Program Schedule

Overview

Wednesday, Feb. 28

11:00AM  Registration and Lunch
11:30AM  Welcome and Opening Session
1:10PM  Concurrent Sessions
2:10PM  Concurrent Sessions
3:10PM  Keynote Speaker, Dr. Rosemary Perez

Pre-Conference

Thursday, March 2

8:15AM  Registration and Continental Breakfast

Morning check-in at the West Lobby in front of the Sun Room.
Check-in available throughout the day in the Great Hall.

9:00AM  Welcome and Opening Address, Dr. José Antonio Rosa
10:00AM  Concurrent Sessions
11:00AM  Concurrent Sessions
12:00PM  Luncheon and Keynote Address, Dr. Susana Muñoz

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

2:10PM  Concurrent Sessions
3:10PM  Concurrent Sessions
4:00PM  ISCORE Reception

ISCORE Conference

Thursday, March 2

8:00AM  Registration and Lunch
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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 to “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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@IowaStateISCORE facebook.com/IowaStateISCORE
Welcome to ISCORE 2018!

I am very pleased to welcome you to the 19th Annual Thomas L. Hill ISCORE: Iowa State Conference on Race and Ethnicity. As your new president, I aspire for Iowa State to be the most welcoming and inclusive land-grant university in the country. ISCORE is integral to this priority by providing a forum to bring awareness to racial and ethnic issues on our campus and across the country, and foster dialogue on diverse ideas and experiences in a safe, inclusive 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 members of the Iowa State community have participated and attendance has grown each year.

Our campus population is constantly changing. Each year, we serve more multicultural, international, first-generation, low-income, and other underrepresented students; and we are committed to recruiting and retaining diverse faculty and staff. This is essential because each person brings unique talents and strengths to our campus that make us a more vibrant, robust university. But to truly leverage these diverse perspectives, we must ensure every person has the tools, resources, and support they need to be successful – and that begins by listening to and learning from each other. ISCORE is an opportunity to do just that – to listen and learn in accordance with 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 inform and inspire all of us. Through greater awareness and understanding, we can cultivate important and necessary change on campus and in the community to ensure a welcoming and inclusive environment for all. 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,

Wendy Wintersteen
President
Greetings and thank you for joining us!

Welcome to the 2018 Thomas L. Hill ISCORE: Iowa State Conference on Race and Ethnicity. I am excited to welcome our returning attendees and presenters, and equally thrilled to welcome our first-time participants. You are in for an extraordinary day of critical thinking, introspection, passion, energy, and action.

As of November 2017, the National and Iowa State Conference on Race and Ethnicity (NCORE-ISCORE) Project became an official university office and program at Iowa State. This means that under the full-time direction of Japannah Kellogg, you will see a continued expansion and strengthening of both the conference and the year-long program with students, staff, faculty, and community members.

I want to thank the talented and critical team of volunteers who year after year, continue to make each conference a success. Their commitment and passion is evident in the growing attendance and interest in the conference beyond Iowa State University. Other institutions across the country are inspired and energized by what we do through the NCORE-ISCORE Project and are now launching their own race and ethnicity conferences.

The spring semester is always a busy time for our faculty, staff, and students and I truly appreciate your willingness to spend time with your colleagues on the important topics of race and ethnicity. Your participation keeps us focused on creating meaningful dialogue and change across campus. Thank you again for your commitment and support.

Enjoy your day at ISCORE!

Sincerely,

Martino Harmon, Ph.D.
Senior Vice President for Student Affairs
Welcome to the 2018 ISCORE conference. The College of Human Sciences is proud to partner with the College of Agriculture and Life Sciences as 2018 ISCORE Conference Champions.

Well known for expanding human potential and improving people’s lives, the College of Human Sciences’s teaching, research, and outreach begins with understanding and appreciating people. Understanding that others’ life experiences can differ fundamentally from our own improves how we engage with them. Through wiser engagement, we deepen our relationships among friends, families, workplaces, and communities in mutually beneficial ways.

Diversity is central to all human sciences majors. For instance, as teacher education students develop into role models, they enrich their classrooms by tapping into each child’s diverse perspective to ensure they reach their full potential. Apparel students study how individuals express their identities through their clothing. Dietetics students learn how ethnicity influences our food choices and health. Human scientists study every aspect of people’s lives, including how multicultural components affect their health and wellness, growth and development, education, and community-building endeavors. Our groundbreaking research crosses racial barriers, identifies ethnic factors affecting how people thrive, and introduces better ways to meet their varying needs.

Our engagement efforts embrace diverse populations throughout Iowa and the world. As you gather today and every day, I trust you too will engage in the very human pursuit of understanding yourself and those you meet — to improve life for all.

Laura Jolly  
Dean, Dean’s Chair  
College of Human Sciences

The College of Agriculture and Life Sciences is proud to partner with the College of Human Sciences as 2018 ISCORE Conference Champions.

Like our colleagues in Human Sciences, we are working diligently to extend the mission of ISCORE and the National Conference on Race and Ethnicity in Higher Education (NCORE) — to take what we learn at ISCORE and put it into practice.

In the past year, CALS formed the LEAD-IT Collective, a cohort of students committed to building strong leaders and community partners who recognize the importance of developing intercultural competency. These students provide an important link to our entire student body and serve as ambassadors for the college in diversity and inclusion issues.

At the same time, we must embolden our faculty and staff to serve as models of professionalism, understanding, respect and lifelong learning for our students, as well as colleagues and stakeholders.

These are important steps, and why ISCORE is so important to our campus. We must learn to speak and act courageously, both those who seek to engage others to enhance understanding and those who commit to listening with empathy to the stories of individuals who offer different, valuable ways of thinking.

Joe Colletti  
Interim Endowed Dean  
College of Agriculture and Life Sciences

Laura Jolly  
Dean, Dean’s Chair  
College of Human Sciences
PRE-CONFERENCE
Sessions: At-A-Glance

Wednesday, February 28

11:00AM - 11:30PM
- **Registration and Lunch**
  Great Hall

11:30PM - 1:00PM
- **Welcome and Opening Session**

1:10PM - 2:00PM
- **Supporting Undocumented Students**
  Campanile Room

  **Beyond the Battle Lines:**
  Channeling Curiosity, Humility, and Platinum Empathy During Racial Strife
  Sun Room

  **Helping Student Employees Understand Their Role in Creating a Welcoming Space**
  Room 3558

  **“This is not our heritage.”** Diversity, Classroom Engagement, Success, and the Fate of ‘Somebody Else’s Babies’
  South Ballroom

2:10PM - 3:00PM
- **A Move Toward Developmental Mentoring:** Inspiring Underrepresented Student Researchers to Master the 3C’s of Professional Presence
  Campanile Room

  **Finding your STEM Familia: Lessons from SACNAS**
  Sun Room

  **Enriching the Academic and Research Library Profession through Diversity and Inclusion:**
  **The University Library’s Residency Program**
  Room 3558

  **Valuing Identity: My Experiences + Your Perception**
  South Ballroom

3:10PM - 4:30PM
- **Keynote Speaker, Dr. Rosemary Perez**
  Sun Room
Dr. Rosemary J. Perez is an assistant professor in the School of Education at Iowa State University. She earned her B.S. in Biological Sciences at Carnegie Mellon University, her M.Ed. in Higher Education and Student Affairs at The University of Vermont, and her Ph.D. in Higher Education from the University of Michigan.

