THOMAS L. HILL

SCORE
IOWA STATE CONFERENCE ON RACE AND ETHNICITY

March 1 and 3, 2017
Iowa State University, Memorial Union
Program Schedule
Overview

**Wednesday, March 1**

11:45 a.m. | Registration Opens
Noon | Welcome and Introductions
1:10 p.m. | Concurrent Sessions
2:10 p.m. | Concurrent Sessions
3:10 p.m. | **Keynote Speaker, Dr. Daniel Spikes**

**Friday, March 3**

8 a.m. | Registration and Continental Breakfast, *West Lobby*
9 a.m. | Welcome and Opening Address, *Sun Room*
10 a.m. | Concurrent Sessions
11 a.m. | Concurrent Sessions
Noon | Luncheon and Keynote Address, *Sun Room*

Menu: The ISCORE luncheon menu celebrates our campus diversity. Our menu this year features a selection of Latin cuisine.

2:10 p.m. | Concurrent Sessions
3:10 p.m. | Concurrent Sessions
4 p.m. | **ISCORE Reception, Sun Room**

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**Thomas L. Hill ISCORE: Iowa State Conference on Race and Ethnicity**

The annual ISCORE conference started soon after the university’s 1998–99 yearlong university-wide celebration, “The Legacy of George Washington Carver—Inspiring Students to Become Their Best.” The first full conference was modeled after the National Conference on Race and Ethnicity (NCORE) and was held on March 3, 2000 thanks to the vision of former senior vice president for student affairs, Dr. Thomas L. Hill.

Dr. Hill had the inspiration and foresight to make the conference a reality and into the successful and highly praised institutional event now experienced by hundreds of students, staff and faculty every year. When Dr. Hill retired in March 2016, President Leath accepted the conference planning committee’s recommendation to rename the conference “Thomas L. Hill ISCORE: Iowa State Conference on Race and Ethnicity” to reflect his role and commitment to the conference and the university.

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Welcome to ISCORE 2017!

I am very pleased to welcome you to the 18th Annual Thomas L. Hill ISCORE: Iowa State Conference on Race and Ethnicity. The conference was renamed last year to honor its founder, retired Senior Vice President for Student Affairs Dr. Tom Hill. ISCORE represents a fundamental component of an Iowa State education – that is to foster the exchange of diverse ideas and perspectives while promoting equity and inclusion to enrich our learning environment.

ISCORE is modeled after the National Conference on Race and Ethnicity in Higher Education (NCORE). Every year, a delegation of Iowa State faculty, staff, and students attends NCORE to capture new ideas and insights to share during ISCORE. Since ISCORE began in 1999, thousands of Iowa Staters have participated and attendance has grown each year. I have attended every ISCORE since becoming president, and I am proud to see how it is inspiring change throughout the university.

As social and political issues threaten to divide our campus and the country, now, more than ever, we must come together to listen, share, and learn from each other; ISCORE is an opportunity to do just that. Furthermore, for this dialogue to be truly effective, we must adhere to the Principles of the Iowa State Community: respect, purpose, cooperation, richness of diversity, freedom from discrimination, and the honest and respectful expression of ideas.

ISCORE has a powerful lineup of speakers, presentations, and discussion sessions that will enhance awareness and cultivate change on campus and in the community. I want to thank everyone who is involved in making this program a great success year after year, and I want to thank you for your participation in this very worthwhile event.

Sincerely,

Steven Leath
President
Welcome to the 2017 Thomas L. Hill ISCORE: Iowa State Conference on Race and Ethnicity.

Every year, this conference—named after my predecessor, Thomas L. Hill—brings together the Iowa State community to support and promote diversity. Since 2000, ISCORE has continued to grow and gain momentum. Part of this growth is due to the stellar programming and commitment from the Division of Student Affairs, the planning committee, and the university. Recently, however, we have seen our momentum tied to an urgency and need for critical discussions on race and ethnicity as uncertainty from our country’s social and political landscape begins to impact our communities. This turmoil—while bringing anxiety to many on our campus—has motivated and inspired many of us to become change agents and leaders for those same communities.

Educating and training change agents and leaders is what the NCORE-ISCORE Project does best. Year after year, both the project and conference empower and energize our students, staff, and faculty to think critically and challenge those that aim to divide us and diminish our voices.

During a time when hope and courage are needed more everyday, ISCORE brings us together to reaffirm Iowa State University’s unyielding commitment to diversity and inclusion.

Thank you to my staff and the planning committee for continuing this challenging but important work, and thank you to this year’s conference participants for joining us today.

Sincerely,

Martino Harmon, Ph.D.
Senior Vice President for Student Affairs
Welcome to the Thomas L. Hill Iowa State Conference on Race and Ethnicity (ISCORE). The College of Engineering is proud to be a co-sponsor of this annual event to create, share and apply knowledge.

Diversity of thought and culture, and creating solutions to make Iowa and the world a better place, is a core value in our college. Faculty and staff embrace this passion as they educate our future engineering leaders. As the largest college on campus with 9,645 students and more than 500 faculty and staff from varied backgrounds and life experiences – we are dedicated to expanding our diversity and access, ensuring a welcoming and inclusive environment, and facilitating academic and career success for all.

To achieve these goals, we have enhanced and expanded many of our recruitment and retention efforts including K-12 outreach education programs; learning communities; more than 80 engineering student organizations; hosting the student regional conference for the Society of Hispanic Professional Engineers; and supporting travel for faculty, staff and students attending regional and national meetings focused on diversity and inclusion. We strongly encourage everyone to participate, collaborate and contribute in all of our efforts.

Throughout my career, I have had a strong personal commitment to enhancing diversity and inclusion – within the university, my professional organizations and my community. You have my commitment and support for efforts to increase understanding, integration and opportunities for everyone at Iowa State University. On behalf of our College of Engineering, we are excited to be a part of this conference and serve as a College Champion.

Sincerely,

Sarah A. Rajala
James L. and Katherine S. Melsa
Dean of Engineering

It is a pleasure to welcome you to this year’s ISCORE conference. As Raisbeck Endowed Dean of the College of Business, I am especially excited to bring to your attention the important connection between the world of business and issues of diversity and inclusion.

We are proud to partner with the College of Engineering as the 2017 ISCORE Conference Champions. This is a welcome opportunity for us because the College of Business is a strong supporter of issues related to diversity and inclusion. As you will see in the enclosed materials, we are aggressively reaching goals and offering events in these areas.

For a moment, think back to when you graduated from college. With your degree freshly printed, you entered the real world and began working for a business or an organization. There, you learned how to navigate the work environment, get along with colleagues from all backgrounds, achieve common goals, and embrace the company’s mission and values.

Today’s businesses understand the importance of these issues. They have adopted strategies of diversity and inclusion for growth so they can compete in the global economy.

Iowa State University is an excellent institution of higher education. It’s also a business. It’s essential that we lead by example. That’s why we have imbedded these themes into the College of Business strategic plan. That’s why we teach our students about the importance of diversity and inclusion, and why we are increasing the number of events and lectures related to these important topics.

I hope you enjoy your day today and take away many ideas that benefit you as a professional and those in your workplace.

David Spalding
Raisbeck Endowed Dean
College of Business
PRE-CONFERENCE
Sessions at-a-glance
Wednesday, March 1

11:45 a.m. – 12:30 p.m.  Registration, Lunch
Great Hall

12:30 – 1 p.m.  Welcome

1:10 – 2 p.m.  The Identity of My Intersecting Identities: When Privilege and Oppression Meet Within Me
Campanile Room
Teaching Controversial Subjects in the Age of Trigger Warnings, Microagression
and Tweeting in the Classroom
Sun Room
Sustaining the Academic Pipeline: Preliminary Findings
Room 3558
An Inclusive Classroom Framework: Resources, Onboarding Approach and Ongoing Programs
from Center for Excellence in Learning and Teaching (CELT)
South Ballroom
International and ESL Students in the Writing Center:
Creating an Inclusive Environment and Improving Efficiency
Room 3534

2:10 – 3 p.m.  The PhD Project: An Evidence-Based Approach to Attracting
and Retaining New Faculty of Color Across Applied Disciplines
Room 3558
The Importance of Creating Academic and Professional Environments
for Multicultural Students
South Ballroom
Life’s All Fun and Games—Until You Realize You’ve Played
a Part in Systemic Oppression
Sun Room
Implementing a Social Justice and Inclusion Professional Development
Pathway in the Office of the Registrar: Strategies and Lessons Learned
Room 3534
The Language of Diversity
Campanile Room

