

2012

IOWA STATE UNIVERSITY
A BULLETIN



2012

ISCORE

The 13th Annual
Iowa State Conference on Race and Ethnicity

**Friday
March 2, 2012**

9:00 a.m. to 5:00 p.m.

**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 dishes reflecting Asian culture.

Welcome

9:00 a.m.

President Steven Leath Sun Room

Morning Address

9:00–9:50 a.m.

Nana Osei-Kofi, PhD Sun Room

Nana Osei-Kofi is an assistant professor in the Department of Educational Leadership and Policy Studies at Iowa State University, where she directs the Social Justice Studies Certificate Program. Osei-Kofi’s research is in the areas of cultural studies in education, critical and feminist theories of education, the politics of higher education, and arts-based inquiry. Osei-Kofi has held leadership positions in the American Educational Research Association, the Association for the Study of Higher Education, and the National Women’s Studies Association. She was also a 2006 Future of Minority Studies-Mellon Fellow. As an agent of change, Osei-Kofi is deeply committed to the production of transdisciplinary knowledge that challenges discipline-oriented boundaries in order to gain new insights in service of social transformation and to the creation of learning environments that make it possible for students to gain the intellectual skills and practical knowledge necessary to collectively shape the world in which we live.



Morning Sessions

10:00–10:50 a.m.

Chinese Adoptees in the U.S.: Americanizing Identity Campanile Room

Asian children who are adopted usually assimilate into the white culture while leaving their true identity behind—not because they want to but because they grow up in that environment. Asian American children find it difficult to engage with other students who look like them. An Asian student who physically looks Asian might not be able to relate to another Asian student who has been raised by his/her biological parents. What can we tell the parents wanting to adopt before choosing to adopt an Asian child? We can remind them to keep their adopted children close to their native culture, traditions, clothing, language, food, and history.

Jocelyn Bagdanoff, Sophomore, Elementary Education

Ruby Murillo, Junior, Psychology

James Spruill, Senior, Criminal Justice

Are You Illegal?! The Impact of the War on Drugs on the Image of the Latino Community in the United States Cardinal Room

The violent and bloody game of Monopoly we all know as the drug war throughout the world is plaguing the image of the Latino community at large. It has been a motif within the American liberal media to emphasize the specific series of events happening closest to our own soil. This presentation will be dialogue in nature and focus on the audience’s views of Latinos. Because of the image the media has placed on Latinos through the Mexican War on Drugs, specifically in regards to the Americans of Mexican descent in U.S. society, we will address several stereotypes, each running through a comprehensive process of identifying the racism being presented.

Hollie Butcher, Senior, Psychology

Nathan Davis, Sophomore, Food Science

Diane Fru, Sophomore, Psychology

-ISM's Explored through the Eyes of George Washington Carver Scholars Great Hall

This session will explore the different -isms as experienced through the research of George Washington Carver (GWC) Scholars. The GWC Scholars are composed of first-year students who collectively work together in groups on a variety of research topics. The scholars' interactions were observed throughout the 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 "-ism" (racism, sexism, ageism etc.). They are grouped together to learn how to work in groups, collectively identify a research topic, and create a poster based on the research findings.

First-Year Students from George Washington Carver Program

Implementation Plan for Equity, Diversity, and Community 2006-2011: Moving Forward to 2012 and Beyond Gold Room

With the help of an outside consultant, the President's Advisory Committee on Diversity conducted an internal assessment to review the existing campus climate in 2004. The goals were to identify challenges confronting the university community and to gain insight into the prevailing climate on campus for faculty, staff, and students from underrepresented groups. Today's session will present an overview of the "Implementation Plan for Diversity, Equity, and Community 2006–2011," which set out a series of university goals, including the development of diversity-related policies and initiatives. We will explore what the Implementation Plan achieved and what challenges remain as we aim to develop a more inclusive campus community.

