

The 16th Annual

ISCORE

Iowa State Conference on
Race and Ethnicity

2015

Friday, March 6th

9:00am to 5:00pm

Iowa State
Memorial Union

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

PROGRAM SCHEDULE OVERVIEW

Thursday, March 5 Pre-Conference

- 1:10 p.m. A Conversation with Kathleen Wong(Lau). Sun Room
- 2:10 p.m. Concurrent Sessions
- 3:10 p.m. Concurrent Sessions

Friday, March 6 ISCORE Conference

- 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 Hawaiian and Pacific Island 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."

Welcome to ISCORE 2015!

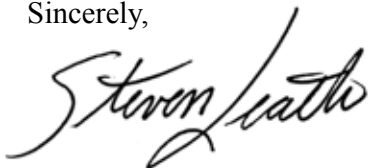
I am very pleased to welcome you to the 16th Annual ISCORE: Iowa State Conference on Race and Ethnicity. ISCORE is a tremendously important program on our campus because it brings together diverse people and perspectives to strengthen the Iowa State University community. It provides a platform to present ideas, ask questions, and continue the critical dialogue that ensures Iowa State is doing everything possible to create a positive and productive environment for all of our students, faculty, and staff.

As a leading land-grant institution, one of Iowa State's basic principles is that higher education should be accessible to all. From George Washington Carver, Iowa State's first African-American student in 1891, to the more than 8,000 minority and international students on our campus today, we are proud of our tradition of inclusion, advancement, and excellence.

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 and brings back 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.

ISCORE has a wonderful 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,

A handwritten signature in black ink that reads "Steven Leath". The signature is written in a cursive, flowing style with a large initial "S".

Steven Leath
President

Welcome to the 16th Annual Iowa State Conference on Race and Ethnicity!

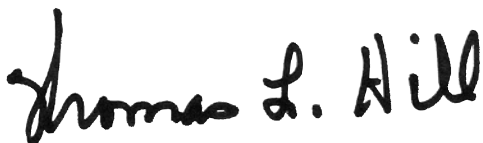
In 1999, when I first proposed the Iowa State Conference on Race and Ethnicity (ISCORE), the university had just completed a partnership review with the Department of Education's Office of Civil Rights. This review provided renewed focus for university collaboration and partnership in enhancing student, faculty and staff awareness of racial and ethnic issues around the country.

Today this focus and collaboration is stronger than ever. ISCORE has grown and its impact is felt across the country. Iowa State University representatives now provide programs to train others to create a Conference on Race and Ethnicity at their own institutions. Other institutions are creating similar conferences and using ISCORE as a model for their own campuses. Members of the Iowa State University NCORE/ISCORE committee have been invited to present on the program at other campuses. In its first year, ISCORE had 404 attendees. Now the number is up to nearly 700. Each year, the conference features nationally-known keynote speakers and our student, staff and faculty participation continues to grow.

I am very excited about this year's program. The NCORE/ISCORE team has once again put together an impressive day of workshops and speakers to engage the university community. As participants, you will gain insight, useful tools, skills and information for future teaching, learning and dialogue on campus. You will be exposed to a variety of perspectives and experiences and you will be challenged to think critically and deeply about the impact of race and ethnicity.

ISCORE is an opportunity to bring students and colleagues together to explore ideas and learn from each other. The work our students, faculty and staff do as a result of participating in NCORE and ISCORE makes a difference on this campus. We must continue on this path of progress to be the kind of campus that brings to life our institutional values. Your participation demonstrates a commitment to diversity that Iowa State University strives to achieve. Thank you for coming to ISCORE and enjoy the conference!

Sincerely,



Thomas L. Hill
Senior Vice President for Student Affairs

THURSDAY, March 5 PRE-CONFERENCE

1:10 p.m.

A Conversation with Kathleen Wong(Lau) Sun Room 1:10–2

Dr. Kathleen Wong(Lau), Director, Southwest Center for Human Relations Studies and National Conference on Race and Ethnicity (NCORE)

2:10 p.m.

The Cold Hard Truth: Confronting Race and Ethnicity in College Athletics Campanile Room 2:10–3

Over the last thirty years, Black males have held a dominant role in intercollegiate athletics, particularly at major Division I institutions. Thus, there is a widely held belief that athletics is the primary way for Black males to succeed in life. This is largely due to their socialization and the lack of exposure to other viable options. As a result, this particular population represents the overwhelming number of student-athletes in football and basketball at major Division I institutions. The purpose of this presentation is three-fold: (1) to give a historical analysis of the relationship Black males have with higher education and college athletics; (2) to examine the tradition of marginalization, racism, and exploitation that is still present and prevalent in intercollegiate athletics in America; (3) and discuss solutions that address Black males well-being regarding their experiences at colleges and universities across the United States. It is our goal to help attendees consider how institutions of higher education can adequately prepare student-athletes, especially Black male student-athletes, for productive citizenship and confront issues of race and ethnicity within intercollegiate athletics.