3:10 – 4:30 p.m.  Keynote Speaker, Dr. Daniel Spikes
### CONFERENCE
#### Morning sessions at-a-glance

**Friday, March 3**

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8 a.m.</td>
<td>Registration, Continental Breakfast</td>
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<tr>
<td>9–9:50 a.m.</td>
<td>Welcome and Opening Address</td>
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<td>10–10:50 a.m.</td>
<td><strong>Exploring Personal Identities in Higher Education</strong>&lt;br&gt;<strong>Sun Room</strong>&lt;br&gt;<strong>Border of Lights: The 1937 Massacre and Statelessness in the Dominican Republic</strong>&lt;br&gt;<strong>Campanile Room</strong>&lt;br&gt;<strong>The Multicultural Student-Athlete Experience</strong>&lt;br&gt;<strong>Cardinal Room</strong>&lt;br&gt;<strong>Inclusive Excellence: Defining Native American Student Success and Experiences on University Campuses</strong>&lt;br&gt;<strong>Gallery Room</strong>&lt;br&gt;<strong>Neglected Minority: Microagressssions Experience of International Students</strong>&lt;br&gt;<strong>Gold Room</strong>&lt;br&gt;<strong>White Tears in the Classroom</strong>&lt;br&gt;<strong>Oak Room</strong>&lt;br&gt;<strong>I Felt Black Yesterday! I Feel Asian Today! Understanding Multiracial Fluidity</strong>&lt;br&gt;<strong>Pioneer Room</strong>&lt;br&gt;<strong>Change the Name! A Critical Case Study Analysis of The September 29th Movement</strong>&lt;br&gt;<strong>Multicultural Center</strong></td>
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<td>11–11:50 a.m.</td>
<td><strong>You trying to make me feel stupid or something? Countering Dehumanization of Latin@ Youth Through a Liberating Pedagogy of Praxis</strong>&lt;br&gt;<strong>Campanile Room</strong>&lt;br&gt;<strong>Indigenous Experiences in Agricultural Production in Ecuador: Sustaining an Ancient Cultural Tradition of Growing and Consuming Quinoa</strong>&lt;br&gt;<strong>Cardinal Room</strong>&lt;br&gt;<strong>AAPI Inclusion in the Fight for Racial Equality</strong>&lt;br&gt;<strong>Gallery Room</strong>&lt;br&gt;<strong>Studying the African American Narrative in Rhetoric, Multimodality, and Composition</strong>&lt;br&gt;<strong>Oak Room</strong>&lt;br&gt;<strong>Exploring Identity through Film: A Day in the Life of an MVP Scholar</strong>&lt;br&gt;<strong>Pioneer Room</strong>&lt;br&gt;<strong>Wait! We Are Not Part of the Minorities? International Students on American College Campuses</strong>&lt;br&gt;<strong>Multicultural Center</strong>&lt;br&gt;<strong>ISM's Explored Through the Eyes of George Washington Carver (GWC) Scholars</strong>&lt;br&gt;<strong>Great Hall</strong></td>
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## CONFERENCE
### Afternoon sessions at-a-glance
**Friday, March 3**

**12–2 p.m.**

**Luncheon and Keynote Address**  
Sun Room

**2:10–3 p.m.**

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<tr>
<th>Session</th>
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<tbody>
<tr>
<td>Dual Language Bilingual Education in Iowa: Valuing The Language and Culture of Our Latino-American Youth and Their Families</td>
<td>Campanile Room</td>
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<tr>
<td>Immigration Narratives of Iowa State Students and Faculty</td>
<td>Cardinal Room</td>
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<tr>
<td>Race as a Variable in Research: Convenience vs. Ethics in the Black Community</td>
<td>Gallery Room</td>
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<td>“Passing for White:” Living With an Ambiguous Cultural Identity</td>
<td>Gold Room</td>
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<td>Red, Black, White, and Blue: Lives, Deaths, Privileges, and How They Matter</td>
<td>Oak Room</td>
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<td>Making an IMPAAC: Asian American/Pacific Islander Activism at Iowa State</td>
<td>Pioneer Room</td>
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<td>The Rhetoric of Other: Using Genre to Discuss Race and Ethnicity in the Classroom</td>
<td>Multicultural Center</td>
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<td>Learning by Doing: Supporting Future Underrepresented Graduate Students through Exposure to Research</td>
<td>Room 3505</td>
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<tr>
<td>ISM’s Explored Through the Eyes of George Washington Carver (GWC) Scholars</td>
<td>Great Hall</td>
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**3:10–4 p.m.**

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<tr>
<th>Session</th>
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<tr>
<td>Changing the Faces of Science: ISU SACNAS Chapter and STEM Scholar Programs</td>
<td>Sun Room</td>
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<tr>
<td>Hate Speech, Political Rhetoric, and Bias or Hate-Fueled Incidents</td>
<td>Campanile Room</td>
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<td>Students of Color and the Development of Support Networks in Residence Halls at Predominantly White Institutions (PWIs)</td>
<td>Cardinal Room</td>
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<tr>
<td>Overcoming Hurdles on the Path to Education for Undocumented LatinX Students</td>
<td>Gallery Room</td>
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<td>Covering Diversity: The Media’s Role in the Conversation</td>
<td>Gold Room</td>
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<td>Predictors of Sense of Belonging Among International Students</td>
<td>Oak Room</td>
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<td>One Dance: How Women of Color Find Strength and Guidance</td>
<td>Multicultural Center</td>
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PRE-CONFERENCE

Wednesday, March 1

Keynote Speaker, Dr. Daniel Spikes
Sun Room, 3:10–4:30 PM

Daniel Spikes is an Assistant Professor of Educational Administration at Iowa State University (ISU). His research interests focus on racial disparities in education and the practices of school districts, schools, and school leaders that serve to perpetuate and/or ameliorate these disparities. Specifically, his research focuses on the following:

- school leadership, in general, with a specific focus on social justice and anti-racist leadership
- pre-service and in-service training of educators on cultural proficiency and/or anti-racism
- urban education
- social justice
- school tracking policies

Prior to working at ISU, he served as a middle school English/Language Arts teacher and high school administrator in Lufkin, TX. In addition, he worked as an adjunct faculty member at Angelina Community College. As a doctoral student, he worked as a Graduate Research Assistant and Assistant Director for Pre-College Academic Readiness Programs and as the District Site Coordinator for the federally funded Principalship Program at UT-Austin. He is the proud husband of Garisa Spikes and the proud father of three beautiful daughters: Madeline, Hannah, and Gabriella.

DR. DANIEL SPIKES
Assistant Professor of Educational Administration,
School of Education, Iowa State University

The Identity of My Intersecting Identities: When Privilege and Oppression Meet Within Me
Campanile Room, 1:10–2 PM

This presentation/discussion will focus on intersecting identities, in particular, how visible and invisible identities interact with one’s skin color. A developmental and social context will be used to understand the development of self-concept—how an identity around intersecting identities is formed. The lecture will highlight how certain identities become more emphasized in our understanding of the self, based on the repeated messages received during the development years, contextual changes, or significant life events.

The discussion portion of the presentation will explore the definition of an identity (internal or external), and will provide an opportunity for the audience to reflect on their own identities (gender, disability, sexual orientation, immigration status, religious identification etc.). Furthermore, a dialogue on differences in our contextual appearances will be used to shed light on our privileged and oppressed identities, and our reliance on one or the other to navigate our lives.

Such a framework will then be used to discuss strategies on promoting empathy among the majority groups, to empower ourselves, students and clients, and to direct our social advocacy efforts.

Raghav Suri, Psy.D., Staff psychologist, Student Counseling Services

Teaching Controversial Subjects in the Age of Trigger Warnings, Microaggression and Tweeting in the Classroom
Sun Room, 1:10–2 PM

My article, “The Fuss,” published Oct. 25, 2016, in Inside Higher Ed, had more than 150 shares on social media in as much as it challenged the conventional wisdom that academic freedom is at stake when professors discuss diversity and other potentially sensitive topics in the classroom. The article made the case that media have sensationalized a few high-profile cases, such as happened in 2015 at the universities of Missouri and Kansas, in advancing the mistaken notion that students are too emotionally unprepared to discuss controversial content, including such topics as media coverage of racism, sexual assault and religious extremism. The piece emphasized the importance of mindfulness concerning microaggressions and/or graphic or controversial material during lecture and introduced such strategies as giving warnings and following up with fact, audio visuals and context. This presentation, based on “The Fuss,” will be replete with classroom strategies so that professors and students are prepared to discuss any topic in an enlightened, inclusive manner.