Dawn Bratsch-Prince, Prince Associate Provost for Academic Personnel/Chief Diversity Officer

John Taylor, Equity and Diversity Coordinator; Director, Emerging Leaders Academy

Karen Zunkel, Director, Program for Women in Science and Engineering

Reconceptualizing Leadership Development for Latina/o Graduate Students Oak Room

How do we empower Latina/o graduate students to aspire to higher education leadership? More importantly, how do we, as higher education professionals, encourage, support, and promote Latina/o graduate students to become our future leaders? There is a significant need to support Latina/o graduate students through culturally appropriate means to increase the number of Latina/o higher education leaders and enhance their potential leadership options. We will address this need through examination of relevant theory and literature as well as discussion discussion of case studies.

Nancy J. Evans, Professor, Educational Leadership and Policy Studies

Santos Núñez Galicia, Director, Multicultural Student Affairs

Mary Jo Gonzales, Associate Dean of Students

Roberto Orozco, Senior, Psychology

Cristobal Salinas Jr., Multicultural Liaison Officer, College of Design

Teaching Racialization Critically: A Course on Constructing Race and Ethnicity (ISCORE's UST 321x) Room 3512

Well into the 21st century, the notion that race is an inherent and biological difference has been debunked. Conversations about ethnicity and nation have also shared some spotlight with race as intersecting formation systems at play. Counter narratives, literature, and research over the past century have exposed race as an Anglo-white supremacist, and, generally, Eurocentric imagination turned social construction. Still, much discussion revolving around race and ethnicity in classrooms addresses these issues as permanent identities without addressing historical foundations of racial formation, systemic racialization, whiteness, and intersecting identities. This presentation seeks to provide a pedagogic and content-curricular overview of UST 321x (ISCORE course), engage participants in critical discussions about teaching race/ethnicity in the classroom, expose ongoing practices that fail to examine race and ethnicity critically, and provide different theoretical lenses through which to engage dialogue about race and ethnicity.

Michael Benitez, Jr., Doctoral Candidate, Educational Leadership and Policy Studies; ISCORE Curriculum Coordinator

11:00–11:50 a.m.

Can I Touch Your Hair? Lyricism as a Space of Resistance Toward Eurocentric Standards of Beauty

Campanile Room

A common question asked to African American women—“Can I Touch Your Hair?”—is asked when one’s natural hair attracts attention, curiosity, and fascination—often arousing a wide array of reactions ranging from amusement to outrage. The question is asked to women ranging from childhood to adulthood. As media has become a more pervasive way to spread messages about social issues, African American artists have used lyricism to sing, do spoken word, or rap about empowerment and embracing black beauty. Through the examination of different media forms, we aim to look at how lyricism increasingly has been used as a space of resistance toward Eurocentric standards of beauty. By listening to music and spoken word, as well as analyzing other forms that artists have used to resist Eurocentric standards of beauty, we will critically think about the implications that have been placed in our media. By discussing this topic, we hope to engage the audience in critically thinking about the cultural complexities of the socially constructed standards of beauty in the U.S.

- Marisol Aguero**, Junior, Psychology
- Thao Pham**, Junior, Management Information Systems
- Christopher Santillan**, Junior, Aerospace Engineering

Minority Student-Athlete Experiences at Iowa State University

Cardinal 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.

- Tommy Powell**, Associate Athletics Director—Academic Services

Strategies for Increasing Students of Color in Study Abroad

Gallery Room

Internationalization of education and the workforce is increasing across the globe, but how are students of color fairing in this globalization? Attendees in this session will be presented with data regarding travel abroad experiences of students of color: the transformative learning that takes place for students abroad, and strategies to increase the number and satisfaction of students of color who study abroad. Presenters will share firsthand accounts of their personal study abroad experiences as students of color. This presentation seeks to highlight the importance of engaging more students of color in study abroad opportunities to promote global awareness, citizenship, and connection to the university. Using the voices of African American doctoral students at two predominantly white institutions, this session provides a framework for a discussion and strategy building to improve relationships between student affairs professionals and students of color, thus enhancing the overall student of color study abroad experience.

- Cameron Beatty**, Doctoral Student, Educational Leadership and Policy Studies
- Aja Holmes**, Doctoral Student, Educational Leadership and Policy Studies

Navigating Iowa State University: The Social and Cultural Climate for First-Generation College Students

Gold Room

The workshop will provide insight to the experiences and perceived climate of first-generation college students at Iowa State University. A panel of Student Support Service Program (SSSP) participants will discuss the multiple facets of navigating Iowa State resources, stressors, and support networks each student utilizes to make their way through the political, social, and bureaucratic environment. Additionally, students will discuss the individual, structural, and informal networks they develop to build community and foster a sense of belonging. Ultimately, the workshop will shed light on the unique experiences of first-generation college students and how participation in the SSSP impacts their personal and academic experiences.