Robert A. Bennett III, Special Assistant to the Associate Provost, The Ohio State University

Maurice E. Clarett, Author and Speaker

Prince M. Moody, Academic Learning Specialist, Student Athlete Support Services, The Ohio State University

Origin Stories: A Personal and Professional Exploration of White Privilege Oak Room 2:10–3

During the fall semester, a professional development group in Student Affairs began to explore the topic of White Privilege. We met monthly to discuss two shared books, *White Like Me*, by Tim Wise and, *Waking up White*, by Debby Irving. Our conversations frequently revisited the importance of stories, and how cultural experiences of whiteness circumscribe our daily lives. We explored stories from our ancestors, our family, our community, and our own experiences to surface where white dominance and white culture had influence. During this session, participants will hear some of our stories and be given the opportunity to begin documenting their own story of Whiteness.

Rachel Wagner, Associate Director for Residence Life, Department of Residence

Jordan Baumgardner, Residence Hall Director, Department of Residence

Evan Knoespel, Residence Hall Director, Department of Residence

Marissa Wolfe, Residence Hall Director, Department of Residence

3:10 p.m.

Dispelling the Myths: Dealing with the Impostor Syndrome, Graduate College Oak Room 3:10-4

During this session, I plan to discuss the Impostor Syndrome phenomenon among underrepresented minorities in academia. Obtaining a PhD is hard work. Our struggle in this path is complicated by cultural ideologies that portray and promote a white-majority male prevalence in power positions. What factors contribute to our own resistance to internalize our achievements and recognize our worth? How can they be overcome?

Zayira Jordan, Assistant Director, Iowa State University McNair Program

Navigating Difficult Dialogues: Accessing the Wisdom of Our Ancestors Campanile Room 3:10-4

Humans have been grappling with difficult conversations throughout time, whether it has been about where to build a fire to cook a community meal or what contractor to use in building a new hospital. Some of these conversations are productive, while others are less so. This workshop will briefly review the philosophies behind the need for engaging in difficult dialogues, share effective principles and practices from indigenous peoples and our ancestors, briefly engage in the practice of a difficult dialogue utilizing the principles, and leave the workshop with ideas and resources to deepen the practice.

Jonathon Webb, Interpreter and Consultant, Student Disability Resources; Lecturer, World Languages and Cultures

Microaggressions: Messages that Hurt Pioneer Room 3:10-4

Microaggressions are the everyday verbal, nonverbal, and environmental messages, whether intentional or unintentional, which communicate hostile, derogatory, or negative sentiments that target persons based on identity(ies). Through multimedia, role play, and group discussion, participants will explore this term and experience firsthand the impact of microaggressions on students and staff at Iowa State University. Through this discussion participants will enhance their understanding of how marginalized and underrepresented students and staff routinely experience the ISU campus and broader community.

- Ali Soltanshahi**, International Student Services
- Ikea Tucker**, Graduate Student, School of Education
- Jeffery Miller**, ISU Dining
- Jathan Chicoine**, Veterans Center
- Kevin Merrill**, Student Activities Center
- Lauri Dusselier**, Theilen Student Health Center
- Elizabeth Martinez**, Department of Residence
- Kurt Earnest**, Department of Residence

FRIDAY, March 6 CONFERENCE

Morning Address

9:00–9:50 a.m.

Brian Behnken Sun Room

Associate Professor of History and U.S. Latino/a Studies

Brian Behnken is an associate professor in the Department of History and the U.S. Latino/a Studies. His research and teaching interests include comparative race relations, civil rights, ethnic history, and American social movements, among other subjects. He is the author of two books, *Fighting Their Own Battles: Mexican Americans, African Americans, and the Struggle for Civil Rights in Texas* (University of North Carolina Press, 2011) and with Greg Smithers, *Racism in the American Popular Media: From Aunt Jemima to the Frito Bandito* (Praeger Publishers, 2015). Behnken has also edited several collections of essays. His current book project is a long history of the Mexican American community’s relationship with local law enforcement across the Southwest from the 1830s to the present day, tentatively titled *Brown and Blue: Mexican Americans, Law Enforcement, and Civil Rights*.