Michael Bugeja, Director, Greenlee School of Journalism and Communication
Sustaining the Academic Pipeline: Preliminary Findings
Room 3558, 1:10–2 PM

In spring 2016, our interdisciplinary team received funding from the Women’s and Diversity Grant Program to facilitate a five-part professional development workshop series. The series entitled, Sustaining the Academic Pipeline for Graduate Students and Faculty of Color: A Workshop Series to Launch the Trajectory from Graduate Student to Administrator debuted in September 2016. This session will share the quantitative and qualitative data collected from the workshop evaluations for workshops 1 – 3: (1) Transitioning from Graduate Student to Faculty Member for Faculty of Color, (2) Promotion & Tenure - Recruitment & Retention of Faculty of Color, and (3) Tools for Faculty of Color to Continue Their Trajectory to Professor. Quantitative data were collected about the student and faculty demographics. Questions evaluating the workshop content and presentation were ranked on 5-point Likert scale. Qualitative data were collected from the following questions: (a) Did the workshop advance your learning?, (b) Will you apply the information you learned in the workshop?, and (c) Please provide any additional comments that will help to plan future workshops. We will engage the audience in a discussion about the impact of workshops 1-3 for graduate students and faculty of color at ISU.

Monic P. Behnken, J.D., Ph.D., Assistant Professor, Department of Sociology, College of Liberal Arts
Randie D. Camp, Doctoral Student, Human Development and Family Studies, College of Human Sciences
Susan Cruz-Rodriguez, Student, Journalism, College of Liberal Arts
Thelma Harding, MS, Coordinator, Graduate Recruitment & Retention and Director, Iowa State University McNair Program, Graduate College
Gloria Jones-Johnson, Ph.D., University Professor, Department of Sociology
Tera R. Jordan, Ph.D., Assistant Professor, Human Development and Family Studies, College of Human Sciences
Emily McKnight, Doctoral Student, Human Development and Family Studies, College of Human Sciences
Margaret O’Connor, Doctoral Student, Human Development and Family Studies, College of Human Sciences
Ebony Williams, Doctoral Student, Human Development and Family Studies, College of Human Sciences
Eulanda A. Sanders, Donna R. Danielson Professor in Textiles & Clothing, Apparel Events and Hospitality Management; Equity Advisor, College of Human Sciences

An Inclusive Classroom Framework: Resources, Onboarding Approach and Ongoing Programs from CELT
South Ballroom, 1:10–2 PM

A taskforce of faculty, graduate and undergraduate students worked under the direction the Center for Excellence in Learning and Teaching (CELT) to develop a multi-pronged approach to build positive student learning experiences through creating inclusive classrooms. Participants in this Inclusive Classroom Faculty Development Workshop: learn about teaching inclusively and why it is important at Iowa State University, identify their own attitudes towards inclusion and determine how it impacts teaching; enhance instructional skills that contribute to an inclusive campus environment; and learn about student support resources at the university. This session will describe how this initiative moved from gathering stakeholder input to development of pre-workshop online learning modules, supporting resources, and ongoing training opportunities for faculty and staff who teach.

Ann Marie VanDerZanden, Director, Center for Excellence in Learning and Teaching
Laura Bestler, Program Coordinator, Center for Excellence in Learning and Teaching

International and ESL Students in the Writing Center: Creating an Inclusive Environment and Improving Efficiency
Room 3534, 1:10–2 PM

Our panel will focus on the purpose of the Writing and Media Center at Iowa State University, its role in making students better communicators, and the way we must adapt to an increasingly diverse student body. We will focus our conversation on how understanding the needs of non-native and ESL students can improve educational efficiency in our department by accomplishing more learning in less time. The Writing and Media Center will accomplish this goal by implementing a new tutor training program designed to empower our tutors to efficiently and effectively work with visitors from diverse backgrounds. It will allow our tutors to improve their awareness of systemic problems faced by non-native and ESL students in higher education and also prepare them for a lifetime in pursuit of equal opportunity for all. By increasing our tutors’ effectiveness, we will help our international students understand context of their assignments, courses, and educational community in fewer visits and, ultimately, increase the number of available sessions in the Writing and Media Center. Attendees will have the opportunity to hear about the components of our new program and discuss advantages and disadvantages of our approach.

Kelly Wenig, Research Assistant, Iowa State University Writing and Media Center
Dr. Christa Tiernan, Director, Iowa State University Writing and Media Center
Dr. Patti Poblete, Assistant Director, Iowa State University Writing and Media Center
The PhD Project: An Evidence-Based Approach to Attracting and Retaining New Faculty of Color Across Applied Disciplines
Room 3558, 2:10–3 PM

Launched in 1994, The PhD Project was inspired by business faculty working with large financial services companies—companies seeking a more diverse workforce to better serve an increasingly diverse customer base. Companies were frustrated by the dearth of business-school graduates of color, and their investigations revealed that not having faculty of color in business schools was a major factor behind students of color choosing other disciplines. The PhD Project started with one primary mission—increasing the number of business school professors of color—and it has been singularly successful. Since The PhD Project began, the number of business school professors of color has increased from 294 to 1,344, with an additional 278 doctoral students of color in the pipeline. The PhD Project model has been recognized as a Point of Light by the White House Initiative on Educational Excellence for Hispanics, and is being emulated by institutions trying to build a diverse faculty pool in other disciplines. This presentation focuses on principles underlying The PhD Project’s success and adaptable elements of The PhD Project model that can be used to develop similar initiatives in other disciplines.

Jose Antonio Rosa, Professor and John and Deborah Ganoe Faculty Fellow, Department of Marketing, College of Business

The Importance of Creating Academic and Professional Environments for Multicultural Students
South Ballroom, 2:10–3 PM

Multicultural students in agriculture are changing and pioneering the future of the industry and fields. This presentation will discuss some data and qualitative feedback received from students in the Animal Science department regarding their experiences and feedback about how instructors could have a substantial impact on their learning and professional success. This conversation looks to encourage instructors to continue investing in multicultural students, learn some strategies on how they can be supportive, and create inclusive classrooms.

Dr. Howard Tyler, Assistant Dean and Director of Student Services for College of Agriculture and Life Sciences
Adamarie Marquez-Acevedo, Animal Science Undergraduate Student
Elizabeth Martinez-Podolsky, Multicultural Liaison Officer, College of Agriculture and Life Sciences

Life’s All Fun and Games—Until You Realize You’ve Played a Part in Systemic Oppression
Sun Room, 2:10–3 PM

Talking about race is difficult. Have you ever come across terms or concepts that you did not understand? Join three Iowa State colleagues on their journey of racial justice, including attending NCORE 2016, as they each share some of their most powerful takeaways from the conference. This introductory session will include words, acronyms and concepts one should be knowledgeable of to make the world more racially just. Bring your bingo dauber and join us for a round of ISCORE bingo!

Brady Hubbard, Hall Director, Department of Residence
Kody Henke, Hall Director, Department of Residence
Officer Natasha Greene, Iowa State Police Department

Implementing a Social Justice and Inclusion Professional Development Pathway in the Office of the Registrar: Strategies and Lessons Learned
Room 3534, 2:10–3 PM

In an effort to foster a more inclusive environment within the Office of the Registrar a Social Justice and Inclusion Professional Development pathway was initiated in the summer of 2016. This presentation will lay out the development of this pathway, share lessons learned along the way, and next steps for continued growth in order to foster a more inclusive environment for students, staff, and faculty served by the Office of the Registrar.

Shawna Saad, Associate Registrar
The Language of Diversity
Campanile Room, 2:10–3 PM

The philosopher Ludwig Wittgenstein wrote, “The limits of my language mean the limits of my world.” Recognizing the role of language in not only communicating a world view, but also in shaping the world in which we live, is important to the work of building an inclusive campus. Faculty and staff who want to contribute to university goals related to diversity and inclusion sometimes struggle to speak as they become aware of the limitations of their own understanding and of the complexities of language use surrounding discussions of diversity. Our language and our worlds can be constrained by the labels and categories that others, including federal agencies, use. During this session we’ll look at the power of language in the context of diversity and share some concrete steps faculty and staff can take to communicate their commitment to inclusion and to shape a healthy campus community.