- Gabriel Barela**, Graduate Student, Educational Leadership and Policy Studies
- Student Panel** from Student Support Services Program

Exploring Multiculturalism, Privilege, and Social Justice: Recommendations for Group Work with College Students

Oak Room

An integral and overlooked component in the identity development of college student populations—whether they are of majority or minority status—is the exploration of privilege and oppression. One way to facilitate such growth is through psychoeducational/psychotherapeutic groups with a specific focus on multiculturalism. Though the literature in the area of diversity and group work is still in its infancy, psychoeducational/psychotherapy groups for college students focusing on multiculturalism have the potential to (1) help students recognize the universality of experiences related to privilege and oppression; (2) develop empathy for diverse experiences, (3) engage in cathartic emotional reactions to social injustice and (4) build interpersonal, coping, and developmental skills to talk about and deal with social inequity. This presentation will offer approaches for working with privilege and oppression in time-limited groups with college students.

Raquel Botello-Zamarron, Doctoral Student, Counseling Psychology

Yi Du, Doctoral Student, Counseling Psychology

Dan Lannin, Doctoral Student, Counseling Psychology

Jeritt R. Tucker, Doctoral Student, Counseling Psychology

Measuring What Counts: Institutional Assessment and Accountability for Representational and Intellectual Diversity

Room 3512

Diversity reporting in institutions of higher education tends to count what can be measured. These reports often only represent diversity in terms of numbers of students, faculty, and staff from nondominant racial/ethnic and gender groups and/or in terms of numbers of events thematically connected in some way to these groups. This representational approach is a limited envisioning of what diversity means to campus life because it does not encompass the broader forms that (1) diversity takes, and (2) does not link diversity-related activity to diversity-related learning. Using an interactive format that will encourage participant input, this presentation will outline a plan for institutional assessment and accountability that creates a necessary bridge from representational to intellectual diversity so that we can measure what counts about diversity and make it an essential expectation for excellence in the university environment.

Katherine Richardson Bruna, Equity Adviser, College of Human Sciences; Associate Professor, Multicultural and International Curriculum Studies

Luncheon and Keynote Address

12:00 Noon–2:00 p.m.

Grace Amemiya

Sun Room

Grace Aiko Obata Amemiya was a nursing student at the University of California, San Francisco, in 1941 when the Japanese bombed Pearl Harbor. Her education was interrupted when she and her family, along with 120,000 other Americans of Japanese heritage, were detained in internment camps. Grace Amemiya will talk about her personal experiences as a former internee. She is an Ames resident who often speaks on the impact of internment and has been featured on *CBS Sunday Morning*.



Afternoon Sessions

2:10-3:00 p.m.

When Race Becomes More Complex: Giving Light to Racially Mixed People 'Bill of Rights'

..... Campanile Room

Educating multiracial youth about issues they might be confronted with in the future will enable them to be more open-minded and more effectively cope with future racial dilemmas. Multiracial children are the fourth largest group in America, but little has been done to explore multiracial peoples' lives beyond identity formation. We plan on examining literature about multiracial experiences to seek specific issues faced by them and using the Bill of Rights for Racially Mixed People as a platform to frame the conversation. By better understanding a multiracial standpoint, we can begin to further complicate related issues and formulate ideas we deem important to teach children at an early age. In order to cultivate change, we believe it is important to educate children when they are young—especially those who feel obligated to behave differently among relatives and peers belonging to different racial groups. This is a constant issue that many people of multiracial backgrounds have to deal with throughout their lives, differently at multiple points in their lives.