Dr. Perez is a higher education scholar who leverages the strengths of student development and organizational theories to explore individual and organizational learning and development in collegiate contexts. She primarily uses qualitative methods to explore: 1) how people cultivate their voices as they make meaning of their experiences; 2) the nature of intercultural learning and development; and 3) the professional learning and development of graduate students and new practitioners. Across her program of research, Dr. Perez’s work explores the tensions between structure and agency, and how power, privilege, and oppression affect individuals and groups within higher education. Her teaching, research, and praxis reflect her commitment to empowering individuals and communities as we work towards creating a more equitable and just society.

**Supporting Undocumented Students**
Campanile Room, 1:10 PM - 2:00 PM

This session is intended for faculty and staff who would like to learn more about supporting our undocumented student population within the Iowa State community. Attendees will learn about undocumented student needs, best practices, and leave with applicable resources. The information presented will focus on how peer institutions are supporting their undocumented students as well as on how we can incorporate some of these practices at Iowa State University. We invite you to be a part of the conversation on how to continue to create a welcoming and inclusive campus.

**Ruxandra Looft**, Ph.D., Adviser and Lecturer, World Languages and Cultures, College of Liberal Arts and Sciences  
**Elizabeth Martinez-Podolsky**, Multicultural Liaison Officer, College of Agriculture and Life Sciences  
**Liz Mendez-Shannon**, Ph.D., Project Director for Hispanic/Latinx Affairs, Office of the Vice President for Diversity and Inclusion

**Beyond the Battle Lines: Channeling Curiosity, Humility, and Platinum Empathy During Racial Strife**
Sun Room, 1:10 PM - 2:00 PM

The goal of this program is to discuss how curiosity, humility, and platinum empathy can be used to discuss racial issues, particularly when emotions are running high. Often times, individuals who identify as white make honest attempts to be allies and often get blindsided by things like white guilt, white obliviousness, etc. that derail their efforts. In addition, people of color who are attempting to express their frustration with interpersonal microaggressions find themselves having difficulty being heard through their hurt and discontent. Although these miscommunications are not intentional, they can still do harm to everyone involved in the exchange. Learning to use the tools of curiosity, humility, and platinum empathy will help promote civic discourse during difficult moments, help white individuals find ways to overcome common pitfalls when discussing race, and allow people of color to be empowered in speaking their truth while engaging in dialogue.

**Tiye Sherrod**, M.S.E., Student Conduct and Compliance Officer, Waubonsee Community College in Illinois
Helping Student Employees Understand Their Role in Creating a Welcoming Space
Room 3558, 1:10 PM - 2:00 PM

Fall 2017, I decided to take Iowa State University’s Principles of Community and create a student employee professional development series. Our student employees are professionals in the workplace and need tools to be a successful employee; but they also witness discrimination first hand in classes, across campus, and in their communities. The thought is, if I take one principle each semester and help our student employees understand what each principle means to them, what small changes can be made, and the impact that they can make; then they can grow and share this information with their spheres of influence. This session will discuss what I created in the spring and fall this year, the feedback I received, and lessons that I learned. I will have copies of the “lesson plans” that I have created for those who are interested.

Mindy Heggen, Program Coordinator, Office of the Registrar

“This is not our heritage.” Diversity, Classroom Engagement, Success, and the Fate of ‘Somebody Else’s Babies’
South Ballroom, 1:10 PM - 2:00 PM

U.S. Diversity requirement courses are often among those classes where students do not want to engage. Recently, a class was asked why we should—or should not—care about Native history. The class agreed with the opinion that “this is not our heritage.” This presentation will try to disentangle that statement, look at some markers for potential professional success after graduation, and draw some conclusions about how diversity courses should be taught (and attended). This is only possible in a broader context. An Iowa politician recently made a similar statement as the students when he said that our civilization cannot be continued by “somebody else’s children.” In this context, we have to get our students to think about responsibility, values, connections, culture, ethnicity, and “race,” and who “we” and “somebody else” are, and if anything connects us. We also need to think about how we can teach about diversity issues without simply engaging in an (often expected) political correctness-discourse.

Sebastian Braun, Director, American Indian Studies
A Move Toward Developmental Mentoring: Inspiring Underrepresented Student Researchers to Master the 3C’s of Professional Presence
Campanile Room, 2:10PM - 3:00PM

Mentoring relationships are integral to the success of aspiring research scholars and often shape their career choices and professional presence. A mentor’s unfamiliarity, misunderstanding of, or blindness to racial, cross-cultural, and diversity challenges that affect under-served populations can be detrimental to a student’s academic and career advancement and ultimately impact advanced degree attainment. This workshop, facilitated by the Ronald E. McNair Post-Baccalaureate Achievement Program staff, shares student mentoring experiences that affect their academic careers and self-confidence. The instructional nature of mentoring is rejected and the benefit of moving toward a more developmental relationship in mentoring, where high-trust and opportunities for increased exposure to challenging work and other mentors, is embraced. A set of best practices is generated from past mentor-mentee experiences that helped students aspire to reach higher levels of the 3C’s of professional presence —Confidence, Competence, and Credibility.

Lynn Lundy Evans, Doctoral Student, Ronald E. McNair Program
Ashley Garrin, Assistant Director, Ronald E. McNair Program
Thelma Harding, Director, Ronald E. McNair Program

Finding Your STEM Familia: Lessons from SACNAS
Sun Room, 2:10PM - 3:00PM

Effective mentoring relationships are a critical aspect of retention and success of underrepresented students in Science, Technology, Engineering, and Mathematics (STEM) fields. However, the lack of underrepresented personnel in both academia and the professional sector is a known and an ongoing dilemma in STEM fields. The Society for Advancement of Chicano/Hispanic and Native Americans in Science (SACNAS) is an organization that is addressing these issues. SACNAS is the largest multiethnic and multidisciplinary STEM organization in the country. With a network of over 25,000 members in various scientific fields across the country, students of all ethnicities find mentorship, community, and a wide variety of opportunities to advance their careers as scientists. The Iowa State University (ISU) student SACNAS chapter has brought these benefits to campus over the last five years. ISU students in STEM have advanced their careers through regular chapter meetings, workshops, and seminars on campus, frequent communication of opportunities from the national SACNAS office, and attendance at the annual National Conference. A panel of current graduate and undergraduate students will summarize how SACNAS advanced their professional and academic careers, and how its members are changing the future demographics of STEM.

Daniela Flores, Graduate Student, Genetics, SACNAS Chapter President
Andrea Fondern, Junior, Biology
David Ortiz, Graduate Student, Ecology and Evolutionary Biology
Kevin Quinteros, Graduate Student, Genetics and Genomics

Enriching the Academic and Research Library Profession through Diversity and Inclusion: The University Library’s Residency Program
Room 3558, 2:10PM - 3:00PM

The Association for College and Research Libraries Diversity Alliance unites academic libraries committed to increasing the hiring pipeline of qualified and talented individuals from underrepresented racial and ethnic groups in hopes of diversifying and enriching the profession. Program participants create one or more residency positions for members of these groups in hopes of giving them the necessary environment to gain the knowledge, skills, and competencies necessary to thrive in an academic context. The Resident has opportunities to network, present, attend conferences, publish, and rotate through the library’s departments. The University Library joined the Diversity Alliance in early 2017 and the Library’s inaugural resident arrived at Iowa State University (ISU) in June 2017. We would like to share how this program is already benefitting the campus community and report on the future of the Library Residency program at ISU.

