The 15th Annual

ISCORE

Iowa State Conference on Race and Ethnicity

Friday, March 7th
9:00am to 5:00pm

2014

Iowa State Memorial Union

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY
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
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 celebrates our campus diversity. Our menu this year features a selection of Native American dishes.
Welcome and Morning Address

9:00–9:50 a.m.

Daniel C. Robinson

Daniel C. Robinson, Ph.D., is a University Professor and Professor of Higher Education in the School of Education, College of Human Sciences. Arriving on the Iowa State campus in 1965 as a student athlete and one of only a few students of color, Dr. Robinson received his B.S. degree (1970), M.S. (1972), and Ph.D. (1978) in Higher Education Administration and Counseling Psychology from Iowa State University. Appointed by Virgil Lagomarcino as the former College of Education's first black assistant dean, Dr. Robinson later became the first black chair in the Department of Educational Leadership and Policy Studies. Dr. Robinson has also served as Director of Graduate Education, Interim Vice President for Student Affairs, Director of Student Affairs Research, and was a Counseling Psychologist in Student Counseling Services.

A co-developer of the nation’s first social justice certificate program and Iowa State’s Dialogues on Diversity course, Dr. Robinson is a consultant to colleges, universities, business and industry, and an NCAA Division I certification team member. Dr. Robinson has published numerous research articles and presented over 200 invited papers, many of them in the area of applying psychological type using the Myers-Briggs Type Indicator focusing on managerial/leadership styles, organizational cultures, and teaching/learning styles preferences.

Morning Sessions

10:00–10:50 a.m.

Writing Centers as Social Justice Spaces: Looking Within

The ISU Writing & Media Center (WMC) engages with students from diverse backgrounds with respect to race, language, nationality, ability, and other social identities. As the number of students participating in consultations has increased, so has the need to train and challenge our staff to identify their biases, providing them with opportunities to explore the implications of their predispositions. This session will look at the ways in which professional development at the WMC has begun to deconstruct various forms of ‘othering’ from the perspectives of the WMC staff. The goal of this session is to engage in a larger conversation on how student employees can look within themselves to identify and challenge their biases, as well as how units can create a safe space within a work environment so learning and reflection can take place.

Rachel Azima, Director, Writing and Media Center
Glennda M. Bivens, Doctoral Student, School of Education
Katy Leichsenring, Graduate Student, School of Education
Szuyin Leow, Senior, Mechanical Engineering
The Influence of Socio-Economic Status on the Educational Experiences of Racially Diverse Persons ................................................................. Cardinal Room 10-10:50

An increasing body of research demonstrates that both students of color and first generation college students face significant barriers to success in higher education. Although issues with each population have been independently investigated, little attention has been given to the interaction between socio-economic status and race and ethnicity. Our session will explore this intersection. Investigators have identified a variety of challenges and strengths that first generation students of color experience academically, financially, culturally, and socially while pursuing their college degree. First generation students of color are three times more likely to discontinue their education after the first year, and are approximately five times more likely to not earn a bachelors degree after arriving on campus. At the same time, first generation students of color show strong collegiate survival skills: they report better managing their time, a more consistent focus on academic goals, and a greater ability to advocate for themselves. In our session, we will outline both the current status of how campuses address the needs of first generation students of color, and ways in which this population might be helped further within higher education environments.

Loreto Prieto, Professor of Psychology and director of Latino/a Studies
Dakota Kaiser, Graduate student, Psychology

Roses or Tires? Why It’s Important to Pay Attention to Our Differences ................................. Gold Room 10-10:50

This presentation covers the topic of intercultural communication, providing ideas and skills which people can use to be culturally competent and sensitive. It covers topics such as paying attention to our perceptions and interactions with other people and how to make those interactions more inclusive. It uses different things, such as worksheets, a powerpoint presentation, a video and physical activity to get participants thinking about these issues in different ways.

Michelle J. Boike, Graduate Student, School of Education

Spread Thin: The Pressures on Asian-American Women and the Effects on their Health ............................................................... Campanile Room 10-10:50

The multiple pressures among Asian Americans have led to a high rate of depression and/or suicide. This societal burden appears to be higher among women because they face appearance, cultural, and academic pressures. Our research will focus on pressures produced by the model minority myth, and their effects on the health of Asian-American women.