Jessica Aguirre, Sophomore, Pre-Business

Cassandra Anglade, Senior, Psychology

Thao Nguyen, Sophomore, Management

A Lesson on Hearing Privilege and Audism from Our Lens

..... Gallery Room

Many times the discrimination experienced by individuals in the deaf and hard-of-hearing community goes unnoticed by the hearing world. This presentation will be led by the honors students from the "A Glimpse Into the Deaf Community" class. Students will share what they have learned about the intersection between race and deafness through visual arts. We will also discuss a recent case study completed on the experiences of deaf college students of color. This interactive presentation will cover important aspects of deaf culture and give participants an opportunity to self-reflect on their own understanding of hearing privilege.

Lissa Place, Doctoral Student, Educational Leadership and Policy Studies

Students from Honors 322R: "A Glimpse into the Deaf Community" class

The Power of a Single Story

..... Gold Room

We will examine common essentializing notions about gender, race, and class; their intersection with one another; and their impact on educational experiences.

Comfort Akwaji-Anderson, Doctoral Candidate, Mathematics Education

Carol Heaverlo, Program Coordinator, Program for Women in Science and Engineering

Multicultural Programming

..... Oak Room

Over the past two years, the Student Union Board's multicultural programs have been met with great success and high attendance. Come to this session to learn about the variety of campuswide multicultural programs and how we continue to increase the outreach of our events!

George Micalone, Director, Student Activities

Lauren Sandstrom, Graduate Student, Educational Leadership and Policy Studies

Building Strong Adviser-Advisee Relationships for Minority Student Success

..... Room 3512

Students are faced with a myriad of potential challenges as they navigate their academic career, but they do not have to face those challenges alone. By establishing a strong relationship with an academic adviser knowledgeable in the student's field of study, students can become connected to that adviser's web of contacts that includes student services support specialists, potential graduate student mentors, and employers in the public and private sectors. Building functional adviser-advisee relationships is a shared responsibility between students and faculty/staff. In this presentation, we will discuss a variety of potential strategies to initiate and cultivate effective adviser-advisee relationships that are built on mutual trust and respect.

Howard Tyler, Associate Professor, Animal Science

Curt Youngs, Associate Professor, Animal Science

Cultivating Ambassadors of Color: A Year in Review Cardinal Room

A year ago, this panel discussed their experiences as graduate students at Iowa State. They have agreed to reconvene to reflect on how the past year has gone. What have their experiences been? What lessons have they learned? What advice do they have for the Iowa State University and Ames communities in terms of retaining graduate students of color?

- Cameron Beatty**, Doctoral Student, Educational Leadership & Policy Studies
- Michelle Boettcher**, Doctoral Candidate, Educational Leadership & Policy Studies
- Aja Holmes**, Doctoral Student, Educational Leadership & Policy Studies
- Joyce Lui**, Doctoral Student, Educational Leadership & Policy Studies
- Cristobal Salinas Jr.**, Multicultural Liaison Officer, College of Design
- Katrina Harden Williams**, Doctoral Student, Educational Leadership & Policy Studies

3:10-4:00 p.m.

But, That Isn't What Was Shown to Me! Inaccurate Portrayals of Indigenous Peoples in Media and Literature Campanile Room

What has been shown in the media and what is described in literature about indigenous people is not what it should be. The misconceptions of this group that have been portrayed for so long have led to racism and discrimination that come from stereotyping indigenous people in the media. What is shown on TV and read in literature can put images in our minds of what these people are supposed to look like, when, in reality, they may look just like we do. Why are these people shown in this misconstrued way? Not only is there misrepresentation of indigenous people in the media, but also this group is underrepresented when it comes to media. Are the directors or the authors leading this problem? In this presentation we would like to show how this came to be an issue and what we may be able to do to change it. Our research on this topic focuses on the effect of cultural appropriation and how it affects this topic of misrepresenting indigenous people. This will be an interactive session filled with media clips that help showcase the topic and bring it to life with examples.

- Buffy Jamison**, Senior, Spanish and Performing Arts
- Roberto Orozco**, Senior, Marketing, International Business, and Psychology
- Anne Tepper**, Senior, Early Childhood Education

"More Than Just a Day." A Short Presentation about the 13-Year History of the Iowa State Conference on Race and Ethnicity Cardinal Room

This presentation will discuss the 13-year history of the NCORE/ISCORE project and its evolution. We will discuss the student and campus commitment to the project and identify important moments that have taken place, both at the national conference and here on Iowa State's campus, that have allowed the project to grow and expand to what we have today.