Originally a native of Houston, Texas, Brian received his Bachelor of Science and Master of Science degrees from the University of Houston. In 2007 he received his PhD in American History from the University of California, Davis.



Morning Sessions

10:00–10:50 a.m.

“Do You Want an A? Asian American Stereotypes” Campanile Room 10–10:50

In this eventful session we will take a look at some of the stereotypes that hurt the Asian-American community. We will be taking a closer look to see how some stereotypes; although seemingly positive, can create unreal expectations as to what every Asian-American student should resemble. We will be showing interviews with current Asian-American students at Iowa State who shared their experiences. Finally, we will have an interactive activity to test your own personal bias and misconceptions towards Asian-American students.

- Cullen Buford**, Junior, Business Management
- Ricardo Corona**, Senior, Civil Engineering
- Braxton Perry**, Sophomore, Marketing/Statistics
- Adrian Montero**, Senior, Biology

What You Don't Know: Keys to Understanding the Relevance of Culturally-Based Fraternities and Sororities, Dean of Students/Greek Affairs Cardinal Room 10-10:50

Throughout history, fraternal organizations have strived to develop men and women into better individuals. This values-centric mission remains a core principle of fraternities and sororities today. Social Identity Theory (Tajfel and Turner, 1986) asserts that an individual's sense of identity is rooted in their belonging to a social group. Culturally based fraternities and sororities allow for students of similar backgrounds and values to come together and contribute to greater purposes. In environments where minority individuals may feel excluded from the larger population, culturally based fraternities and sororities can serve as a much needed haven/home. While universities are still far from having meaningful integration within their student populations, in recent years, there has seemed to be growing signs of inclusion and diversity across all fraternal organizations. As the lines start to blur, with more and more students of diverse ethnic backgrounds joining historically white fraternal organizations, the question must be asked—will we continue to need cultural fraternities and sororities? Participants in this session should be able to articulate the benefits and challenges of membership in a culturally based fraternity or sorority.

- Billy Boulden**, Assistant Dean of Students & Director of Greek Affairs, Dean of Students Office
- Charles Andrean**, Assistant Director of Greek Affairs, Dean of Students Office

Keeping It Real: Experiences of Minority Student-Athletes at Iowa State University Gallery 10-10:50

This panel discussion will highlight the journey of Iowa State University student-athletes, including their triumphs and challenges. It will address the obstacles that minority student-athletes face at a predominantly white institution 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.

- Kyven Gadson**, Graduate Student and Student-Athlete Advisory Committee President
- Patrice Feulner**, Assistant Athletics Director for the Office of Student-Athlete Development

Latina/o Students and Iowa State: From One Homogeneous Community to Another Gold Room 10-10:50

Latina/o students, both out-of-state and residential, encounter obstacles when transitioning to Iowa State University from high school. As students navigate academic and co-curricular spaces; they must explore how their Latina/o identity, along with their multiple intersecting identities, play a role in their new educational environment. This session will highlight the history of Latina/os in Iowa, shed some light on Latina/o cultural capital, share some ways university professionals can help Latina/o students, as well as provide some insight to how Latina/o students can navigate their identities as they work to pursue their collegiate endeavors.

- Nancy Camarillo**, Program Coordinator for Retention, Multicultural Student Affairs
- Elizabeth Martinez-Podolsky**, Residence Hall Director, Department of Residence

Is It Worth It? Pioneer Room 10-10:50

Low-income and first-generation students of color often face many obstacles discouraging them from continuing education after high school, yet many persist and overcome those challenges to enroll in college and complete a degree. During this presentation, we will explore the aspirations and motivating factors for students of color to earn a degree as well as the pre-collegiate programs available to assist students through the college process. We will examine college costs, sacrifice, impact and rewards within the larger discussion of the ongoing argument surrounding the value of a postsecondary education that leaves many asking, “Is a college education worth it?”

- Janelle Seward**, TRiO Adviser, Educational Talent Search, Division of Student Affairs

Deafness As Ethnicity!?? Oak Room 10-10:50

While American Sign Language (ASL) was not thought to be a true language until the 1960's, deaf individuals and communities have long been thriving in the United States since its inception. And, despite the effects of eugenics as well as cultural and linguistic genocide, ASL and the Deaf Community are alive and well. This presentation will focus upon the identity of a Deaf person, not as an individual coping with a sensory perception loss, but as a thriving member of the American Deaf Culture. Integral to this is a discussion of the metamorphosis of Deaf Identity. We will explore how the concept of deafness has transformed into a discussion about Deaf Community, the concept of Deafhood and Deaf Identity, and now to the more expansive concept of Deaf Ethnicity.

