students of color at Iowa State. He is the kind of person who doesn’t focus on the problem but, rather, devotes his efforts to seeking solutions to the problem.

In 2012, the NCORE/ISCORE Brenda Jones Change Agent Award was created, honoring Brenda Jones. Jones created the fourteen original paintings for ISCORE. In her own paintings she explores figurative compositions that express her love of color and her concerns about human relationships. They have been exhibited nationally and internationally, and are included in many private and public art collections.

Iowa State NCORE Delegation

PROJECT DIRECTOR
Japannah Kellogg, NCORE/ISCORE Director

RESEARCH GROUP LEADERS
Michael Davis, Student Assistance and Outreach
Mike Giles, Recreation Services
Martino Harmon, Office of the Senior Vice President for Student Affairs
Som Mongtin, Margaret Sloss Women’s Center
Erin Pederson, Student Counseling Services
Allison Severson-Haban, Hixson Awards/National Student Exchange
Kenyatta Shamburger, Multicultural Student Affairs
Jaclyn Tungesvik, Admissions
Der Vang, College of Liberal Arts and Sciences
Denise Williams-Klotz, Multicultural Student Affairs

STUDENTS
Maisa Al-Wahaibi, Sociology & Women’s and Gender Studies, Senior
Carmen Ballagan, Speech Communications, Criminal Justice, Senior
Olivia Carrasco, Mechanical Engineering, Sophomore
Derek Clayton, Computer Engineering, Journalism and Mass Communications, Sophomore
Susan Cruz-Rodriguez, Public Relations, Junior
Theo Freier, Political Science, Sophomore
Jessica Graham, Business Management, Senior
Jocelyn Jackson, Mechanical Engineering, Junior
Joi Latson, Global Resource Systems, Sophomore
Brian Le, Kinesiology and Health, Senior
Moises Monroy, Community and Regional Planning, Senior
Paul Parisot, Biology, Senior
Lisa Phommathath, Psychology, Senior
Rachel Ramirez, Graphic Design, U.S. Latino/a Studies, Junior
Angel Raymundo, Psychology, Sociology, Senior
Rachel Trainum, Speech Communications and Public Relations, Junior
Limay Vong, Industrial Design, Junior
Chandler Wilkins, Community and Regional Planning, Junior
Kaitlyn Wilson, Animal Science and Psychology, Sophomore

PROFESSIONAL DEVELOPMENT TEAM

Faculty
Brian Burt, School of Education
Samantha Cross, College of Business
Joan Cunnick, College of Agriculture
Connie Hargrave, School of Education
Gloria Jones-Johnson, LAS/Sociology
Jonathan Webb, LAS/VPSA

Staff
Pamela Anthony, Dean of Students Office
Mirna Canuso, Department of Residence
Amanda Currey, Student Financial Aid
Carolyn Duven, Department of Residence
Pete Englin, Department of Residence
Carmen Flagg, Admissions
Maura Flaschner, Admissions
Roger Graden, Department of Residence
Thelma Harding, Graduate College
Sarah Holmes, Department of Residence
Evan Knoepfel, Department of Residence
Audrey Kennis, College of Design
Lynn Lundy Evans, Conference Planning and Management
Aliza Rosenthal, Department of Residence
Shawna Saad, Registrar's Office
Brenda Thorbs-Weber, College of Business
Rachel Wagner, Department of Residence
Noelle Weber-Strauss, Department of Residence
Katie Whipple, Student Support Services Program
Kurt Wilson, Department of Residence
Leslie Winters, Department of Residence
NCORE TEAMS
2015-2016

NATIVE AMERICAN RESEARCH GROUP
(left to right)
Der Vang, College of Liberal Arts and Sciences
Rachel Ramirez, Graphic Design, U.S. Latino/a Studies, Junior
Miko Giles, Recreation Services
Angel Raymundo, Psychology, Sociology, Senior
Maisa Al-Wahaibi, Sociology, Women’s and Gender Studies, Senior

ASIAN AMERICAN RESEARCH GROUP
(left to right)
Kenyatta Shamburger, Multicultural Student Affairs
Theo Freier, Political Science, Sophomore
Moises Monroy, Community and Regional Planning, Senior
Michael Davis, Student Assistance and Outreach
Kailyn Wilson, Animal Science, Psychology, Sophomore
Chandler Wilkins, Community and Regional Planning, Junior

AFRICAN-AMERICAN/BLACK RESEARCH GROUP
(left to right)
Paul Parisot, Biology, Senior
Susan Cruz-Rodriguez, Public Relations, Junior
Allison Severson-Haban, Hixson Awards/National Student Exchange
Rachel Trainum, Speech Communications, Public Relations, Junior
Carmen Ballagan, Speech Communications, Criminal Justice, Senior
Jaclyn Tungesvik, Admissions (not pictured)

LATINX RESEARCH GROUP
(left to right)
Lisa Phommatha, Psychology, Senior
Jessica Graham, Business Management, Senior
Som Mongin, Margaret Sloss Women’s Center
Joi Latson, Global Resource Systems, Sophomore
Derek Clayton, Computer Engineering, Journalism, Mass Communications, Sophomore
Martino Harmon, Office of the Senior Vice President for Student Affairs

WHITE RESEARCH GROUP
(left to right)
Olivia Carrasco, Mechanical Engineering, Sophomore
Jocelyn Jackson, Mechanical Engineering, Junior
Denise Williams-Klotz, Multicultural Student Affairs
Erin Pederson, Student Counseling Services
Brian Le, Kinesiology and Health, Senior
Limay Vong, Industrial Design, Junior
Thank you!

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