Beth McNeil, Ph.D., Dean, University Library
Shaina V. Destine, MLIS, Resident Librarian/Archivist, Special Collections & University Archives, University Library

Valuing Identity: My Experiences + Your Perception
South Ballroom, 2:10PM - 3:00PM

Participants will gain understanding and knowledge of what creates their cultural lens. Participants will have a greater awareness of their own personal values and how their past has created their current perceptions, behaviors, and communications styles. Participants will be able to identify their own values and biases.

Marcia Purdy, Instructor, School of Education
CONFERENCE
Morning Sessions: At-A-Glance

Friday, March 2

8:15AM-9:00AM
Registration, Continental Breakfast
West Lobby, Sun Room
Check-in available throughout the day in the Great Hall.

9:00AM-9:50AM
Welcome and Opening Address with Dr. José Antonio Rosa

10:00AM-10:50AM
The Student-Athlete Experience through a Multicultural Lens
Cardinal Room

Who Gets to Decide? The Experiences of Multiracial Individuals
Gallery Room

Rejection and Denial: The Afro-Latinx Identity
Gold Room

Walking in Someone Else’s Shoes: A Modified Privilege Walk
Sun Room

Memes, Tweets, and Photographs:
False Narratives, Real Objects, Race, and Ethnic Nationalism in the Internet Age
Room 3512

Sikhs - Who are they?
Room 3534

GRO: Planting the Seed of Social Justice Programs at Iowa State University
Room 3558

The HBCU Connection: A Digital Collection of Black ISU Alumni from the early 20th Century
Room 2256, Multicultural Center (MCC)

11:00AM-11:50AM
In Order for Unicorns to Succeed: We Need Reparations!
Cardinal Room

The Portrayal of Native Americans in Modern Media: Pocahontas
Gallery Room

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

Culture Is or Culture Ain’t:
A Critical Analysis of the WMC’s Intercultural Learning Specialist Position
Room 3512

Latinx Communities and Agriculture
Room 3534

US Race and Ethnicity through an International Lens
Room 3558

The History of Struggles against Anti-Black Racism in Iowa
Room 2556, Multicultural Center (MCC)

Poster Session: ISMs Explored Through the Eyes of George Washington Carver (GWC) Scholars
Great Hall
# CONFERENCE

**Afternoon Sessions: At-A-Glance**

**Friday, March 2**

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<th>Time</th>
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<tr>
<td>12:00 PM - 2:00 PM</td>
<td>Luncheon and Keynote Address with Dr. Susana Muñoz</td>
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| 2:10 PM - 3:00 PM  | **The Reconstruction & White Supremacy: How History Repeats Itself**  
**Is Anyone Listening? Starting a Conversation about African American Males’ Success in Higher Education**  
**Stereotyping the Black Woman: An Analysis of Black Hair Adventures**  
**“Um, Diversity Definition? That’s Hard.”: College Student Perceptions of Diversity**  
**Teaching Slow Violences: A Rhetoric of Othering and Systemic Silencing**  
**An Exploration of Gentrification in the Magic City: A Spatial Analysis of Birmingham, AL**  
**Lost Stories: Women of Color and Iowa State University**  
**Poster Session: ISMs Explored Through the Eyes of George Washington Carver (GWC) Scholars** | Cardinal Room  
Sun Room  
Gallery Room  
Gold Room  
Room 3512  
Room 3534  
Room 3558  
Room 2256, Multicultural Center (MCC)  
Great Hall |
| 3:10 PM - 4:00 PM  | From Bobbies to Five-0 Policing and Community throughout History  
**Being Invisible: Asian American and Pacific Islander Students on Campus**  
**The Invisible Blackness of Latin America**  
**White Fragility: What It Is, What It Isn’t, and What We Can Do About It**  
**The Color of Esteem: Dismantling Skin Tone Stereotypes**  
**Engaging Muslim Students on Campus**  
**A Whole Lotta Woman: Women in Blaxploitation Movie Posters**  
**The Experiences of Black Agricultural Education** | Oak Room  
Gallery Room  
Gold Room  
Sun Room  
Room 3512  
Room 3534  
Room 3558  
Room 2256, Multicultural Center (MCC) |
| 4:00 PM - 5:00 PM  | **ISCORE Reception**                                                                                              | Sun Room                  |
D R. JOSÉ ANTONIO ROSA
Professor
Marketing, Iowa State University

The Student-Athlete Experience Through a Multicultural Lens
Cardinal Room, 10:00AM-10:50AM

This session will delve into life as a student-athlete at Iowa State University and the additional layer of challenges that come with being a multicultural or international student at a primarily white institution. Presenters will share their personal experiences and discuss how they have overcome adversities to find success at ISU. Panelists will also share about the various support systems they have developed on campus and within the Ames community.

Sydney Converse, Junior, Marketing
Chandler Diercks, Senior, Marketing
Jalen Ford, Senior, Community and Regional Planning
Hilary Green, Graduate Student, Food Science and Human Nutrition
Braxton Lewis, Junior, Construction Engineering
Jorge Utrilla, Senior, Business Economics
Lawrence White, Sophomore, Criminal Justice

Who Gets to Decide? The Experiences of Multiracial Individuals
Gallery Room, 10:00AM-10:50AM

“**You don’t look completely X, but you could also be a little Y. So, I think you’re Z.”** Everyday people subconsciously decide identities of individuals, ultimately playing a crucial role in their personal identity development. Multiracial individuals are impacted by their surrounding communities (i.e. neighbors, friends, and teachers), their direct families, and individuals that they may have no personal relationship with. By observing others interactions, news, and everyday encounters, individuals are exposed to many understandings of their own race and identity. This interactive session will examine the role communities serve in influencing multiracial individuals in the forming of four identity formations: Transcendentalist, Integrationalist, Strategic, and Foundational (terms defined in session). Presenters will provide a platform for discussing the issues multiracial individuals face as they develop and define their racial identity.

NCORE-ISCORE Project Scholars:
Rachel Barnes, Senior, Biological Systems Engineering
Araceli Lopez, Junior, Political Science
Emily Villarreal, Senior, Child, Adult, and Family Services

CONFERENCE
Friday, March 2

MORNING ADDRESS
Sun Room, 9:00AM-9:50AM

Dr. José Antonio Rosa is a professor in Marketing and John and Deborah Ganoe Faculty Fellow at Iowa State University. As an academician, José has studied topics such as innovation by poor consumers, behaviors and decision making by low-literacy consumer, the social evolution of markets, and the role of embodied knowledge in consumer and managerial thinking. He has taught on marketing management, consumer behavior, and managing for innovation to undergraduate, professional graduate, and doctoral students. In addition, José has been involved with the PhD Project since the mid-90s. The PhD Project is a joint effort between industry and academia to increase the number of underrepresented minority professors in business schools. José has mentored and advised students of color at all levels throughout his career. He was recognized for such efforts with the 2016 American Marketing Association’s Williams-Qualls- Spratlen Multicultural Mentoring Award and inducted to the PhD Project Hall of Fame in November 2016. José holds degrees from University of Michigan, Dartmouth College, and General Motors Institute (Kettering University). In his professional career, José held management positions in marketing and manufacturing in the automotive and banking industries.