Jonathon Webb, Interpreter and Consultant, Student Disability Resources; Lecturer, World Languages and Cultures

Michael Ballard, Lecturer, World Languages and Cultures

HBCU: Diverse and Inclusive Campus Community Multicultural Center 10-10:50

Exploring the development of diversity at a historically black institution may seem to be an oxymoron. What are the tenants of diversity? Typically diversity programs are found on institutions whose students and faculty of color constitute a minority. The NCA&T 2011-2020 Strategic Plan, Preeminence 2020: Embracing Our Past, Creating Our Future, has identified *a diverse and University's inclusive campus community*, as one of its six major goals. This session will explore the tenants of this implementation as the campus promotes an inclusive campus environment. NCA&T students will address the challenges, opportunities, strengths and weaknesses of an HBCU campus attempting to meet this goal.

North Carolina A&T Student Delegation

11:00-11:50 a.m.

The Next Generation of Multicultural Leaders in ASTEM Oak Room 11-11:50

As the global population reaches eight billion, we are highly dependent on agricultural leaders to feed the world and manage our natural resources. However, it is evident that there is a lack of new agricultural leaders as the average age of a farmer in the United States is 57. Minorities are particularly lacking in representation among agricultural disciplines. Next Generation Leadership ASTEM Scholars Program (Next Generation) is designed to foster leadership skills in agricultural research and education among underrepresented groups. In this presentation we will discuss the representation of minorities in agricultural and life sciences disciplines as seen by a panel of CALS students. We will also emphasize the importance of ASTEM (Agricultural, Science, Technology, Engineering, and Mathematics) leadership programs, such as Next Generation Leadership ASTEM Scholars Program, in developing leaders in these fields.

Kevin Quinteros, Senior, Animal Ecology

Asana Zilk, Freshman, Food Science

Ali Elsadig, Sophomore, Global Resource Systems

David Ortiz, Junior, Environmental Science

Sarahi Trejo, Freshman, Horticulture

Keiry Ceron, Freshman, Genetics

Cristobal Salinas Jr., Doctoral Candidate, School of Education

Check "Other": Multiple Races, One Box Campanile Room 11-11:50

America's racial demographics are changing along with how race is perceived. In this session we will talk about the ever-growing, very much present, "other" mixed race. This informative session will look at the history of hypodescent including the origins and how it is manifested today in the United States. The session seeks to illustrate how this philosophy has shaped the self-identification and identification by society of multiracial people in both the modern and historic perspectives. We will also look at how this ideology is morphing as racial pluralism becomes more common. We will briefly visit the topic of multiracial discrimination and ways to advance multiracial activism in the future.

Richard A. Ambert Torres, Sophomore, Linguistics

Bridgette Andrews, Senior, Chemical Engineering

Alessandra Cuevas, Sophomore, Architecture

Bringing My Family to College: A Panel Discussion of Family Influences on College Adjustment

..... Cardinal Room 11-11:50

The purpose of this interactive panel is to educate staff, counselors, and students on the possible experiences students have with their families during their undergraduate and graduate careers. In this way, they may gain a better understanding of how these family influences affect students' academic performance, mental health, and social relations. The panel will consist of five graduate students representing Latina/o, Black, Asian, Asian American, and American Indian cultural backgrounds. They will share their unique experiences with family pressure for academic excellence, generational differences, the impact of culture on communication, and family support. The moderator will facilitate the panel with prepared questions, but time will also be allotted for questions from the audience.

Stephanie Carrera, Doctoral Candidate, Psychology

Stacy Ko, Doctoral Student, Psychology

Jennifer Major, Doctoral Student, Psychology

Haley Strass, Doctoral Student, Psychology

Spurty Surapaneni, Doctoral Student, Psychology

Fei Yi, Doctoral Student, Psychology

Beyond Our Screens: Race and Social Media

..... Gallery 11-11:50

Social media is, and will continue to undoubtedly be a huge part of students' lives. 45% of [students admit] that they spend 6-8 hours per day checking social media sites (Wang, Chen & Lianq, 2011). Among the list of continuously growing social media outlets, SnapChat and Yik Yak have been added to that list. Iowa State University students send approximately four yaks (or posts) per minute (*Iowa State Daily*). But, what's race got to do with all this? For starters, these social media outlets provide anonymity. Anonymity allows social media users to hide who they are while allowing them to say exactly how they feel. Unfortunately, this is allowing the expression of unpacked racial biases. Some Iowa State students may not be attending campus-sponsored diversity events or discussing race when prompted in class, however they are proving that they are not silent on these topics (Mundell, 2011). Do these platforms allow for civil discourse or are they simply harming our campus climate? Join us as we explore the impact of racially charged Yaks and Snaps.