* Lucas Martin-Flores, Senior, Computer Engineering
  * Ariana Mora, Junior, Psychology
  * Sebastian Niles, Senior, Psychology

Real Talk: Discussing the Experiences of Minority Student-Athletes at Iowa State University ................................................................. Gallery 10-10:50

Today’s student-athletes are faced with many challenges. These challenges range from maintaining a productive balance between athletics and academic commitments to coping with the high visibility attached to being a student-athlete. For minority student-athletes, the high visibility can be magnified, thus creating a myriad of unique challenges. This panel discussion will address the challenges that minority student-athletes face at a predominantly white institution. They will highlight their journey including their challenges and triumphs. Various aspects of campus and community life will be discussed.

Patrice Feulner, Assistant Athletics Director of Academic Services
Amber Giese, Associate Director of Academic Services

* denotes NCORE 2013 attendee
Building Community & Creating Unity through Faculty Staff Affinity Groups  
Room 3512, 10-10:50

In an effort to enhance the quality of life amongst faculty and staff, campus employees have joined efforts to formally establish “Faculty & Staff Affinity groups” to address areas of need and foster community. Whether the focus is building community through social events, addressing issues of injustice, or increasing visibility and awareness, there are commonalities amongst them all.

Though each group is autonomous with its own mission and core values, in this session, they’ve joined forces to share their stories and encourage the development of other faculty/staff affinity groups on campus. The Black Faculty & Staff Association (BFSA), Latino Faculty and Staff Association (LFSA), and Lesbian, Gay, Bisexual, and Transgender Faculty & Staff Association (LGBT FSA), will be educating university employees about their groups and empowering participants to identify shared interest to create their own groups. This presentation will be most helpful for Iowa State faculty/staff members, but all are welcome to join the discussion.

Javier Vela, Assistant Professor, Department of Chemistry, Co-Chair, Latina/o Hispanic Faculty & Staff Association
*Audrey Kennis, Multicultural Liaison Officer, College of Design, Co-Chair, Black Faculty & Staff Association
Malika Jeffries-El, Associate Professor, Department of Chemistry, Co-Chair, Black Faculty & Staff Association
Nicci Port, Administrative Specialist, College of Human Sciences, Co-Chair, LGBT Faculty & Staff Association

11:00-11:50 a.m.

Enrollment Services Communicating on Race & Ethnicity  
Gold Room 11-11:50

ESCORE – One example of the benefit of the NCORE/ISCORE for staff development and the broader impact within the units. Five colleagues had an interest in learning more about race & ethnicity. We thought we prepared ourselves for the NCORE adventure, were ready to learn, and had an open mind. We will share how we prepared beforehand, what we experienced during NCORE, our actions since returning to campus and our recommendations for others who should attend.

Come to this session to hear our stories– then mark your calendars for the 2014 NCORE Conference in Indianapolis!

Maura Flaschner, Assistant Director of Admissions
*Carmen Flagge, Enrollment Services Adviser
*Roberta Johnson, Director, Student Financial Aid
*Audrey Kennis, Multicultural Liaison Officer, College of Design
*Judy Minnick, Coordinator, Records and Registration
*Ann Wessman, Assistant Director, Student Financial Aid

Student Leadership and the College Experience: Creating Opportunities for Growth and Success  
Room 3512, 11-11:50

This presentation will address how leadership roles affect the overall college experience of Iowa State University Students. It will specifically highlight the experiences of student leaders within the TRiO Student Services Program (SSSP) and how these experiences have contributed to their personal and professional development. Students will also describe how the Student Support Services Program has influenced their roles as student leaders.

Karina Chavez, Junior, Advertising
Cally Bengston, Senior, Animal Science
Eric Holland, Senior, Linguistics
Priscilla Robollozo, Senior, Child, Adult, and Family Services

* denotes NCORE 2013 attendee
Ties that Bind our Students of Color: The Influence of Student-Faculty/Staff Interactions on Multicultural Students’ Persistence  ......................................................... Cardinal Room 11-11:50

One of the critical criteria for staying in college is the student’s social support network. These networks of multicultural students are central to their lives and are resources that could be activated and expanded to facilitate successful postsecondary and career trajectories. In 2011, Dean of Students Office at Iowa State University began testing an innovative project that leveraged peer and faculty/staff networks and relationships to assist Multicultural Affairs Office achieve its goal of supporting student retention through enhancing the multicultural students’ experiences. Multicultural students found areas on campus where they developed relationships and fostered positive connections with institutional agents. This technologically infused and interactive session will focus specifically on patterns in multicultural students’ social ties during their college pathways. We will demonstrate nuances of students’ social network relationships and how they operate in postsecondary setting.