MORNING SESSIONS
10:00AM-10:50AM

The Student-Athlete Experience Through a Multicultural Lens
Cardinal Room, 10:00AM-10:50AM

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NCORE-ISCORE Project Scholars:
Rachel Barnes, Senior, Biological Systems Engineering
Araceli Lopez, Junior, Political Science
Emily Villarreal, Senior, Child, Adult, and Family Services
Rejection and Denial: The Afro-Latinx Identity
Gold Room, 10:00 AM - 10:50 AM

Current issues in the United States regarding the prevalence of racial and ethnic inequality has created an increase in consciousness regarding race and ethnicity. Individuals who possess multiple racial or ethnic identity categories are often disregarded as a result of the societal norm of identifying people as monoracial or in the polarized Black or White binary. For Afro-Latinx individuals—those of African and Latinx descent—this statement is especially true. Slavery, colonialism, nationalism, and independence are the foundations which consolidate into this community's complex struggles and experiences. This presentation will explore the historic and contemporary oppressive systems which Afro-Latinx individuals encounter by examining topics related to identity development, slavery, colorism, as well as the relationship between race, ethnicity, and class.

NCORE-ISCORE Project Scholars:
Apple Amos, Senior, Chemistry
Malik Burton, Senior, Speech Communication
Sha’Kurra Evans, Senior, Sociology
Brock Leum, Junior, Construction Engineering

Walking in Someone Else’s Shoes: A Modified Privilege Walk
Sun Room, 10:00 AM - 10:50 AM

The ability to “walk in some else’s shoes” is a trait of great leaders. It is an act of empathy and the process can help us understand personal and larger structural barriers that impacts all students and our communities, particularly those from underrepresented populations (e.g. low income, first generation, or minority). The workshop will be led by students from the STEM Scholars Program. We will highlight a strength-based perspective of people that have successfully navigating their way into the ISU community and how these skills are linked to effective leadership within and beyond our communities. The participants will experience wearing new shoes with a post-walk time to share their thoughts through an open forum discussion. Note: Based on past experiences, we have designed this privilege walk format to protect the identity of individuals who may be hesitant to share their (dis)advantages within a large group of people, including friends and strangers. This anonymization helps individuals who may be emotionally triggered by the traditional privilege walk format.

Theodore Bong, Junior, Animal Science
Guadalupe Estrada, Sophomore, Kinesiology
Lia Gomez, Senior, Environmental Science
Kennady Lilly, Senior, Environmental Science
Sydney Paris, Freshman, Animal Science
KylaYuza-Pate, Freshman, Biology
Dr. Corey Welch, Director, STEM Scholars Program

Memes, Tweets, and Photographs: False Narratives, Real Objects, Race, and Ethnic Nationalism in the Internet Age
Room 3512, 10:00 AM - 10:50 AM

Throughout history, physical objects (monuments, buildings, objects, bones) have been utilized to initiate or perpetuate racist, ethnocentric and nationalistic ideologies. Though the objects are often real, the narrative used to prop up these skewed ideological interpretations of history is purely mythological. It used to be that these kinds of alterations of history persisted, but often did not hold sway with larger swaths of society. People recognized urban legends, but did not regard them as fact. Enter the magical invention known as the internet. This talk examines how internet users took the internet—an incredibly useful tool in regard to the dissemination of knowledge—and utilized actual objects, particularly physical bodies, to create or reinforce racist and nationalistic narratives based on falsehoods and misinformation. It also examines how, much like pandemics, these perversions of reality are further aided by the compression of time in cyberspace. What would have taken weeks or months or years to circumnavigate the globe, now only takes a few clicks of the keyboard to distort real objects and press them into the service of racism, ethnocentrism and nationalist causes.

Kate Kolpan, Lecturer of Anthropology, Department of World Languages and Cultures
Sikhs - Who are They?
Room 3534, 10:00AM-10:50AM

My name is Manreet Singh Bhullar, and I am a Ph.D. student in the department of Food Science and Human Nutrition at Iowa State University. I am a Sikh by religion and as part of my faith, I tie a turban which differentiates me from peers and colleagues on the basis of appearance. A turban is often perceived as a symbol of extremism, fear and hate. However, for a Sikh, it actually represents equality and utmost respect. Unfortunately, the turban’s symbolism and essence is lost on most Americans today.

A general level of ignorance and lack of appropriate education about diverse religions and ethnicities has led to many hate crimes in US, affecting communities both mentally and physically. Nearly 60 percent of Americans admit their ignorance regarding Sikhism and Sikhs. This ignorance comes at a deadly cost. In wake of recent incidents ranging from the 2012 Oak Creek Massacre to the non-fatal shooting of a Sikh man this March, the Sikh community is taking a more vocal stand against hate. The latest hate graffiti from local citizens and messages for Hoboken’s (New Jersey) newly elected mayor Ravi Bhalla raise well-founded concerns. Some people even put posters on walls and cars that say, “Don’t let terrorism take over our town.” These incidents elevate hatred and suspicion among the communities, and invoke racial discrimination, the roots of which are deep-seated within the social structure of modern civilization.

Manreet Singh Bhullar, Graduate Research Assistant, Food Science and Human Nutrition

GRO: Planting the Seed of Social Justice Programs at Iowa State University
Room 3558, 10:00AM-10:50AM

Growing through relationships and conversations with others (GRO) is an annual program offered spring semesters for students to engage in learning more about social justice topics while building community with one another. GRO seeks to create a community of diverse individuals and inclusive environment that helps provide students with a framework to engage in dialogue that will transform and create social change across campus. GRO is a space that encourages critical consciousness raising as well as challenging existing systems of oppression through activism. This presentation details our work with GRO as a transformative space for undergraduate students. Although currently housed in the College of Human Sciences, we hope that this initiative will be implemented at each college at Iowa State.

Alexia Angton, Ph.D. Student, Department of Sociology
Yvette Rodriguez, Assistant Director, Multicultural Student Programs, University of Notre Dame

The HBCU Connection: A Digital Collection of Black ISU Alumni from the Early 20th Century
Room 2256, Multicultural Center (MCC), 10:00AM-10:50AM

Iowa State University is unique in that it was always an integrated institution. However, despite this fact, the only well-known Black ISU alums are George Washington Carver and Jack Trice. Iowa State University has a long history of black alumni who are educated here and go on to serve in high-ranking and/or high-impact positions at historically black colleges & universities (HBCUs). This digital collection is an aggregation of information that highlights Black alumni from 1911-1948 and follows their prestigious careers after leaving Iowa State. The website is designed to be innovative for current and future researchers as well as a shared resource between Iowa State University and the featured HBCUs. The intent is for it to remain an ongoing partnership that can be updated as more history is uncovered. The creation of this collection is in an effort to diversify the archival holdings of Iowa State University. It also creates a pathway for future work of this type to be done that would be representative of other marginalized communities on campus. This collection is the result of innovative research methods and collaboration with HBCU archivists nationwide.