Ashley Maitland, Equity and Social Justice Coordinator/Graduate Assistant, School of Education

Tenzin Kunor, Department of Residence Graduate Assistant, School of Education

Are They Talking About Me? English Speakers' Contact with Foreign Language Speakers

..... Gold Room 11-11:50

The campus of Iowa State University (ISU) has become more diverse with individuals from various cultures and countries in the world. It becomes common to hear foreign languages being spoken in university settings (e.g., classrooms, buses, and library). A recent study developed by a graduate student in the ISU psychology department discovered that, barriers do exist as we try to promote the diversity contact in a foreign language environment on campus. When another person speaks an unknown language, English speakers may have a mixed of both positive and negative feelings (e.g., "excited," "upset," "interested," and "irritable"). Such feelings may hinder relationship-building among individuals from various cultural groups, thus they need to be addressed and acknowledged before we can break the ice and start conversations. Therefore, this presentation will briefly introduce the study findings, as well as ways to promote diversity interactions as English speakers respond to a foreign language environment. As ISCORE emphasizes greatly on promoting student, faculty, and staff awareness of racial and ethnic issues, this presentation also hopes to encourage audiences to examine their internal biases and assumptions related to people speaking foreign languages through an experiential activity and group discussion.

Yi Du, M.S., Doctoral Student, Psychology

Raquel Botello-Zamarron, Doctoral Student, Psychology

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

..... Great Hall 11-11:50

The George Washington Carver Students created a poster presentation of an "-ism": ableism, ageism, classism, ethnocentrism, genderism, heterosexism, racism and sexism. They each described with their words how the particular "ism" is seen on Iowa State University's campus, 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, disempowered, or violated based on their social groups.

First Year Students, George Washington Carver Academy

The Cold Hard Truth: Confronting Race and Ethnicity in College Athletics Pioneer Room 11-11:50

Over the last thirty years, Black males have held a dominant role in intercollegiate athletics, particularly at major Division I institutions. Thus, there is a widely held belief that athletics is the primary way for Black males to succeed in life. This is largely due to their socialization and the lack of exposure to other viable options. As a result, this particular population represents the overwhelming number of student-athletes in football and basketball at major Division I institutions. The purpose of this presentation is three-fold: (1) to give a historical analysis of the relationship Black males have with higher education and college athletics; (2) to examine the tradition of marginalization, racism, and exploitation that is still present and prevalent in intercollegiate athletics in America; (3) and discuss solutions that address Black males well-being regarding their experiences at colleges and universities across the United States. It is our goal to help attendees consider how institutions of higher education can adequately prepare student-athletes, especially Black male student-athletes, for productive citizenship and confront issues of race and ethnicity within intercollegiate athletics.

Robert A. Bennett III, Special Assistant to the Associate Provost, The Ohio State University

Maurice E. Clarett, Author and Speaker

Prince M. Moody, Academic Learning Specialist, Student Athlete Support Services, The Ohio State University

ISCORE Luncheon & Keynote Address

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

Dr. Kathleen Wong(Lau) Sun Room

Director, Southwest Center for Human Relations Studies and National Conference on Race and Ethnicity (NCORE)

Dr. Kathleen Wong(Lau)'s areas of expertise are intergroup dialogue, intergroup empathy, intercultural communication, gender and communication, intercultural conflict management, women of color in academia, and women's leadership in STEM disciplines. Her work is particularly focused on social and economic class within higher education. She completed her BS at California State University, East Bay and PhD at Arizona State University.

As Director of the Southwest Center for Human Relations Studies at the University of Oklahoma she has served as a trainer and consultant in intercultural conflict management for the military civil affairs division at Fort Bragg, the OU Athletics Department student athletes and staff, and local law enforcement in Norman, Oklahoma.

Prior to her academic career, she worked as a union butcher in a traditional butcher shop that served African American and Chinese American clientele in downtown Oakland, California. She also worked for several years as a bilingual educational counselor in a TRiO funded community center in Chinatown (San Francisco), providing supportive services for Southeast Asian refugee families interested in adult education and higher education. She was the principal of Kalamazoo Chinese School and chair of the Science Fair at elementary school in Kalamazoo, Michigan. She speaks Cantonese fluently and is a second generation Chinese American, the daughter of working class pre-1965 immigrant parents from Hong Kong.