- Chris Fowler**, Interim Director, Margaret Sloss Women's Center
- Japannah Kellogg**, Director, TRIO Student Support Services
- Stephanie Masta Zywicki**, Doctoral Candidate, Curriculum and Instruction

Womyn of Colour Network at Iowa State University Gallery Room

The Womyn of Colour Network (WOCN) provides unique opportunities to look at the needs of women of color on the campus of Iowa State University. The programmatic activities are specifically geared toward undergraduate and graduate student women who identify as Black/African descent, Latina, Asian/Pacific Islander, Native American, and International students. The implementation of enriching endeavors (such as the WOCN Fall Retreat, Fall Ice Cream Social, and Fall Study Break sessions) are essential pieces to Iowa State University, as there is nothing on campus at this point that specifically looks at the needs of women of color. This campus can be isolating for women of color and the WOCN hopes to connect women and enhance their overall experience. By attending this ISCORE session you will hear how several doctoral students, two staff persons, and one assistant professor created synergistic opportunities for undergraduate and graduate women of color at Iowa State University.

- Lorraine D. Acker**, Doctoral Student, Educational Leadership and Policy Studies
- Glennnda Bivens**, Doctoral Student, Educational Leadership and Policy Studies
- Natasha N. Croom**, Assistant Professor, Department of Educational Leadership and Policy Studies
- Aja C. Holmes**, Doctoral Student, Educational Leadership and Policy Studies
- Joyce Lui**, Doctoral Student, Educational Leadership and Policy Studies
- Anicia Peters**, Doctoral Student, Human Computer Interaction, Supply Chain, and Information Systems
- Som Mongtin**, Interim Assistant Director, Margaret Sloss Women’s Center
- Lissa Place**, Doctoral Student, Educational Leadership and Policy Studies
- Angelica Reina**, Doctoral Student, Human Development and Family Studies
- Katrina Harden Williams**, Doctoral Student, Statistics and Educational Leadership and Policy Studies
- Ebony K. Williams**, Coordinator for Multicultural Programming, Office of Multicultural Student Affairs

McNair Scholars Program Showcase Oak Room

The McNair Scholars Program (Ronald E. McNair Postbaccalaureate Achievement Program) was created in 1986 as a part of the federal TRIO programs. The McNair Scholars Program at Iowa State University fosters scholastic academic research for its scholars under the guidance of faculty members. The scholars construct projects that include literature reviews, methodologies, data analyses, and recommended actions for future research. Today three scholars will present their research that examines social, racial, and ethnic concerns. Participants of this session will have an opportunity to hear research that the scholars will possibly continue in their graduate studies and beyond.

- Ruth Cardenas**, Senior, Human Development and Family Studies
- Yuk Pang**, Senior, Psychology
- Jessica Tate**, Senior, Psychology

ISCORE Reception Sun Room

4:00-5:00 p.m.

COMMITTEE

Michael Benitez, Graduate Student
Sherry Cronin, Multicultural Student Affairs
Aurelio Curbelo, College of Agriculture and Life Sciences
Carmen Flagge, Office of Admissions
Maura Flaschner, Office of Admissions
Chris Fowler, Margaret Sloss Women's Center
Tom Hill, Vice President for Student Affairs
Japannah Kellogg, Student Support Services Program
Santos Núñez Galicia, Multicultural Student Affairs
Erin Pederson, Student Counseling Services
Jill Pepples, ISU Dining
David Romero, Science Bound
Debra Sanborn, Hixson Opportunity Awards Program
Allison Severson, Hixson Opportunity Awards Program
Brenda Thorbs-Weber, College of Business
Jaclyn Tungesvik, Office of Admissions
Reonda Washington, Thielen Student Health Center
Denise Williams, College of Human Sciences
Emily Williams, Multicultural Student Affairs
Stephanie Zywicki, Graduate Student

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Jessica Aguirre
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Cassandra Anglade
Roberto Orozco
Jocelyn Bogdanoff
Christopher Santillan
Hollie Butcher
James Spruill
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Chris Fowler
Japannah Kellogg
Santos Nunez
Erin Pederson
Jaclyn Tungesvik
Denise Williams

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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