Jie Sun, Doctoral Candidate, School of Education
Ana Ramos Gonzalez, Master of Education Student, Multicultural Student Affairs
Aurelia Kollasch, Senior Research Analyst, Department of Residence
Sylvester Gaskin, Coordinator for Outreach, Multicultural Student Affairs

Addressing a Colorblind Approach to Race in Schools: Professional Development as a Tool for Improved Student-teacher Interactions .......................................................... Oak Room 11-11:50

How can race be addressed in a school where talking about race is seen as taboo? The colorblind approach is common in situations where people want to be politically correct, not offend anyone, and not rock the boat. Unfortunately, it does not help change the climate of a school with an increasing African American student population and no teachers of color. Together this white, female graduate student and African American, male administrator have created a professional development program for teachers. Their presentation describes what happened when they implemented the program and how teachers reacted.

Tami Moen, Graduate Student, School of Education
Anthony Jones, Associate Principal of Ames Middle School, (2010, PhD Education)

Are you Hispanic? Yes? No? Why do you ask? And what does it mean to be Hispanic or Latino? .......................................................... Campanile Room 11-11:50

Every time you fill out a job or college application, you are asked to identify your race and/or ethnicity. But why is there often a special section asking whether someone is Hispanic or not? By educating ourselves about the construction of race and ethnicity in the United States we will explore the reasons why businesses and universities ask specific questions racial or ethnic backgrounds of people. Our main purpose is to debunk the significance of having a section designated to question whether a person is Hispanic or non-Hispanic. Furthermore, we will expose the common legal practice of using the term Hispanic or Latino and explore what it means to be a 21st century Hispanic or Latino living in the United States by illustrating demographic changes.

*Tanner Farley, Senior, Mechanical Engineering
*Desirae Hodges, Sophomore, Finance
*Kaozong Lee, Senior, Apparel Merchandising and Design
*Ragan Ross, Sophomore, Apparel Merchandising and Design

-ISM’s Explored through the Eves of George Washington Carver Scholars ................... Gallery 11-11:50

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. The topics were observed throughout the fall semester to ascertain how students were reflecting on their identities. This poster session will be a representation of the collective work by the GWC Scholars and their interpretation of the research findings on how the different “ISMs” are viewed within society. GWC scholars are high achieving first- year students who spend their first year of college orientating themselves to college and reflecting on their identity through narratives, family interviews and research. In order for the GWC scholars to understand their identity, they first understand the different “ISMs” (racism, sexism, ageism, etc.). They are grouped together to learn how to work in groups, collectively, identify a research topic, and create a poster on the research findings.

First-Year Students from George Washington Carver Scholars Program

* denotes NCORE 2013 attendee
Luncheon and Keynote Address
12:00 Noon-2:00 p.m.

Harold L. Martin Sr.

Harold L. Martin Sr., Ph.D., is the chancellor of North Carolina A&T State University. He is the 12th individual and first alumnus elected to this position. Prior to his appointment, Dr. Martin was the senior vice president for academic affairs at The University of North Carolina where he led the development and implementation of the University’s academic mission, including teaching, research, international programs, and student affairs.

Before joining UNC, Martin was the chancellor of Winston-Salem State University where he guided the reclassification of the university from a Baccalaureate I to a Master's II institution. During Martin's tenure, the school's enrollment doubled, giving WSSU the fastest growing enrollment in the University of North Carolina system. Martin held earlier positions at NC A&T including vice chancellor of academic affairs, dean of the college of engineering, and chair of electrical engineering.

Dr. Martin received his Bachelor of Science and Master of Science degrees in electrical engineering from North Carolina A&T and Ph.D. in electrical engineering from Virginia Polytechnic Institute and State University.

Afternoon Sessions
2:10-3:00 p.m.

Black Atheists of the Civil Rights Movement

This presentation will challenge the notion that the Civil Rights Movement was solely an outgrowth of the black religious conscience. Discussion will focus on how humanist and secular values were strong influences on the Movement as a whole, and specifically on key actors such as A. Philip Randolph, James Baldwin, Bayard Rustin, and others. Although much of the street level organization was done within the walls of religious institutions, many of the intellectual leaders in the struggle for equality were motivated by strong irreligious philosophies that have largely been lost in our retelling of history. This presentation will shed light on this important aspect of one of the most pivotal eras of black history in America. Dialogue will follow on how these values can continue to influence positive change in the community.

Caleb Short, Iowa State graduate (2009, Elementary Education), 2008 ISCORE Alum

The Land Before I’m: Winners Write History

Some people have a deep abiding respect for the natural beauty that was once this country and some people do not. Disconnected youth and a polluted American culture seeking acceptance have exceeded political power by having winners, those who oppressed the native people, write incorrect history. A country that doesn’t know its history has no future. For over 500 years a country has been living on stolen land that was stripped from Native Americans by U.S. settlers. This presentation will delve into an understanding of the grants that helped federal governments use education and agriculture as a way to repress the Ioway Tribe.