Afternoon Sessions

2:10-3:00 p.m.

“Oh My Gosh! I Have A Black Professor!” The Importance of African American Faculty on Our Campus

Campanile Room 2:10-3

In this session, we will discuss the importance of having African American faculty on our campus, some of their history at Iowa State, and their impact today. Faculty play a major role in student success through classroom interaction and mentorship. Therefore, the relevance of having diverse faculty and staff members on Iowa State’s campus is critical. We will engage in discussion about the recruitment and retention strategies that Iowa State can use to maintain African American faculty on our campus. We specifically examine our 2013 diversity audit and use it as a tool to compare Iowa State to other universities in the country in their specific approach to promote a diverse and inclusive campus. Participants will be challenged to see through the eyes of our African American faculty, learn about the challenges they face, and appreciate the impact they have on students success.

- Ayeesha Ali**, Senior, Psychology
- Easten Lovelace**, Senior, Agriculture Engineering
- Esdras Murillo Larios**, Junior, Electrical Engineering
- Itzel Padron Zuniga**, Sophomore, Sociology and Women’s Studies

Understanding the Impact of Disability on Students of Color and Other Individuals with Diverse Backgrounds.

Cardinal Room 2:10-3

Ability is yet another personal characteristic that can be associated with differential treatment, limited opportunity, and marginalization experienced by many people. This session will be an informative and interactive discussion to better understand the impact of social constructs and perceptions of ‘ABILITY’ on the opportunities/experiences of people with disabilities.

- Steve Moats**, Director, Student Disability Resources
- Jonathon Webb**, Interpreter and Consultant, Student Disability Resources; Lecturer, World Languages and Cultures
- John Hirschman**, Program Coordinator, Student Disability Resources
- Wendy Stevenson**, Student Services Specialist, Student Disability Resources

Identity Growth of Minority Exchange Students Attending a Predominately White Institution (PWI)

Gallery 2:10-3

Iowa State’s National Student Exchange (NSE) welcomes students to campus from universities throughout North America. Many of these individuals are students of color departing significantly more diverse campuses and communities. The NSE experience requires these students to think deeply about their own identity and growth while attending a predominately white institution. This panel discussion will address the opportunities and challenges that minority exchange students face at Iowa State and will highlight their journey and experiences through campus and community life.

- Danielle Ffrench**, Junior, French/Pre-Medicine
- Jessica Alvarez**, Junior, Psychology
- Silas Pippitt**, Program Coordinator, International Students and Scholars

“But, I Didn’t Ask for This!” A Presentation on White Privilege and Working in Allyhood with Others on Anti-Racist Work

Gold Room 2:10-3

As Brené Brown said, “...you cannot talk about race without talking about privilege.” So, let’s talk about privilege! From this presentation you will gain knowledge on White privilege especially how it relates to oppression, systemic racism, microaggressions and more. We will tackle concepts such as “reverse racism,” White guilt, and color-blind ideology. Leaving this presentation, you will take with you ways on how we can work in allyhood with each other on anti-racist work. Come prepared to critically reflect, participate in important dialogue, learn from each other, and fuel your fire.

- Ashley Maitland**, Equity and Social Justice Coordinator/Graduate Assistant, Graduate Student, School of Education

-ISM's Explored Through the Eyes of George Washington Carver Students Great Hall 2:10-3

The George Washing Carver Students created a poster presentation of an “-ism”: ableism, ageism, classism, ethnocentrism, genderism, heterosexism, racism and sexism. They each described with their words how the particular “ism” is seen on Iowa State University’s campus, 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, disempowered, or violated based on their social groups.

First Year Students, George Washington Carver Academy

Undocumented Latino/a ‘Dreamers’ in the US and Higher Education, Department of Psychology

..... Oak Room 2:10-3

Recent political and legislative developments (DACA; Obama’s recent Executive Order concerning immigration), as well as research in education and psychology (cf. NLPA, 2014), have highlighted the trials and tribulations faced by undocumented Latino/a students in the United States as they attempt to obtain a higher education. In this presentation, we will summarize these issues and discuss potential implications of current immigration policy and practice surrounding undocumented Latino/a students. We will offer a brief history of the Dreamers Act legislation and the DACA initiative. In addition, we will discuss the psychological and educational impacts of possessing undocumented status and implications for policy surrounding undocumented Latino/a students in the United States

Loreto Prieto, Professor of Psychology and Director, US Latino/a Studies Program

Amanda Buduris, Doctoral Student, Counseling Psychology Program

Julio Rivas, Doctoral Student, Counseling Psychology Program

“Is It Safe to Say This Here?”: Building Safety in Diversity Dialogues, Student Counseling Service