Mark Chidister, Senior Associate Dean, College of Design, NCORE 2016
Amy Slagell, Associate Dean, College of Liberal Arts and Sciences, NCORE 2016
CONFERENCES
Friday, March 3

MORNING ADDRESS
Sun Room, 9–9:50 AM

Dr. Samantha Cross is an Assistant Professor in Marketing in the College of Business at Iowa State University. Her research examines how diverse entities, identities, perspectives, beliefs, ways of sensing and consuming co-exist in individuals, households and society. Current research streams examine diverse cultural influences on decision-making, consumption and innovation within the home; the impact of sensory influences on consumer identity and purchase behavior within the marketplace; and innovations in research methodology. She has received several awards for her research, including the Jane K. Fenyo Best Paper Award for Student Research, the ACR/Sheth Foundation Dissertation Award and the Best Paper in Track Award at the American Marketing Association (AMA) Winter Conference. She has presented her work in several forums, both nationally and internationally. Her work has been accepted for publication in the Journal of Marketing, the International Journal of Research in Marketing, Journal of Public Policy and Marketing, Journal of Business Research, Journal of Macromarketing, and Consumption, Markets and Culture. Dr. Cross received her Ph.D. in Marketing from the University of California, Irvine; her M.B.A. in International Business from DePaul University and a B.Sc. in Management Studies from The University of The West Indies.

MORNING SESSIONS
10–10:50 AM

Exploring Personal Identities in Higher Education
Sun Room, 10–10:50 AM

Discussions of inequality are critical to higher education in that all programs, to varying degrees, promote discourse of social inequalities in ability, sex, gender, race, ethnicity, class, sexual orientation and religion. This aspect of education can be particularly challenging when discussing privilege and oppression as it can feel threatening for all individuals (Boyd, 2008) since we all have parts of our identities that can be affected by both. This program will help you explore your personal identities (both privileged and oppressed) through learning activities and small-group interaction around the topics of self-awareness, implicit bias and the personal identity wheel.

C. Liz Mendez-Shannon, Project Director, Office of the Vice President for Diversity and Inclusion
Nicci Port, Project Director, Office of the Vice President for Diversity and Inclusion
Fatma Bachelani, Administrative Specialist, Office of the Vice President for Diversity and Inclusion

Border of Lights: The 1937 Massacre and Statelessness in the Dominican Republic
Campanile Room, 10–10:50 AM

This presentation centers on Border of Lights, also known as Frontera de Luces in Spanish, a movement and three-day event on the Dominican-Haitian border each October that seeks to commemorate, collaborate, and continue the legacy of hope and justice that defines the two countries sharing the island of Hispaniola: Haiti and the Dominican Republic. The significance of the event scheduled during the first week of October each year marks the date of the Haitian Massacre (October 2-4, 1937), also known as The Parsley Massacre or El Corte. Over the three-day course of this race-charged genocide, ordered by the infamous Dominican dictator Rafael Trujillo, an estimated 20,000 Haitians and Dominicans of Haitian descent were killed along the Dominican-Haitian border. Border of Lights also works to bring awareness to the recent Tribunal Court Ruling in the Dominican Republic (TC-0168) that retroactively strips the citizenship of Dominicans of Haitian Descent, leaving an estimated 200,000 ethnic Haitians stateless. I am one of the co-founders of Border of Lights and will share my personal experiences along the Haitian-Dominican border (as related to Border of Lights) as well as explore how my research approaches both literal and figurative borderlines.

Megan Jeanette Myers, Assistant Professor of Spanish, World Languages and Cultures
The Multicultural Student-Athlete Experience
Cardinal Room, 10–10:50 AM

This session will explore the stereotypes, myths and experiences of multicultural student-athletes at Iowa State University. A panel of student-athletes will share their stories and experiences transitioning to Iowa and finding success at a PWI. They will share the culture of their sport and the demands and daily schedules they face. Finally, the session will explore ways in which the athletics department supports multicultural student-athletes.

Anthony Wesley, Freshman, Wrestling Student-Athlete, PreBusiness
Denzel Ieremia, Junior, Men’s Golf Student-Athlete, PreBusiness
Anthony Wesley, Freshman, Wrestling, Pre-business
Denzel Ieremia, Junior, Men’s Golf, Pre-business
Ruben Sandjaja, Senior, Men’s Golf, Accounting
Micole O’Dell, Junior, Gymnastics, Public Relations
Braxton Lewis, Sophomore, Football, Construction Engineering
Briana Ledesma, Junior, Gymnastics, Psychology
Jalen Ford, Junior, Men’s Track & Field, Community and Regional Planning
Chandler Diercks, Junior, Men’s Track & Field, Biology

Inclusive Excellence: Defining Native American Student Success and Experiences on University Campuses
Gallery Room, 10–10:50 AM

As shown by popular media, college life proves to be overwhelmingly difficult for the vast majority of students in the United States. These difficulties on university campuses range from cultural transitions to academic troubles. When determining how well or poor students are adjusting to college life, it seems as though most students are on the lower end of the success spectrum. Recent research shows these low rates of student success could be due to the confining measures used to study this concept. Throughout this session, we will analyze barriers faced by Native American student populations when success is defined using traditional measures. Our session will discuss in detail the concept of inclusive excellence, which focuses on intellectual and social excellence, cultural and socioeconomic connections, and equitable resources. Finally, we will explore how this ideal of inclusive excellence can replace traditional restrictive measures of student success, concluding with the practical implications of these concepts at Iowa State University.

NCORE-ISCORE Project scholars:
Jonathan Hatley, Sophomore, Industrial Design
Alexandra Polk, Senior, Psychology and Sociology
Maria San, Senior, Interior Design
Alyanna Subayno, Sophomore, Architecture

Neglected Minority: Microaggressions Experience of International Students
Gold Room, 10–10:50 AM

During the 2015-16 academic year, over 4000 international students studied at Iowa State University (ISU), representing 11 percent of the overall student population. This presentation will address how international students, the neglected minority, experience daily microaggressions on campus. We will further analyze how these experiences may impact their overall satisfaction of the university. Further, we will conclude with implications and suggestions on how to promote cultural awareness and inclusiveness for international students.

Shaohua (Linda) Pei, Ph.D. Candidate, School of Education
Ran Li, Postdoctoral Research Associate, School of Education
Linda Serra Hagedorn, Professor, Associate Dean of College of Human Sciences

White Tears in the Classroom
Oak Room, 10–10:50 AM

White fragility, a side effect stemming from white privilege, has plagued the classrooms of higher education and can be viewed as a hindrance to the learning opportunities students can have when it comes to issues of racism. According to Robin DiAngelo (2011), white fragility is, “The insulated environment of racial protection [that] builds white expectations for racial comfort while at the same time lowering the ability to tolerate racial stress.” This can be manifested in various ways in the classroom, e.g. silence, dismissal of feelings, triggering, and unfortunately, even tears. There is little published literature around white fragility and the way it pervades classroom dynamics. We argue there should be more study done around this issue in order to create a more beneficial atmosphere for student of color development and empowerment, and to build stronger ally-ship opportunities with white students. This study will survey classroom dynamics in hopes of bringing about development of white colleagues’ understanding of their privilege and utilizing it to combat fragility and further marginalization of their peers of color.

Chelsea Smith, Graduate Student, Student Affairs M.Ed.
Rachael Blansett, Graduate Student, Student Affairs M.Ed.
I Felt Black Yesterday! I Feel Asian Today!
Understanding Multiracial Fluidity
Pioneer Room, 10–10:50 AM

Why do multiracial individuals feel pressure to choose a label for their identity? Why can’t this identity change throughout the person’s life? Multiracial identity is fluid and moving, not only throughout one’s lifetime, but throughout the day as one moves between different spaces and environments. There are many limiting factors a person may use to determine which identity to put on the forefront, such as the community they’re surrounded by. If one identifies as Black and Asian American, they may act differently if they’re in a Asian dominated space or Black dominated space. Understanding the different nuances of one’s life, allows multiracial individuals feel comfortable and safe in each of the spaces they may be in. This session will be interactive in analyzing one’s own identity while also engaging in the conversation of the intersectionality of mixed race individuals.