Shaina V. Destine, MLIS, Resident Librarian/Archivist, Special Collections & University Archives, Parks Library
**In Order for Unicorns to Succeed: We Need Reparations!**
Cardinal Room, 11:00AM-11:50AM

The idea of reparations for the long-suffering that blacks have endured historically is a controversial topic. We argue that in order to acknowledge wrongs of slavery and the intentional discrimination of blacks for over 300 years, reparations are not only fair, but just. The systemic emotional, economic, and social suffering through generations is still felt today including within higher education. Although we have gained access to higher education, black graduate students are constantly reminded of the mistreatment of our ancestors in the academy and the fact that they have never been compensated.

Our experiences have led us to propose proper reparations for black graduate students to not only restore what has been broken, but to ensure our success. For this study, we reference the work of Bell (1987) and his chronicle that discusses the idea of creating a Black Reparations Foundation. The idea behind this is to bring blacks up to the levels they would have had but for the impediments of historic slavery and the continuing disadvantages of racism. We will highlight the role of employment, health, and social support as key factors in the success of black graduate students and ways to implement these reparations on a large scale.

Alexa Angton, Ph.D. Student, Department of Sociology, Women and Gender Studies Teaching Assistant
Carmen Jones, Ph.D. Student, School of Education, Graduate Research Assistant
Tyanez Jones, Graduate Student, School of Education, Graduate Research Assistant, Curriculum and Instruction Technology
Hildah K. Makori, Ph.D. Student, School of Education, Science Education
Claudia B. Young, Ph.D. Student, Doctoral Research Assistant

**The Portrayal of Native Americans in Modern Media: Pocahontas**
Gallery Room, 11:00AM-11:50AM

Different forms of media have proven to play a critical role in creating and maintaining society’s perception of ethnic and racial groups in the United States. Specifically, the Native American community has consistently been depicted using surface level and stereotyped characteristics of being uncivilized and archaic people. Even within contemporary portrayals, the misrepresentation of indigenous history can be seen in Disney’s 1995 film Pocahontas. The objective of this study was to utilize Pocahontas as a lens to critically examine the portrayal of Native American culture and history from a White American’s perspective. Our analysis will include how the misrepresentation has negative implications on the Native American identity and how, in contrast, authors that identify as Native American portray the community in a positive light.

NCORE-ISCORE Project Scholars:
Toluwani Awokoya, Junior, Nutritional Science
Chastity Henrichs, Senior, Psychology
Paulina Padrón, Junior, Animal Science
Faleesia Willis, Senior, Biology

**Exploring Identity through Film: A Day in the Life of an MVP Scholar**
Gold Room, 11:00AM-11:50AM

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 their social identities have on their Iowa State University experience. This panel discussion will address challenges, opportunities, and areas of growth 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
Alejandra Flores, Graduate Assistant, Office of Multicultural Student Affairs
Jessica Mena Flores, Graduate Assistant, Office of Multicultural Student Affairs
First-Year Scholars, Multicultural Vision Program
CANCELED  Culture Is or Culture Ain’t: A Critical Analysis of the WMC’s Intercultural Learning Specialist Position  
Room 3512, 11:00AM-11:50AM

What is culture? This question has perplexed scholars for decades. The Intercultural Learning Specialist position at the Writing and Media Center was created to enhance and increase the cultural competence of its student employees. Increasing this competence will in turn increase the student staffs’ ability to communicate effectively and appropriately with people from other cultures. Thus, begging the question: Are international students the only students that offer culture to universities? Where do domestic students of color and domestic ethnically diverse students fit into the diversity missions of departments and universities? This presentation will examine the job of the Writing and Media Center’s Intercultural Learning Specialist position and other positions like it through a critical lens with the hopes of revealing disparities in the positions and how it should serve domestic students of color as well as international students.

Nia Estes, Graduate Assistant, Higher Education in Student Affairs

Latinx Communities in Agriculture  
Room 3534, 11:00AM-11:50AM

The objective of this presentation is to shed light on the complexity of the relationship between U.S. based Latinx communities and agriculture by examining three distinct areas; health, access, culture. This presentation highlights: (1) the health impacts of chemical fertilizers and pesticides used within farming operations on Latinx agricultural field workers, (2) how inequitable access to modern agricultural technologies affects Latinx communities, and (3) the cultural impact of the Latinx community on the agriculture industry -historically and statistically grounded.

Valeria Cano Camacho, Senior, Agronomy  
Dayana Carrera, Sophomore, Environmental Science  
Gustavo Flores, Junior, Nutritional Science

US Race and Ethnicity through an International Lens  
Room 3558, 11:00AM-11:50AM

International students face many adjustments when they come to the United States to study. Often, they find the topics of race and ethnicity in the US difficult to navigate, especially when their experience with ethnic diversity in their home countries are very different. The session will feature a panel of four Iowa State international students who will share their perspectives on US race and ethnicity.

Krista McCallum Beatty, Director, International Students and Scholars Office

The History of Struggles against Anti-Black Racism in Iowa  
Room 2256, Multicultural Center (MCC), 11:00AM-11:50AM

Since the founding of the state in 1846, Iowans have embedded anti-black racism within the courts, schools, politics, city planning, employment, and other dimensions of social life. At the same time, however, generations of Iowans have fought bravely and creatively against this racism through individual actions, organizations, and social movements. This session shares some of the most compelling stories from an online undergraduate and graduate summer class focused on the teaching and learning of Iowa history related to struggles for social justice (CI 422/522). Some are heartbreaking and frustrating while others are inspiring and incredible. Whether their efforts had a local or national impact, Iowan’s embrace and rejection of racism in the past 150+ years is important for us to understand as we grapple with how best to address ongoing disparity, structural inequities, and oppression. Ultimately, this session asks participants to consider why this history is not more widely known and what would happen if it were.

Katy Swalwell, Ph.D., Associate Professor, School of Education

Poster Session  
ISMIs Explored Through the Eyes of George Washington Carver (GWC) Scholars  
Great Hall, 11:00AM-11:50AM

This session will explore the different ISMIs (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 ISMIs 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
Dr. Susana Muñoz is assistant professor of Higher Education in the School of Education at Colorado State University (CSU) and co-director of the Higher Education Leadership program. Her scholarly interests center on the experiences of minoritized populations in higher education. Specifically, she focuses her research on identity development, social activism, and campus climate for undocumented Latinx students, while employing perspectives such as Latino critical race theory, Chicana feminist epistemology, and legal consciousness frameworks to identify and deconstruct issues of power and inequities as experienced by these populations. Her first book “Identity, Social Activism, and the Pursuit of Higher Education: The Journey Stories of Undocumented and Unafraid Community Activists” (Peter Lang Publishing) highlights the lives of 13 activists who grapple with their legality as a salient identity. She was recently named by Diverse Issues in Higher Education magazine as one of 25 most influential women in higher education, the recipient of the Outstanding Faculty award from National Association of Student Personnel Administrators (NASPA) Region IV-W, and the recipient of the Mildred Garcia Exemplary Scholarship Award from the Association for the Study of Higher Education (ASHE). She is originally from Merida, Yucatan, Mexico but calls Sioux City, Iowa home.