*Morgan Foldes, Senior, Business Management
*Kat Mogongwa, Junior, Advertising and Psychology
*Anousith Macvilay, Senior, Culinary Science

* denotes NCORE 2013 attendee
Re-Imagining Latina/o Student Success at ISU: Student Perspectives on Leadership

The Latina/o undergraduate student population at Iowa State University increased by 60% between 2008-2012. Latinas/os are now the largest racial/ethnic minoritized student group on campus. During the 2011-2012 academic year, Latina/o student leaders began meeting to discuss ways to promote leadership development within the Latina/o student population, particularly for new students. Based on data from a recent study, this presentation will share insights regarding how Latina/o students at ISU have experienced leadership and how practitioners and administrators can support their leadership development.

*Adele Lozano, Coordinator for Retention, Multicultural Student Affairs, Ph.D. Candidate, School of Education

Fly in the Buttermilk: How Integration and Discrimination Affect African Americans at Iowa State

For many years African slaves were legally denied access to education. In modern day Predominantly White Institutions, African Americans still face many similar challenges of denied opportunity and representation. In particular, we will discuss how the low expectations of African American individuals can create self fulfilling prophecies via a number of factors, most prominently through overextension or degradation of expectations, both historically and in contemporary times. We also examine other factors contributing to historic trends in low African American achievement, including the spokesperson effect and lack of adequate support networks, especially in comparison to historically black colleges and universities. Finally, we will both critique ISU's current efforts to support African American Students and propose a plan of action for future effort thereof.

*Yovan Cardenas, Senior, Criminal Justice and Sociology
*Basil Rain, Junior, History
*Danielle Hernandez, Junior, Graphic Design
*Peter Benzoni, Senior, Computer Science, Political Science, and International Studies

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

The George Washington Carver Students created a poster presentation of an "-ism": able-ism, ageism, classism, ethnocentrism, gender-ism, hetero-sexism, racism and sexism. They each described with their words how the particular "-ism" is seen on the Iowa State University, the Ames community, and across the nation. During the poster presentation the audience will be able to walk around explore, learn and ask questions to the creators of the poster about the different points of view and research that each scholar completed. The scholars want to pursue equity for populations, who are currently and historically, marginalized, exploited, dis-empowered, or violated based on their social groups.

George Washington Carver Academy

3:10-4:00 p.m.

Designing our Destiny: Using Appreciative Inquiry to Serve Men of Color

In creating a new and exciting leadership program to support men of color, staff and students implemented components of appreciative inquiry (Ai) to help foster community and build healthy relationships amongst participants. The use of Ai has allowed students to examine the skills they used to thrive academically in college and collaborate with each other to build the Men of Color Collective, a program for historically underrepresented male students. This program highlights the key components of Ai and its history in educational programming, the methodology used in planning and programming for the Men of Color Collective, and takeaways from students and staff who have participated in this experience.

Sylvester Gaskin, Coordinator for Outreach, Multicultural Student Affairs and Doctoral Student, Northeastern University

Continuing the Legacy: The Iowa State McNair Program

The Iowa State McNair Program works to increase the number of underrepresented, low-income, and first-generation students obtaining a doctorate degree. Preparing undergraduate students for doctoral studies is achieved through a faculty-guided research project, graduate school preparation, and other scholarly activities. In this session interested students, faculty and staff will have the opportunity to learn about the components of the McNair Program from current scholars. Topics will include: student research projects, the McNair courses, and their exposure to the graduate school application process. A brief question and answer time will follow.

Thelma Harding, Director, Iowa State McNair Program
Zayira Jordan, Assistant Director, Iowa State McNair Program
Ashley Garrin, Doctoral Candidate, Apparel Merchandising and Design

* denotes NCORE 2013 attendee
True Colors: Helping LGBTQ Students of Color Navigate Predominantly White Institutions  

With Iowa State University (ISU) being a predominantly White institution (PWI), there is a concern for the health, well-being, safety, and success for communities who do not resonate with this identity frame. This presentation will focus on an intervention developed for Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) students of color at Iowa State University. The purpose of the intervention is to establish a series of programs that specifically focuses on LGBTQ students of color and how ISU can most appropriately improve their efforts in catering to the needs of this group. The intervention will consist of a four session series discussing resources and services offered available to this group of students. The theoretical components of the intervention, population of the intervention, and specific program sessions will be discussed during this presentation.