NCORE-ISCORE Project scholars:
Simren Ballagan, Sophomore, Open Option
Ngoc Doan, Junior, Biological Pre-medical Illustration
Kpandi Lumeh, Junior, Psychology & International Studies
Shawn Van Bruggen, Senior, Chemical Engineering

Change the Name!
A Critical Case Study Analysis of The September 29th Movement
Multicultural Center, 10–10:50 AM

Though many in the Iowa State University community celebrated the renaming of Old Botany Hall to Carrie Chapman Catt Hall, a group of students pushed to reopen the naming process because of how Carrie Lane Chapman Catt aligned herself with white supremacists during her campaign to win women’s suffrage. The September 29th Movement was an intersectional, student-led initiative “dedicated to the elimination of racism, xenophobia, sexism, homophobia, and classism at Iowa State University, recognizing that changing the name of Catt Hall, a symbol of exclusion, must be the first step in that struggle.” The group took its name from the date “September 29, 1995,” which was when they published an essay about Carrie Lane Chapman Catt in Uhuru!, the newsletter of Iowa State University Black Student Alliance. The essay entitled “The Catt is out of the Bag: Was she racist?” raised issues of racism within the women’s suffrage movement and questioned whether Carrie Lane Chapman Catt was racist. Though the name Catt Hall remains, students forced the university to make significant changes through their organizing efforts. Our case study chronicles the legacy of The September 29th Movement.

L. Wesley Harris Jr., Ph.D. Student, Higher Education Administration
Alade S. McKen, Ph.D. Student, Higher Education Administration
Nancy Camarillo, Office of Multicultural Student Affairs, Program Coordinator

You trying to make me feel stupid or something?
Countering Dehumanization of Latin@ Youth Through a Liberating Pedagogy of Praxis
Campanile Room, 11–11:50 AM

This on-going ethnographic study examines how a counter-space, La Libertad, introduces Latin@ students to a liberating pedagogy of praxis which counters dehumanization they experience in their high school. This study used Paulo Freire dehumanization concept as a guide to reveal how Latin@ youth encounter oppression, injustice, and exploitation in school. The researcher spent nearly 120 hours over eleven months in the field collecting data through participant observation, field notes, and personal reflection essays. Observational data was collected in high schools, at La Libertad during activities such as Latin@ Identity Object Sharing activity, and during youth presentations on college campuses. Tentative results reveal a liberating pedagogy offers Latin@ youth the opportunity to engage in both forms (internal and external) of transformational resistance. For example, participants are inspired to graduate from college and give back to their community through service professions. Participants also engage in presentations on college campuses with future teachers about unfair treatment in school due to their Latin@ness.

Carlos R. Casanova, School of Education, Social and Cultural Studies Program
Indigenous Experiences in Agricultural Production in Ecuador: Sustaining an Ancient Cultural Tradition of Growing and Consuming Quinoa

Cardinal Room, 11–11:50 AM

Colonization’s racism and discrimination in Latin America have pushed many indigenous populations to poverty in isolated rural areas with limited access to resources, education, and technology, particularly as relates to agriculture, their main source of income and employment. Governments and development organizations recognize agriculture as a key channel for developmental growth in rural areas. Fundamyf, a non-governmental organization, has focused on promoting agricultural growth to increase the quality of life of small-scale indigenous producers through the production, consumption, and sale of quinoa. While quinoa is an ancient crop traditionally consumed and produced by indigenous populations in the Andes of South America, its demand has increased due to its high nutritional content among health-conscious consumers in wealthy countries. However, the increased production has created criticisms of the top two quinoa exporters (Peru and Bolivia) on how producers prefer to sell their entire crop instead of consuming it as historically done. This presentation focuses on indigenous farmers in Ecuador, the third largest producer of quinoa, as little research exists on the impacts of quinoa production in this country. This research focuses on Fundamyf’s efforts to increase indigenous producers well-being through the production and sale of the ancient crop, while still consuming it.

Sumac Elisa Cardenas Oleas, Ph.D. Student, Co-Major: Sustainable Agriculture and Sociology

AAPI Inclusion in the Fight for Racial Equality

Gallery Room, 11–11:50 AM

With the fight for racial equality picking up around the country, people of color have united to demand the equality they deserve. However, where do AAPI individuals fit into this discussion? Does the model minority myth prevent them from taking part? Who do they side with when incidents like the shooting of Akai Gurley by an Asian American officer take place? Often times AAPIs are excluded from the conversation, not only on a national movement spectrum but also at a local level. We see it happen even on college campuses. This session will cover the issues that arise from excluding the AAPI community from these conversations, what other people of color can do to invite AAPI individuals into the space, and what the AAPI community can do to show solidarity towards these movements.

NCORE-ISCORE Project scholars:
Jacqueline Garcia, Junior, Political Science
Phaedra Lipsey, Sophomore, Global Resource Systems
Alexander McGarity, Junior, City and Regional Planning
Selena Pintor, Apparel, Sophomore, Merchandise, and Design

Studying the African American Narrative in Rhetoric, Multimodality, and Composition

Oak Room, 11–11:50 AM

This piece explores the history of rhetoric that can be placed in the context of contemporary college classrooms. Though US colleges explore and teach the fundamentals of rhetoric from a Greek perspective, this piece explains the oratory heritage of Africa, where rhetoric began (Diop 2008; Hilliard, Williams, and Damali 1987; Jackson II and Richardson 2003; Semmes 1992). Contemporary college classrooms can remediate their practices of teaching rhetoric by exploring it through the lens of Egyptian ancient rhetorical traditions. African American (AA) students maintain their oral traditions through storytelling and contemporary religious rhetoric. Scholars presented in this piece will show that the oral rhetorical traditions of ancient Africa, African American spirituality, and AA linguistic patterns can help teachers of AA students in the contemporary classroom. It will also examine the narratives of critical race theory, social justice, and opportunity as they relate to students in educational settings.

Paula Fender, Rhetoric and Professional Communication, Ph.D. Student/Teaching Assistant

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

Pioneer Room, 11–11:50 AM

As part of the first-year seminar, University Studies 101 B, Multicultural Vision Program (MVP) scholars explore various strategies for academic success and engage in dialogue about self-discovery. The final assignment for the course is a short documentary in which the scholars utilize storytelling to reflect on the impact that their social identities have on their Iowa State University experience. This panel discussion will address the challenges and opportunities that our first-year MVP scholars have encountered on campus since taking the course.

Tabatha Cruz, Program Coordinator for Retention, Office of Multicultural Student Affairs
First-Year Scholars, Multicultural Vision Program
Wait! We Are Not Part of the Minorities?
International Students on American College Campuses
Multicultural Center, 11–11:50 AM

With nearly a million international students enrolled in U.S. universities and colleges during the 2014-2015 academic year (Open Doors Data, 2015), American campuses are becoming more diverse than ever. Studies have shown that universities and colleges are helping international students ease into American culture (Cemalcilar, 2008; Zhou, Jindal-Snape, Topping & Todman, 2008). However, international students are still facing isolation, exclusion and even discrimination (Lee & Rice, 2007).

The current research investigates international university students’ American experiences in terms of their sense of belonging in American culture. The study uses a phenomenology qualitative approach in which 12 international university students at a large Midwestern university were interviewed and their experiences are analyzed through system justification theory (SJT; Jost & Banaji, 1994; Jost, Banaji, & Nosek, 2004; Jost, Glaser, Kruglanski, & Sulloway, 2003). The results of the study help promoting mutual understanding among students within and beyond academia, and also decolonizing knowledge about nations and borders.

Diversity and multiple ways of knowing are invaluable (Wood, 1989); thus, inclusion of international students’ perspectives will help us create a collective and transformative consciousness in today’s multicultural and globalizing American society.

Lu (Wendy) Yan, Ph.D. candidate, School of Education

ISM’s Explored Through the Eyes of George Washington Carver (GWC) Scholars
Great Hall, 11–11:50 AM

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

First Year Students, George Washington Carver Academy
LUNCHED & KEYNOTE ADDRESS
Sun Room, Noon–2 PM

LAKOTA HARDEN

AFTERNOON SESSIONS
2:10–3 PM

Dual Language Bilingual Education in Iowa: Valuing The Language and Culture of Our Latino-American Youth and Their Families
Campanile Room, 2:10–3 PM

Most dual language programs across the country state that they are making bilingual, bicultural citizens, but make financial and instructional choices to please their primary English speaking students and their families. With all that research states about the benefits of bilingual education, we need to take a hard look at who the programs are really good for and how to ensure their effectiveness for all bilingual learners. Few bilingual programs exist in Iowa, most of them having been in place for years. These bilingual programs are opt-in for all students, regardless of first language. If we are to entertain starting more bilingual programs across our state (which we should), we must consider how to better serve our marginalized students and their families. What would this bilingual education model look like? We will explore what this type of program must include and what steps must be taken in order for it to happen. We will consider what types of resistance exist and how to work towards mutual understanding of the benefits of bilingual education for all students, but especially for our Latino youth and their families.