..... Pioneer Room 2:10-3

Diversity dialogues can bring a community together, enhance interpersonal understanding, increase self-awareness, and reduce prejudicial beliefs. But these dialogues can be so difficult! Sometimes the conversation doesn’t seem to go well and we may not know why. Through didactic, experiential, and discussion components, participants will gain understanding about psychological, emotional, and interpersonal struggles that students and others may experience during diversity dialogues. This session will explore potential barriers to safety and trust within diversity dialogues, and participants will learn what can help facilitate emotional safety and trust within a group.

Sarah Anthoney, Staff Psychologist, Student Counseling Service

Erin Pederson, Staff Psychologist, Student Counseling Service

Taylor Locker, Staff Psychologist, Student Counseling Service

3:10-4:00 p.m.

Overcoming Undercoming: Career Challenges for Students of Color and First Generation College Students Gallery 3:10-4

While the cost of attending college is rising each year, the delayed cost of not going to college is rising as well. In 2013, young adults aged 25-32 with a bachelor’s degree or higher on average made more than \$15,000 a year more than those with an associate’s degree or lower. The economic benefits of a college degree are innumerable; however, the benefits across fields of study are not equal. Engineering majors earn an average of 1.6 million dollars more across their lifetime than education majors. To further complicate the inequalities, students of color and first generation college students are underrepresented in higher education as a whole, and even less represented in high earning career paths (e.g., STEM majors). The barriers of entering high-earning careers are compounded by significant struggles in career decision and planning compared to their majority counterparts. A variety of factors including available resources, mentorship, self efficacy, career knowledge, and college readiness influence students’ major, career choice, and even success. This session will explore basic trends in career choices for students of color and first generation college students, the barriers they face, and both individual and systemic interventions to aid these students.

Jennifer L.L. Major, Graduate Student, Psychology

Haley A. Strass, Graduate Student, Psychology

Dakota J. Kaiser, Graduate Student, Psychology

AYUDAME! Latino/Latina American Students Cry for Help in Higher Education Campanile Room 3:10-4:00

Student life for Latino/Latina American students is a critical part of their success in higher education institutions. If universities are able to connect the students with programs that will engage the students, retention rates will increase as well as help develop the students into phenomenal leaders. Research suggests that if the students were able to feel safe in their college community, able to seek help in academics, and have the opportunity to build strong relationship with their peers, not only did their grades improve, they also had a higher chance of finishing their degree. We will suggest a few ways universities can incorporate such programs, the steps other universities have taken to create their programs and how they should be structured to foster the creation of successful leaders to improve retention, and student satisfaction.

- Veronica R. Middlebrooks**, Senior, Biology (Pre-Med)
- Tan Nguyen**, Senior, Business Economics and Finance

Native American Oppression: Past, Present, Future Cardinal Room 3:10-4

This presentation will highlight the oppression of the Native American race throughout history. It will identify the flaws of our nation and give the audience a new perspective on Native American values. Through the four aspects of cultural appropriation, higher education, leadership, and media we will expose the ways Natives continue to be treated. Our research will dig deep to present the conditions that made this possible, as well as the ways this oppression has transitioned to new mediums or practices. It will scratch the surface of Native American culture as well as the most current forms of Native American oppression. We will wrap up our presentation by illuminating the path we all must take to impact the future.

- DeQuan Burnside**, Sophomore, Software Engineering
- Giselle Narvaez-Rivera**, Senior, Animal Ecology with a minor in Biology
- Jazmin Murguia**, Junior, Journalism and Mass Communication
- Henry Sampson**, Junior, Computer Engineering

A Path to Graduate School: The Iowa State University McNair Program, Graduate College Gold Room 3:10-4

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 of the McNair Program
- Zayira Jordan**, Assistant Director, McNair Program
- Ashley Garrin**, Graduate Assistant, McNair Program

#ITooAm Campaigns: A Critical Race Theory Analysis and Discussion of Social Media on College Campuses, Graduate Student, Higher Education Student Affairs Oak Room 3:10-4

This will be a workshop-style presentation. We will both examine and encourage participants to get involved in the social media campaigns which raise the concerns of students of color on college campuses. We will examine the proliferation of using social media as a vehicle for students whose voices are not being heard or recognized. We utilize Critical Race Theory (CRT) as a theoretical lens in order to analyze different aspects of these social media campaigns. In conjunction with this analysis, we will conduct a hands-on workshop in which individuals can share ideas and create their own message. Participants will be encouraged to share their message via a social media platform of their choice.