Dr. Muñoz received a B.A. in Political Science and International Studies from Iowa State University, a M.S. in Student Affairs and Higher Education from Colorado State University, and a Ph.D. in Educational Leadership and Policy Studies from Iowa State University.

The Reconstruction & White Supremacy: How History Repeats Itself
 Cardinal Room, 2:10PM - 3:00PM
The reconstruction was a period of post-civil war cultural, social, political, and economic change for the United States. During this time, we see a surge of political participation by the formally enslaved black population in many localities across the Southern United States. Unfortunately, the reconstruction creates a whole new threat in the form of the Ku Klux Klan. This terrorist organization acted as the white resistance to the reconstruction and used violence and manipulation to re-strengthen white-supremacy across the United States. Today we see a similar resurgence of white resistance occurring; some of which are subtle overtones of white supremacy perpetuated through our established systems of governance and justice, and others are zealous demonstrations of anger. I will use the reconstruction period as a lens to explain how modern-day white supremacy has continually matriculated throughout our society and how the appeasement of hate will only continue the United States’ history of racial oppression.

Seth D. Schroeder, Graduate Student, School of Education, Graduate Assistant Hixon Opportunity Awards & National Student Exchange

Is Anyone Listening? Starting a Conversation About African American Males’ Success in Higher Education
 Gallery Room, 2:10PM - 3:00PM
Research from across the United States indicates that African American males face unique personal, academic, and environmental challenges while striving to attain academic success in higher education. The purpose of this presentation is to evaluate and provide recommendations to improve the current state of African American male academic success at Iowa State, which is defined and assessed through retention and graduation rates. A review of current literature on the topic has illuminated issues faced by African American males at various higher education institutions. Our discussion will highlight the specific barriers to academic success that African American males face at Iowa State using student demographics and responses. Practical solutions will be offered to increase African American male academic success at Iowa State University.

NCORE-ISCORE Project Scholars:
 Benjamin Dralle, Senior, Nutritional Science
 Emily Leaverton, Senior, Civil Engineering
 Nayely Hurtado, Junior, Political Science
 Buena Lisa Saenthavy, Sophomore, Sociology
Stereotyping the Black Woman: An Analysis of Black Hair Advertisements
Gold Room, 2:10PM-3:00PM

Black hair product advertisements communicate both overt and covert messages to consumers through their phenotypic traits, facial expressions, and body language. The problem with the ads is that the messages communicated sometimes appear stereotypical of black women. Other times, the message is a denouncement of a certain set features in favor of another, less ethnic set. Similar studies of black advertisements have been conducted by Leslie (1995), who studied a broad range of advertisements of Ebony magazine from 1957 to 1989, and Gitter, O’Connell, & Mostofsky (1972), who studied Ebony magazine advertisements from 1952 to 1968. However, there is no study that inquired what trends and messages communicated by black hair product advertisements between the years of 2011 to 2015 in Ebony magazine, a time when the natural hair movement gained momentum. Ebony magazine was used, as it is the longest printed black magazine with the widest distribution. The purpose of this study is to identify if there are covert and overt stereotypical messages portrayed by black hair product advertisements, and the models in them, to identify the relationship between phenotypic traits and stereotypes of women of African descent in black hair product advertisements in Ebony magazine, and to identify what (unwritten) messages that the models embody or portray in black hair product advertisements.

Archana Edmond, Ph.D. Student, Apparel, Merchandising & Design
Courtney D. Johnson, Graduate Student, Apparel, Merchandising & Design
Dr. Eulanda A. Sanders, Donna R. Danielson Professor of Clothing and Textiles, as well as the Apparel, Events, and Hospitality Management Chair, and College of Human Sciences Equity Adviser
Ashney Williams, Ph.D. Student, Apparel, Merchandising & Design

“Um, Diversity Definition? That’s Hard.”: College Student Perceptions of Diversity
Room 3512, 2:10PM-3:00PM

After the civil rights movement, affirmative action drove diversity on college campuses. Yet, proponents and opponents of affirmative action saw that diversity for diversity’s sake was not enough to justify programs and policies at academic institutions. Our study at a large Midwestern research university utilized qualitative interviews and grounded, data centric methods to explore student perceptions of diversity. Soliciting student voices now is imperative because the US is at a cultural-crossroad where racial, ethnic, religious, sexual orientation, gender, and dis/ability diversity are under political pressure. From these voices, we discovered an expansive definition, conflict over measurements, increasing knowledge of discrimination, reservations about protests, and a need for administrative, visible support. So, as college students represent changing cultural ideologies and society’s future leaders, seeking their perceptions of diversity, campus climates, and university initiatives on diversity is central to the improvement of communication about diversity on college campuses.

Amanda Arp, Graduate Student, RPC/English
Phillip Gallagher, Graduate Student, RCP/English
Mariah Kemp, Graduate Student, RCP/English
Dr. Stacy Tye-Williams, Assistant Professor, Communication Studies/English

Teaching Slow Violences: A Rhetoric of Othering and Systemic Silencing
Room 3534, 2:10PM-3:00PM

How can teachers spur students to critically examine the media they consume as well as their social, academic, and professional environments in order to foment productive dialogues on race, ethnicity, and beyond? In a world of fake news, instantaneously revised history, and Trumpism, these dialogues are crucial, especially in courses focused on composition, rhetoric, and critical thinking. By understanding social injustice as violence through the loss of individual and collective agency and by examining issues of slow violence (as proposed by Rob Nixon in 2011), we outline methods for engaging students in discussions on new critical perspectives. We’ll be discussing how instructors can approach slow, systemic, overlooked, and barely visible violations comfortably and constructively in the classroom to encourage students to direct their critical thinking skills to the world around them. Classroom discussion topics include: film, literature, music, race, gender, ethnicity, indigeneity, climate change, agriculture, oppression, and their intersections.

Chloe N. Clark, Lecturer, English Department
Bront Wieland, Graduate Student, Teaching Assistant, Creative Writing & Environment
An Exploration of Gentrification of the Magic City: A Spatial Analysis of Birmingham, AL

Birmingham, Alabama, once the most segregated city in the nation, is now experiencing an economic revival linked to capital investments, influx of high-income groups that has caused the displacement of low-income groups as part of social upgrade and landscape change. These changes result in an ongoing gentrification of the city. To study the processes that have led to this change, I analyzed the socioeconomic characteristics and transportation trends from 1980 to 2010, and explored the impacts of changing neighborhoods on access to public transportation. Using a case study approach, I will: (1) provide historical context of the city; (2) spatially identify urban core minority communities through changes in census data; (3) ascertain changes in socioeconomic characteristics associated with gentrification; (4) determine the economic development strategies at work in the urban core; and (5) utilize transportation data from 1980-2010 to visualize changes in public transportation networks and how this relates to socioeconomics.

I hypothesize that, by focusing on a single city, we can identify a relationship between socioeconomic characteristics and access to public transportation, and that gentrification in the urban core and in neighborhoods closer to transportation lines results in reduced numbers in ridership. I also hypothesize that the communities that are gentrifying do not have and have not had access to public transportation because the Birmingham Transit Authority has not invested in providing service to gentrified communities.