Sarah Marie Pamperin, Social and Cultural Studies, Doctoral Student

Immigration Narratives of Iowa State Students and Faculty
Cardinal Room, 2:10–3 PM

This panel offers personal narratives centering on the immigration experience of ISU students, faculty, and staff. Although each individual’s immigration experience can vary vastly and is often shaped by the circumstances in their country of origin as well as their gender, religious, ethnic, and orientation identity, an overarching theme can be found when speaking with individuals who crossed borders and settled in a new culture and home. A desire to find a community, to belong, to make an impact, to succeed—all of these aspects are common themes in most immigration narratives. At a time when immigration plays a significant role in American politics and immigrants are often talked about without being a part of the conversation, it is all the more critical to open up the dialogues on campus to include the voices of immigrants. By speaking about their lived experiences, the faculty and students participating in this presentation offer a safe space to discuss personal immigration narratives in an effort to foster greater understanding, empathy, and inclusion on our campus.

Jean-Pierre Taoutel, Senior Lecturer of French
Yuliya Kovalenko, Senior, Food Sciences, Russian
Richard Ambert Torres, Senior, Spanish, Linguistics
Ayri Limon, Senior, Spanish, World Languages and Culture
Ruxandra Loaf, Lecturer of German, Faculty Affiliate in Women’s and Gender Studies
Mark Looney, Lecturer of German and International Studies
Race as a Variable in Research: Convenience vs. Ethics in the Black Community

Gallery Room, 2:10 – 3 PM

Should race be taken into consideration when conducting research? Historically, race has been used against the Black community to establish and validate White supremacy. However, scholars have known that race as a social construction is fluid and the dividing lines are never in the same place. Despite this knowledge, some research still uses race conveniently as a biological guidepost. We will be looking into how this affects the Black community in the United States. All research must be held to high standards, but medical research, in particular, has proven most controversial. As a consequence of basing medical research on race, findings become irrelevant and invalid over time. Studies show the pros and cons of the use of race in research, and we explore possible solutions to this complex issue.

NCORE-ISCORE Project scholars:
Griselda Murguia, Senior, Sociology
Jean Robles, Senior, Genetics
David Mena, Senior, Dietetics
Aygul Nurbanu Parpucu, Senior, Genetics
Cristina Diaz, Senior, Interior Design

“Passing for White:” Living With an Ambiguous Cultural Identity

Gold Room, 2:10 – 3 PM

Individuals with multiple cultural identities struggle, internally and within society, as they try to integrate or express their different cultural identities. As our society regards race and racial group membership as an ‘all-or-nothing’ proposition, individuals with multiple cultural identities are often categorized as members only of the race they most closely physically represent.

Multi-racial individuals who are European American (White) as a part of their identity mix, and who physically appear as European American (e.g., light skin, English speaking with no accent), are often seen as engaging in what people of color refer to as “passing for White” or simply ‘passing.’ The ability to ‘pass’ is considered an unfair advantage by people of color who do not appear White and cannot ‘hide’ their race.

This creates a highly difficult issue for multi-racial individuals who physically appear as European American. Their non-White cultural identities are often invalidated by European Americans, persons of color, and even in their own minds - a very unhealthy state of being.

In our presentation, we will discuss research in this area; facilitate an experiential learning activity; and, share our personal experiences being, or knowing, individuals who can ‘pass.’

Amanda Buduris, B.A., Counseling Psychology Doctoral Student
Haley Strass, M.S., Counseling Psychology Doctoral Student

Red, Black, White, and Blue: Lives, Deaths, Privileges, and How They Matter

Oak Room, 2:10 – 3 PM

Classifications of “race” and ethnicity have consequences - none more so than consequences over life and death. While it is not a new development that ethnic classifications influence the ways in which we are likely to live and die, a renewed spotlight on the privileges of holding powers over life and death has been shone by the Black Lives Matter movement - almost instantly challenged by Blue Lives Matter. Such politically constructed antitheses - as if “Black” and “Blue” were oppositional, not overlapping categories - raise the renewed and continuing need to unpack ethnicity and “race” as political categories that bestow privilege and power and raise some lives over others. This need is only underlined by similar current events, such as responses to protests, the general discourse of the 2016 election, and the rise of White power nationalism, as well as the general ignorance of “Red” issues. This presentation will try to start unpacking some of the essentializations that lead to general uses of ethnicity as a political category, the differential powers and privileges that follow this discourse, and how while all lives matter, ethnicity matters greatly in a racialized society when it comes to end lives.

Sebastian Braun, Associate Professor of Anthropology and Director of American Indian Studies, Department of World Languages and Cultures
Making an IMPAACT: Asian American/Pacific Islander Activism at Iowa State
Pioneer Room, 2:10–3 PM

How are Asian American/Pacific Islanders (AAPI) participating in racial justice movements on college campuses? This session will critically analyze how systemic racism has caused AAPIs to internalize the overt and covert forms of racism that they face. Systemic racism has created a trend where AAPIs are indifferent, silenced/ignored, or invisible in social movements. Current ISU faculty and staff who identify as AAPI will share their personal narratives and experiences with various forms of activism at Iowa State, including daily work with student groups, social justice education and research, and the development of student-centered initiatives such as the IMPAACT Retreat.

Participants will engage in a meaningful dialogue about how to support AAPI students, move in solidarity, and challenge racist ideologies and assumptions that prevent AAPIs from engaging in racial justice.

Facilitator: Christopher Nguyen, Senior, Industrial Engineering
Panelists: Der Vang, Multicultural Liaison Officer, College of Liberal Arts and Sciences
Som Mongtin, Assistant Director, Margaret Sloss Women’s Center
Dr. Manali Sheth, Assistant Professor of Multicultural and Science Education, School of Education

The Rhetoric of Other: Using Genre to Discuss Race and Ethnicity in the Classroom
Multicultural Center, 2:10–3 PM

How can teachers engage students in compassionate and thoughtful classroom dialogues on race and ethnicity? In the classroom, the use of the fantasy, science-fiction, and horror genres (from a wide range of media: literature, film, music, video games, scholarship, and criticism) allows the ability to question and explore racial inequality, as well as how societies perceive of and treat these issues, in a way that students can feel comfortable discussing with their peers and teachers. From the discussion of Monster Theory, with its focus on how societal inequalities spawn horror texts, to the inclusion of the Diversity in Science Fiction and Fantasy movement, a wider and more thoughtful dialogue can be broached with students. We’ll be discussing how instructors can implement these “genre” ideas into their courses and how students can find deeper ways to engage with the larger topics at hand.

Chloe N. Clark, Lecturer-English Department, MFA
Bronte Wieland, MFA candidate and Teaching Assistant, Creative Writing & Environment

Learning by Doing: Supporting Future Underrepresented Graduate Students through Exposure to Research
Room 3505, 2:10–3 PM

Many barriers and hindrances prevent underrepresented and first-generation undergraduates from attending and completing graduate school. Efforts to recruit and retain these populations are essential. The ISU McNair Program prepares students for entry to graduate school in an effort to increase the attainment of doctoral degrees from disadvantaged and underrepresented populations. A key component of the McNair Program involves academic research, mirroring what may occur in graduate study, in hopes that developing skills and an understanding of how to conduct research will lead to a successful graduate career. McNair Scholars learn about the research process, through an in-class, team-based research project related to aspects of graduate school that they could encounter based on their social identities.

In this session, McNair Scholars will present their original research projects on: 1) The Imposter Phenomena, which often impacts underrepresented students, is defined as the belief one is inadequate despite prior academic or personal achievements; 2) Stereotype Threat faced by multicultural graduate student teaching assistants in STEM fields and its impact on their performance; and 3) Barriers to First-Generation Graduate Students, which include personal and environmental elements, among other factors that can influence student success.

Ashley Garrin, Program Assistant Director, McNair Program, Graduate College
Thelma Harding, Program Director, McNair Program, Graduate College

ISM’s Explored Through the Eyes of George Washington Carver (GWC) Scholars
Great Hall, 2:10–3 PM

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

First Year Students, George Washington Carver Academy
Changing the Faces of Science: ISU SACNAS Chapter and STEM Scholar Programs

Sun Room, 3:10 – 4 PM

People of color are the future of scientific innovation and leadership in our society. Annually, ~40% of freshmen enter college as a STEM major (Science, Technology, Engineering, Math). Before the end of their sophomore year, most of these students switch to non-STEM disciplines. Despite identical interest in STEM majors as majority populations, ISU students of color have lower retention and graduation rates. We will talk about two ISU programs and answer questions about succeeding in STEM majors that seeks to close the achievement gap at ISU. The two programs, ISU SACNAS Chapter and the STEM Scholars Program, are tied to national efforts to change the face of science.