- Michelle Boike**, Graduate Student, School of Education
- Adam Dane**, Graduate Student, School of Education

ISCORE Reception Sun Room

4:00-5:00 p.m.

Iowa State NCORE Delegation

TEAM LEADERS

Sarah Anthony, Student Counseling,
Aurelio Curbelo, Agriculture & Life Sciences,
Michael Giles, Recreation Services,
Martino Harmon, Division of Student Affairs
Somchit Mongtin, Women's Center,
Allison Severson-Haban, Hixson Awards Program
Jaclyn Tungesvik, Admissions
Denise Williams, College of Human Sciences,
Kenyatta Shamburger, Multicultural Student Affairs
Japannah Kellogg, Student Support Services

PROFESSIONAL DEVELOPMENT TEAM

Audrey Kennis, College of Design,
Maura Flaschner, Admissions,
Judy Minnick, Registrar
Ann Wessman, Student Financial Aid
Carmen Flagge, Admissions,
Marissa Wolfe, Department of Residence
Michael Davis, Department of Residence
Dave Garsow, Department of Residence
Rachel Wagner, Department of Residence
Pete Englin, Department of Residence
LeQuetia Ancar, College of Engineering
Elizabeth Martinez, Department of Residence
Lona Davenport, Department of Residence
Dawn Bratsch-Prince, Provost Office
(Jose) Eliseo de León, College of Engineering
Connie Hargrave, School of Education
Jonathan Webb, World Languages and Cultures,
Marta Maldonado, Sociology

STUDENTS

Veronica Middlebrooks, Liberal Arts And Sciences
Ayeesha Ali, Liberal Arts And Sciences
Cullen Buford, Business
Ricardo Corona, Engineering
Itzel Padron Zuniga, Liberal Arts And Sciences
Dewayne Goldmon, Design
Alessandra Cuevas, Design
DeQuan Burnside, Engineering
Giselle Narvaez, Agriculture and Life Sciences
Easton Lovelace, Engineering
Jazmin Murguia, Liberal Arts And Sciences
Tan Nguyen, Business
Esdras Murillo, Engineering
Braxton Kimbro-Perry Business
Calvin Sampson, Engineering
Bridgette Andrews, Engineering

2014- 2015

ISCORE Planning Committee

Japannah Kellogg, Student Support Services Program
Jill Chelesvig, Campus Dining Services
Sherry Cronin, Multicultural Student Affairs
Adam Dane, School of Education
Michael Davis, Dean of Students Office
Carmen Flagge, Admissions
Maura Flaschner, Admissions
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Audrey Kennis, College of Design
Som Mongtin, Margaret Sloss Women's Center
Cris Salinas, School of Education
Debra Sanborn, Hixson Awards/National Student Exchange
Allison Severson-Haban, Hixson Awards/National Student Exchange
Kenyatta Shamburger, Multicultural Student Affairs
Brenda Thorbs Weber, College of Business
Jaclyn Tungesvik, Admissions
Der Vang, Liberal Arts & Sciences
Rachel Wagner, Department of Residence
Denise Williams, Multicultural Student Affairs
Ebony Williams, Multicultural Student Affairs

LATINO/A TEAM >>>

Front Row (left to right): Jaclyn Tungesvik, Veronica Middlebrooks
Back Row (left to right): Tan Nguyen, Dewayne Goldmon,
Jose Eliseo de Leon, Kenyatta Shamburger



<<< NATIVE AMERICAN TEAM

(left to right): Back Row (left to right): Allison Severson-Haban, Martino Harmon, Jazmin Murguia, Giselle Narvaez Rivera, Calvin Sampson, DeQuan Burnside, Connie Hargrave
Not pictured: Michael Davis

MULTIRACIAL TEAM >>>

Front Row (left to right): Dawn Bratsch-Prince, Alessandra Cuevas, Bridgette Andrews
Back Row (left to right): Denise Williams, Richard Ambert-Torres, Taylor Locker



<<< AFRICAN-AMERICAN TEAM

(left to right): Esten Lovelace, Aurelio Curbelo, Itzel Padron, Mike Giles, Ayeesha Ali, Esdras Murillo
Not pictured: Lona Davenport

ASIAN AMERICAN TEAM >>>

(left to right): Martha Maldonado, Braxton Kimbro-Perry, Ricky Corona, Cullen Bradford, Som Mongtin, Adrian Montero, Japannah Kellogg
Not pictured: Elizabeth Martinez



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