Antionette Fowlkes, Graduate Student, Community and Regional Planning

Lost Stories: Women of Color at Iowa State University

Name a woman of color who graduated and led change at Iowa State. What did they do? How did they impact an Iowa State that promoted the mission to create, share, and apply knowledge to make Iowa and the world a better place? In 1931, the first African American Woman graduated Iowa State University with a Masters degree in Home Economics Education. However, her story and the stories of so many other women of color have been forgotten. Iowa State University, as an institution has celebrated both women, and people of color, but have rarely publicly celebrated the accomplishments of women of color. This session will not only detail the accomplishments of women of color at Iowa State to identify and celebrate their achievements, but will also encourage Iowa State University to recognize their achievements.

Lemuel Anderson, Senior, Political Science
Olivia Carrasco, Senior, Mechanical Engineering
Julian Duran, Junior, Economics
Adrian Gomez Paz, Junior, Pre-Biological/Pre-Medical Illustration
Francis Jayoma, Sophomore, Finance
Kpandi Lumeh, Senior, Psychology
Smeet Misty, Senior, Mechanical Engineering
Carleen Silva, Senior, Animal Ecology
Andrew Whitehead, Senior, Computer Engineering

Poster Session
ISMs Explored Through the Eyes of George Washington Carver (GWC) Scholars

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
From Bobbies to Five-0 Policing and Community throughout History
Oak Room, 3:10PM-4:00PM

Engagement and Inclusion Officers (EIOs) from Iowa State University Police will be discussing the history of law enforcement in the United States with a particular focus on how systemic isms have negatively impacted community policing. We will discuss the historical shifts in policing styles throughout the decades and their occurrence in relation to historical events such as the Chicano Blowouts, FBIs COINTELPRO, Stonewall Riots, and current events including Black Lives Matter and the call for an end to police brutality. It is important for law enforcement to acknowledge and name this historical context as one of the steps to rebuilding community trust and addressing systemic problems. After developing a foundational awareness of the history, we will discuss national and local efforts made by communities and law enforcement to improve policing today. This will include information about ISU PDs efforts and an overview of the EIO program.

Carrie Jacobs, Deputy Chief, EIO, ISU Police
Natasha Greene, Patrol Officer and EIO, ISU Police

Being Invisible: Asian American and Pacific Islander Students on Campus
Gallery Room, 3:10PM-4:00PM

As diversity and inclusion committees and administration change policies to become more inclusive, who’s invited to the conversation? In matters of diversity and race, Asian American and Pacific Islander (AAPI) students are often left out of the conversation at Iowa State University. This session will cover the issues that AAPI students face as both the “model minorities” (a stereotype of being academically advanced with high achievements in the STEM field and being complacent with issues of social justice) and “invisible minorities” (underrepresented in multiple aspects in society) at Iowa State. A content analysis of current diversity and inclusion policies and programs implemented at Iowa State University over the past 5 years and university data will be examined. Facilitators will discuss solutions for more meaningful presence of AAPI student interests at the university, including university efforts to promote diversity and inclusion and invitations to the AAPI community to speak on public forums, or sessions with student government.

NCORE-ISCORE Project Scholars:
Julian Neely, Junior, Journalism and Mass Communication
Maeve McCloskey, Sophomore, Industrial Engineering
Jazlyn Talley, Junior, Political Science
Nayelie Valenzuela, Senior, Public Relations

The Invisible Blackness of Latin America
Gold Room, 3:10PM-4:00PM

This panel explores discussions of race in Latin America, a region known for its multi-ethnic population. We will analyze how Afro-Latin Americans specifically have contested the images created by state intellectuals, who had been influenced by scientific racism. We will focus on the views posed by Afro-Latin Americans to affirm their identity. The presenters will discuss sociopolitical insights as well as cultural expressions from different countries.

Nayely Hurtado, Junior, Political Science
Joi Latson, Senior, Global Resource Systems
Elisa Rizo, Associate Professor of Spanish, Department of World Languages and Culture

White Fragility: What It Is, What It Isn’t, and What We Can Do About It
Sun Room, 3:10PM-4:00PM

White people are needed in the movement to challenge and decrease the individual and institutional effects of racism. Even when caring and wanting to make a difference, something that might keep white folks on the sidelines has been termed white fragility. The concept of white fragility refers to when white persons feel overwhelmed about something involving racism, including getting defensive or withdrawing when one’s white privilege or racist thoughts or behaviors get pointed out. This session is presented by two ISU staff who identify as white and who are on the journey of strengthening their social justice work and helping others in that journey. People of all racial and ethnic identities are welcome to attend this session that aims to—without shaming—help audience members learn about white fragility, why it happens, how it shows up, and ways to strengthen resilience in doing anti-racism and other social justice work.

Carolyn Duven, Cyclone Success Coach, Academic Success Center
Erin Pederson, Staff Psychologist, Student Counseling Services
The Color of Esteem: Dismantling Skin Tone Stereotypes
Room 3512, 3:10PM - 4:00PM

All too often young women of color internalize negative societal messages about their complexion. This internalization is a defining factor in their identity development which can have negative implications on their self-esteem. Understanding and having awareness about the oppressive system of colorism including, how it situates young women of color in personal and social hierarchies and the damages caused to their natural stages of identity development and perceived self-worth is important. Research suggests that colorism not only affects adolescents’ identity development and self-esteem, but also impacts academic achievement. The purpose of this session is to provide guidance and empowerment to young women of color as they learn to identify and dismantle the stereotypical system of skin tone bias. This will allow attendees to become critically conscious of the facets of colorism that can aid in navigating a healthier socio-emotional path where identity and self-esteem are not in question. Participants will have an opportunity to engage with the topic through historical and current contexts. They will also participate in simulations to give them an idea of how the adverse ideology of skin tone ranking can devalue young women of color in marginalized spaces.

Claudia B. Young, Doctoral Research Assistant, Social and Cultural Studies in Education, School of Education

Engaging Muslim Students on Campus
Room 3534, 3:10PM - 4:00PM

Despite the fact that over 1.8 billion people practice Islam worldwide, misconceptions regarding the religion run rampant, especially in the United States. These misconceptions increased after 9/11 and again during the 2016 election cycle due to discussions of ISIS, Syrian refugees, and Muslim travel bans. Such misinformation is not innocuous; it has resulted in an uptick of hate crimes against those who are deemed Muslim, especially those of Arab descent. The college campus is increasingly becoming the backdrop to microaggressions, discrimination, and hate crimes. Not only do colleges need to do more to combat these issues, but they also need to do more to accommodate the needs of Muslim students on campus. In order for higher education to create a more inclusive and welcoming climate toward Muslim students, we need to make purposeful choices that address the lived experiences of Muslim students on campus. This presentation will discuss the specific problems faced by Muslim learners on campus as well as potential solutions to these problems.

Comanchette McBee, Graduate Student, Higher Education

A Whole Lotta Woman: Women in Blaxploitation Movie Posters
Room 3558, 3:10PM - 4:00PM

This session covers a visual rhetorical analysis of Blaxploitation movie posters. Through the lens of African American rhetoric, we will explore how pictures and text work together to present arguments about women and power, and also how this communicates identity. Audience members will hear this presentation, and will be able to view these posters and have a discussion about the rhetorical appeals that are present.