SACNAS is the largest, most diverse scientific organization in the country. ISU SACNAS chapter provides research training opportunities, professional development/mentoring, and members attend a national conference with 4000+ minority scientists. The STEM Scholars is an undergraduate-focused program providing peer learning, tutoring, and leadership for minority, low income and first generation students. STEM Scholars are members for life and receive support after they graduate from ISU. Brief presentations by the leaders of the ISU SACNAS chapter and the STEM Scholars Program will be given, followed by a Q&A period with the audience.

Dr. Corey Welch, Director, STEM Scholars Program
Daniela Flores, Graduate Student, Interdepartmental Genetics; President, ISU SACNAS Chapter
Dr. Gustavo MacIntosh, Associate Professor, Department of Biochemistry/Biophysics & Molecular Biology; Co-Advisor ISU SACNAS Chapter
Undergraduate Panelists: Graciela Gautier, ISU SACNAS Chapter
Sarah Leourneau, STEM Scholars

Hate Speech, Political Rhetoric, and Bias or Hate-Fueled Incidents

Campanile Room, 3:10 – 4 PM

This session, led by ISU Police patrol officers, will help attendees understand the complex nuances of freedom of speech vs. hate speech. Attendees will also learn the statute requirements for a hate crime charge enhancement in Iowa. We will explore recent events and actions clearly fueled by hate to highlight the variety of response options and resolutions even if an incident does not rise to the level of a criminal charge or a hate crime enhancement. This session aims to inform and empower attendees to utilize the legal system and university resources as tools to combat the hate fueled speech and behavior that has become too commonplace in our society.

Officer Natasha Greene, ISU Police Multicultural Liaison Officer
Officer Nick Grossman, ISU Police Multicultural Liaison Officer
Officer Dwight Hinson, ISU Police Multicultural Liaison Officer

Students of Color and the Development of Support Networks in Residence Halls at Predominantly White Institutions (PWIs)

Cardinal Room, 3:10 – 4 PM

What does support look like for students of color living on-campus? There is a gap in the literature related to how students of color build and sustain connections and networks of support. Existing literature has shown that relationships matter in terms of the persistence and success of students of color. Other scholarship has highlighted the fact that students of color who live on campus benefit developmentally. That said there is a need for scholarship connecting these two areas. This session will explore how students of color cultivate support networks within and beyond residence halls at PWIs.

Angel Eason, Residence Hall Director, Department of Residence
Dr. Kurt Earnest, Residence Life Coordinator, Department of Residence
Dr. Michelle Boettcher, Assistant Professor, Clemson University
Overcoming Hurdles on the Path to Education for Undocumented LatinX Students

Gallery Room, 3:10–4 PM

Undocumented students face multiple challenges on their route to higher education. In this presentation, we will explore those hardships that undocumented LatinX Students face while they strive for success in higher institutions. We will share a brief synopsis of university policies and state and federal laws that impact that experiences of undocumented LatinX students. Additionally, our team will propose a variety of recommendations that students, educators, and administrators can consider at when looking to improve the experiences of undocumented students in their communities.

NCORE-ISCORE Project scholars:
Sarah Eikenberry, Mechanical Engineering, Sophomore
Jodi Martin, Psychology, Senior
Kyle Perkins, Psychology, Senior
Nicole Coffin, Kinesiology and Health, Junior
Vilaylak Sensouk, Finance, Senior

Covering Diversity: The Media’s Role in the Conversation

Gold Room, 3:10–4 PM

Diversity and inclusion is a huge topic on college campuses around the country— Iowa State is no exception. For good reason, the media has been under criticism for lack of coverage of underrepresented groups. This presentation will focus on how the Iowa State Daily has tried to address these issues, while also having a discussion the Daily’s shortcomings and how we can continue to improve. Where does the community fit in this conversation? How do we give a voice to all members of the community while still upholding journalistic principles?

Emily Barske, Editor-in-Chief, Iowa State Daily
Nik Heftman, Diversity Editor, Iowa State Daily

Predictors of Sense of Belonging Among International Students

Oak Room, 3:10–4 PM

The study aims to propose a predictive model of sense of belonging of international students, using self-reported survey data from freshmen students attending a research-intensive land-grant university in the Midwest. Confirmatory factor analyses are employed to examine the fit between the sample data and survey constructs, and then structural equation modeling is used to examine the proposed model. As international student enrollment has increased in the past few years, this study uses Map Works data to explore the experiences of international students at Iowa State.

Anupma Singh, Graduate Assistant, Research, School of Education

One Dance: How Women of Color Find Strength and Guidance

Multicultural Center, 3:10–4 PM

In this session we will discuss the importance of redefining awareness for women of color and their experiences with health identity. The questions we will address include: how does a woman of color (WOC) increase her awareness and find strength and guidance while defining her health identity? And how does a woman of color understand the external factors (i.e. social media) that influence her health identity? For this session health identity will be defined as a person’s self-conception of their health in association with actions that influence how health behaviors are implemented. Health identity offers an alternative way of interpreting how individuals and communities engage with their health. Some suggest health status improves when identity is better understood. The purpose of this study was to trace the intersecting health identities of WOC in order to understand how those identities influence their personal interactions with self and others as well as their environment (academics, career and service). Participants will have an opportunity to define their own health identity as well as engage researchers in discussions regarding their health status.

Tyanez Jones, Ph.D., Research Assistant, Curriculum and Instructional Technology
Carmen Jones, Ph.D., Research Assistant, Higher Education Administration
The award recognizes an NCORE-ISCORE alumni who continues to contribute to the understanding and awareness of topics related to race and ethnicity and has created change in their community.

The 2017 NCORE-ISCORE Brenda Jones Change Agent Award recipient is Susan Cruz-Rodriguez. Susan has shown dedication to making race and ethnicity an educational topic within her sorority and community. In collaboration with Asian Pacific American Awareness Coalition, Black Student Alliance, and Lambda Theta Alpha Latin Sorority, Inc. Susan helped organize multiple spoken word events including the 2015 Intersections of Identity and the 2016 The Awakening Series to educate the campus on the experience of students of color at Iowa State.

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

Each year, two Iowa State colleges are elected to serve as primary NCORE-ISCORE Champions in an effort to improve integration and opportunity across the university community.

The College of Engineering is passionate about diversity of thought and culture. We know that people who come from varied backgrounds and life experiences offer new ideas and diverse perspectives for creating solutions to make Iowa and the world a better place.

The Leadership through Engineering Academic Diversity (LEAD) Program is geared toward the academic, professional and social-cultural development and success of underrepresented populations with a focus on recruitment and retention. Program components include a living and learning community; peer and industrial mentoring; a residential summer bridge academic program for multicultural first year students; networking and community building opportunities; student success seminars; and collaborations with the Program for Women in Science and Engineering; and other campus partners.

Broadening participation of students in the College of Engineering requires a holistic approach, including developing prospective students in K-12, educating students and families about the potential engineering offers, and then providing future Cyclones with appropriate support to ensure success and retention as they work toward graduation. The next generation of engineering leaders will offer new and diverse perspectives for meeting global needs and challenges.

More than 80 engineering student organizations help shape student success such as the Society of Hispanic Professional Engineers, Society of Mexican American Engineers and Scientists, National Society of Black Engineers and Society of Women Engineers.

Department initiatives spread success for students, faculty and staff by setting goals with key performance indicators. Examples of departmental diversity programs include hosting a monthly webinar series titled Engineering Inclusive Teaching; engaging faculty and students in the NSF LSAMP INSPIRE program to provide research experiences to underrepresented undergraduates; developing strategies to increase the diversity of our graduate programs; fostering international student exchanges with universities; collaborating with the ISU Science Bound program; faculty who serve on the Carver Academy Faculty Advisory Board; and involvement with the Women in Engineering ProActive Network. In addition, we also engage our industry advisory councils and corporate recruiters because we know they share our commitment to a diverse workforce.

The College of Engineering is honored to be a co-sponsor of the annual Iowa State Conference on Race and Ethnicity. We are committed to promoting the goals of diversity and inclusion at Iowa State University.
At the College of Business, we feel strongly that diversity and inclusion are essential in preparing students for a successful future in business. We have an opportunity to play a critical role in helping workers, companies, and leaders meet the needs of the changing American workforce.