Angel Eason, Graduate Student, School of Education
Wayne Glass, Graduate Student, School of Education
Ikea Tucker, Graduate Student, School of Education
Micah Bockstruck-Martinez, Graduate Student, School of Education

Identity Thieves  

Numerous Multiracial Americans are often forced by society to identify with one of their races over another; in result some parts of their identity are “stolen”. This session will focus on four threats—otherwise known as “identity thieves”—that Multiracial Americans face in their day-by-day lives. The four thieves are conceived from society and can burden the journey Multiracial Americans will take to find their racial identity. This is an interactive session with an activity that will challenge attendees to think deeply about their own identity and grow as an individual using concepts of intersectionality.

* Josefina Avalos, Sophomore, Apparel Merchandising, and Design
* Markus Flynn, Sophomore, Kinesiology and Health
* Christopher Hinojo, Senior, Microbiology
* Jasmine Wilks, Sophomore, Graphic Design

Write White Right? Challenges and Opportunities in Incorporating Culturally Relevant Language in Academic Writing  

Traditional academic discourse tends to marginalize the voices of racialized persons and communities, creating dual identities for students as writers and communicators. Students, specifically those for whom Standard American English is not their first language, are expected to conform to White, middle-class forms of English communication while maintaining the language of their home culture. We posit that language is inseparable from one’s identity and that omitting one’s native language from academic discourse comes with consequences. This session will discuss challenges and tensions associated with including culturally-relevant language in academic writing, as well as opportunities for advancing writing practices which center racialized forms of communication.

Rachel Azima, Director, Writing and Media Center
Glennda M. Bivens, Doctoral Student, School of Education
Katy Leichsenring, Graduate Student, School of Education
Szuyin Leow, Senior, Mechanical Engineering

ISCORE Reception  

4:00-5:00 p.m.

* denotes NCORE 2013 attendee
COMMITTEE

Sherry Cronin, Multicultural Student Affairs
Aurelio Curbelo, Agriculture and Life Sciences Administration
Carmen Flagge, Admissions
Maura Flaschner, Admissions
Thomas Hill, Senior Vice President for Student Affairs
Japannah Kellogg, Student Support Services Program
Audrey Kennis, Design Administration
Adele Lozano, Multicultural Student Affairs
Stephanie Masta Zywicki, Research Institute for Studies In Education
Som Mongtin, Margaret Sloss Women’s Center
Erin Pederson, Student Counseling Services
Jill Pepples, Campus Dining Service
Cristobal Salinas, Doctoral Student
Debra Sanborn, Hixson Awards Program
Allison Severson-Haban, Hixson Awards Program
Kenyatta Shamberger, Multicultural Student Affairs
Brenda Thorbs-Weber, Business Undergraduate Program
Jaclyn Tungesvik, Admissions
Denise Williams, Human Sciences Student Services
Ebony Williams, Multicultural Student Affairs

2013 NCORE PARTICIPANTS
Student Affairs Delegation

TEAM LEADERS
Sarah Anthony, Student Counseling
Pamela Anthony, Dean of Students
Aurelio Curbelo, Agriculture & Life Sciences
Michael Giles, Recreation Services
Adele Lozano, Multicultural Student Affairs
Somchit Mongtin, Margaret Sloss Women’s Center
Cristobal Salinas, Doctoral Student
Allison Severson-Haban, Hixson Awards Program
Jaclyn Tungesvik, Admissions
Denise Williams, Human Sciences
Ebony Williams, Multicultural Student Affairs

STUDENTS
Josefina Avalos, Human Sciences
Peter Benzoni, Engineering
Yovan Cardenas, LAS
Tanner Farley, Engineering
Markus Flynn, Human Sciences
Morgan Folds, Business
Danielle Hernandez, Design
Christopher Hinojo, Agriculture & Life Sciences
Desirae Hodges, Business
Kaozong Lee, Human Sciences
Dereck Macvillay, Human Sciences
Lucas Martin-Flores, LAS
Katlego Mogongwa, LAS
Ariana Mora, LAS
Sebastian Niles, LAS
Basil Rain, LAS
Ragan Ross, Human Sciences
Jasmine Wilks, Design

PROFESSIONAL DEVELOPMENT TEAM
Carmen Flagge, Admissions
Thomas Hill, Senior Vice President for Student Affairs
Robert Johnson, Student Financial Aid
Japannah Kellogg, Student Support Services Program
Audrey Kennis, Design
Judy Minnick, Registrar
Ann Wessman, Student Financial Aid
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.”
ISCORE 2014 Sponsors

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