We’re turning opportunities into action. For example, our Multicultural Business Network provides networking for students to share their experiences, ideas, and concerns so they can pursue their educational and career goals. An undergraduate recruiting position focuses on increasing our female and Hispanic enrollment.

The College hosted the first Pride Week Panel Discussion with corporate executives who spoke about inclusion in the workplace. We’re recruiting more women in business through our annual Young Women in Business Conference for high school girls. Our Collegiate Women in Business student organization has more than 100 active members. We also sponsor the student track of the Iowa Women Lead Change conference in Des Moines.

Our Equity Advisor actively helps the college achieve goals of diversity, equity, community, such as our Women Faculty Focus Group, and provides guidance to department leadership that supports recruiting and retaining a diverse faculty, and nurtures departmental climates of inclusive excellence.

We hosted the Building on Diversity Higher Ed & Business Summit, in collaboration with The PhD Project and the White House. Business leaders and experts in higher education discussed business education preparations for the growing Hispanic population in Iowa. We are actively involved with The PhD project, which encourages African-Americans, Hispanic-Americans, and Native Americans to pursue PhDs in business. This creates mentors for minority business students, and diversifies corporate America.

The college became a signatory to the Best Practices for Business Schools to Lead in Expanding Opportunities for Women in Business and to Adapt to the 21st Century Workforce. We also hosted a “Building Community” event to strengthen our sense of community and commitment to diversity. We will also host a Summer Business Camp for underrepresented high school students. As you can see, the opportunities are endless!
2016 NCORE DELEGATION
San Francisco

PROJECT DIRECTOR
Japannah Kellogg, Student Support Services Program

STUDENTS
Jean Robles, Genetics, Senior
Jodi Martin, Psychology, Senior
Jacqueline (Jackie) Garcia, Political Science, Junior
David Mena, Dietics, Senior
Griselda Murguia, Sociology, Senior
Alexandra Polk, Psychology, Senior
Alyanna Subayno, Architecture-Professional Degree, Sophomore
Phaedra Lipsey, Global Resource Systems, Junior
Kpandi Luhem, Global Resource Systems
Sarah Eikenberry, Mechanical Engineering, Junior
Shawn Van Bruggen, Mechanical Engineering, Senior
Simren Ballagan, Apparel, Merchandising, and Design, Senior
Kyle Perkins, Psychology, Senior
Selena Pintor, Apparel, Merchandising, and Design, Junior
Cristina Diaz, Interior Design, Senior
Ngoc Doan, Biological/Pre-Medical Illustration, Senior
Vilaylak Sensouk, Finance, Senior
Maria San, Interior Design, Senior
Jonathan Hatley, Industrial Design, Junior
Aygul Nurbanu Parpucu, Genetics, Senior
L. Alexander McGarity, Jr., Community and Regional Planning, Junior

PROFESSIONAL DEVELOPMENT TEAM
Faculty
Brian Burt, School of Education
Joan Cunnick, College of Agriculture
Awoke Dollisso, College of Agriculture
Gloria Jones–Johnson, College of Liberal Arts and Sciences
**Jonathan Webb, College of Liberal Arts and Sciences

Staff
Somi Abalu, Department of Residence
Nancy Camarillo, Multicultural Student Affairs
Mirna Canuso, Department of Residence
Mark Chidister, College of Design
**Tabatha Cruz, Multicultural Student Affairs
**Michael Davis, Student Assistance and Outreach
Angel Eason, Department of Residence
**Pete Englin, Department of Residence

**Carmen Flagge, MLO Human Sciences
Ashley Garrin, McNair Programs
*Michael Giles, Recreation Services, Dean of Students Office
Roger Graden, Department of Residence
Natasha Greene, ISU Police
Nick Grossman, ISU Police
Gretchen Hanson, Admissions
Thelma Harding, Graduate College
*Martino Harmon, Division Student Affairs
Kathleen Harrison, Division Student Affairs
Kody Henke, Department of Residence
Dwight Hinson, ISU Police
Brady Hubbard, Department of Residence
Kelsi Johnston, McNair Programs
Japannah Kellogg, Student Support Service
**Audrey Kennis, MLO College of Design
Evan Knoespel, Department of Residence
Elizabeth Martinez, College of Agriculture
Seth Miller, Financial Aid
*Som Mongtin, Women’s Center
Mary Nii Munteh, Student Counseling Services
Erin Pederson, Student Counseling Services
Jenn Plagman-Galvin, College of Human Sciences
Jenny Pollard, Recreation Services, Dean of Students Office
Shawna Saad, Registrar’s Office
Allison Severson, Hixson Opportunity Awards
*Kenyatta Shamburger, Multicultural Student Affairs
Amy Slagell, College of Liberal Arts and Sciences
Reg Stewart, Office of Diversity and Inclusion
Linda Svenson, Department of Residence
Brenda Thorbs-Weber, MLO, College of Business
*Jaclyn Tungesvik, Admissions
*Der Vang, MLO, Liberal Arts and Science
Stephanie Webb, Student Assistance and Outreach
**Rachel Wagner, Department of Residence
Jonathan Wickert, Senior Vice President and Provost
*Jason Wiegand, Liberal Arts and Science
*Leslie Winters, Department of Residence

* STUDENT RESEARCH GROUP LEADERS
** PROFESSIONAL DEVELOPMENT LEADERS
NCORE TEAMS
2016-2017

NCORE-ISCORE PROJECT FOR STUDENTS
Each year, the NCORE-ISCORE Project Office accepts applications from Iowa State students interested in attending the National Conference on Race and Ethnicity in Higher Education (NCORE). In 2016, the conference was held in San Francisco, Calif. Students present new knowledge gained from their NCORE experience at the Iowa State Conference on Race and Ethnicity (ISCORE).

TEAM A
Multiracial Research Group
Leslie Winters, Ngoc Doan, Shawn Van Bruggen
(left to right, back row)
Der Vang, Kpandi Lume, Simren Ballagan
(left to right, front row)

TEAM B
African American Team
Nur Parpacu, David Mena, Jaclyn Tungesvik, Jean Robles
(left to right, back row)
Griselda Murguia, Tabatha Cruz, Cristina Diaz (left to right, front row)

TEAM C
Asian American Team
Allison Severson, Alexander McGarity, Phaedra Lipsey
(left to right, back row)
Selena Pintor, Jacqueline Garcia, Kenyatta Shamburger
(left to right, front row)

TEAM D
LatinX Team
Jason Wiegand, Mike Giles, Kyle Perkins
(left to right, back row)
Sarah Eikenberry, Vilaylak Sensouk, Jodi Martin, Nicole Coffin
(left to right, front row)

TEAM E
Native American Team
Jonathan Hatley, Elizabeth Martinez-Podolsky, Maria San, Alexandra Polk, Som Mongtin, Alyanna Subayno
(left to right)

TEAM F
College Champions/Administrative Team
Dr. Martino Harmon, Dr. Amy Slagell, Dr. Mark Chidister, Jonathan Wickert
(not pictured)

2016 NCORE SAN FRANCISCO DELEGATION
Thank you!

ISCORE 2017 Sponsors

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

ISCORE Planning Committee

Laura Bestler, Center for Excellence in Learning and Teaching
Tabatha Cruz, Multicultural Student Affairs
Carolyn Duven, Department of Residence
Carmen Flagge, MLO Human Sciences
Ashley Garrin, McNair Programs
Joyce Hagley, Student Support Services Program
Martino Harmon, Senior Vice President for Student Affairs
Kathleen Harrison, Office of the Senior Vice President for Student Affairs
Jazmin Hudson, Dean of Students Office
Japannah Kellogg, Student Support Services Program
Audrey Kennis, MLO, College of Design
Evan Knoespel, Department of Residence
Elizabeth Martinez-Podolsky, College of Agriculture and Life Sciences
Som Mongtin, Margaret Sloss Women’s Center
Jennifer L. Plagman-Galvin, Human Sciences Administration
Patricia Poblete, Writing and Media Center
Allison Severson, Hixson Awards/National Student Exchange
Janelle Seward, Educational Talent Search
Kenyatta Shamburger, Multicultural Student Affairs
Brenda Thorbs-Weber, MLO, College of Business
Jaclyn Tungesvik, Admissions
Der Vang, MLO, College of Liberal Arts & Sciences
Denise Williams-Klotz, Multicultural Student Affairs

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iscore.iastate.edu/2017