Lauren Malone, Doctorate Student, Rhetoric and Professional Communication

The Experiences of Black Agricultural Education
Room 2256, Multicultural Center (MCC), 3:10PM - 4:00PM

The goal of this research is to explore the professional experiences of black faculty members within agricultural education departments at Predominantly White Institutions (PWIs), and to compare those experiences to the learning theory called communities of practice (COPs). This research study uses narrative inquiry to achieve a thematic analysis of the experiences of black faculty members within agricultural education that was used for the comparison. The study aims to answer the following research questions: (1) How do black faculty members within agricultural education departments experience communities of practice at Predominantly White Institutions? (2) In what ways, do black faculty members perceive their professional relations within agricultural education departments at Predominantly White Institutions?

Zachary C. Brown, Graduate Student, Agricultural Education
# ISCORE RECEPTION

Sun Room, 4–5 PM

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<th>Time</th>
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<tr>
<td>4:10 PM</td>
<td>Welcome from Committee</td>
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<tr>
<td>4:15 PM</td>
<td>Lyrical Expression &amp; Brenda Jones Change Agent Award Introduction</td>
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<td>4:20 PM</td>
<td>Change Agent Award Winner remarks (Kennesha Woods)</td>
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<td>4:30 PM</td>
<td>Lyrical Expression and Introduction of Dr. Martino Harmon, Senior Vice President for Student Affairs</td>
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<td>4:35 PM</td>
<td>Remarks from Dr. Martino Harmon &amp; Introduction of 2018 cohort</td>
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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 2018 NCORE-ISCORE Brenda Jones Change Agent Award recipient is Kennesha Woods. Kennesha is a class of 2011 Iowa State University graduate. She was an active member of Delta Sigma Theta and was a McNair Scholar. She recently obtained her M.S. at Oklahoma State University (OSU) in 2013. Since OSU, she has worked as a special educational teacher assistant for 6 years, a youth residential office for 2 years, a Domestic Violence Community Program Monitor for 2 years and is currently a Women’s Probation Parole Officer. Kennesha has remained locally active as the chair of the Diversity committee for the 5th Judicial District Department of Correctional services. In addition to the Change Agent award, she received a Multicultural Issues Worker Award in 2017 and was recently accepted in the Des Moines Iowa African American Leadership Academy 2018 cohort. It is clear through her work, that her passion lies in giving back to the community, specifically at risk young people, adults, and families.

In 2012, the NCORE-ISCORE Brenda Jones Change Agent Award was created, honoring Brenda Jones. Jones created 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.
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 Human Sciences has long been a campus leader in infusing inclusivity and diverse perspectives into teaching, research, and outreach. From helping West Des Moines Community Schools tackle cultural disparities to curating one of the nation’s first LGBTQ+ fashion exhibits, human scientists are forever identifying issues, listening to needs, discovering solutions, and opening doors to underserved populations. To illustrate:

**College access.** Today, more than 160 Iowa State University students are enrolled through Science Bound, a flagship program that is breaking down barriers for students of color to ensure access to college and successful college careers. Outreach programs such as Juntos: Together for a Better Education for Latino youth, and the ISU 4U Promise Partnership, for diverse primary school children are also paving the way to college success for hundreds of Iowa youngsters who represent the future of American ingenuity.

**The student experience.** Dialogues on Diversity, a one-credit course promotes crucial conversations among students from across the campus. Most undergraduate Human Sciences students participate in inclusive classroom programming tailored to their major. The Connect Four learning community for first-year students of color provides a supportive network to help students become their best. Their 25-poster “I am a Black Scientist” exhibit is available for use.

**Research.** Human scientists are delving into anti-racist school leadership, racial and ethnic identity, critical race theory, social justice issues, regulations that encourage or discourage racial equality, representation of various ethnicities among college faculties and science professions, contributions black people make to the fashion industry, language barriers in food safety practices, and more.

**Faculty and staff development.** A brown bag lunch series and intensive “Mission Inclusion” seminars challenge faculty and staff members to infuse diversity and social responsibility into the learning, discovery, and outreach activities they lead.
The College of Agriculture and Life Sciences broadens perspectives by involving diverse people, ideas and cultures, and creating a welcoming, inclusive environment where all students can succeed. We gain broader perspectives by learning from those with diverse experiences, backgrounds, and expertise. CALS, the only college with both an assistant dean for Diversity and a multicultural liaison officer, has initiatives to ensure the retention and professional development of multicultural students.

**Living LEAD-IT.** Leaders Enhancing Agriculture, Diversity, Inclusion and Trust Collective (LEAD IT) is a group of students trained to engage others on diversity, inclusion, power, oppression and privilege issues. They’ve helped facilitate trainings in introductory courses, and led diversity training for food science and human nutrition faculty. CALS is sending LEAD-IT members to the 2018 National Conference on Race and Ethnicity.

**Spirit of Innovation and Service.** Since 2016 CALS has presented the annual George Washington Carver Spirit of Innovation and Service Award. The award recognizes the efforts of undergraduates striving to achieve their dreams and discovering the relevance in following in the footsteps of Carver. The honor is a partnership with Tuskegee University, Simpson College and Lincoln University.

**Carver Research Interns.** For over 25 summers, CALS has hosted undergraduate and high school students — many of color and women — from across the country for the George Washington Carver Summer Research Internship Program. Students work on meaningful research with faculty mentors. The program recently expanded to include graduate students, helping Iowa State strengthen its ties with 1890 historically black colleges.

**Cultural Competency.** CALS has a continuing Cultural Competency Seminar Series for faculty and staff. CALS trains members of search committees for faculty and administrator positions to recruit diverse applicants and to recognize implicit biases. Women faculty network to discuss inclusivity, role models, gender-biased recognition and work-life satisfaction.
2017 NCORE DELEGATION
Fort Worth

PROJECT DIRECTOR
Japannah Kellogg, NCORE-ISCORE Project

STUDENTS
Apple Amos, Senior, Chemistry
Toluwani Awokoya, Junior, Nutritional Science
Rachael Barnes, Senior, Biological Systems Engineering
Malik Burton, Senior, Speech Communication
Benjamin Drale, Senior, Nutritional Science
Sha’Kurra Evans, Senior, Sociology
Chastity Henrichs, Senior, Psychology
Nayely Hurtado, Junior, Political Science
Emily Leaverton, Senior, Civil Engineering
Brock Leum, Junior, Construction Engineering
Araceli Lopez, Sophomore, Political Science
Maeve McCloskey, Sophomore, Industrial Engineering
Julian Neely, Junior, Journalism and Mass Communication
Paulina Padron, Junior, Animal Science
Buena Lisa Saenthavy, Sophomore, Sociology
Jazlyn Talley, Junior, Political Science
Nayelie Valenzuela, Senior, Public Relations
Emily Villareal, Junior, Child, Adult, and Family Services
Sherrell Williams, Senior, Journalism and Mass Communication
Faleesia Willis, Senior, Biology

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Fatma Bachelani, Office of Diversity and Inclusion
Brayln Beathia, Department of Residence
Laura Bestler, Center for Excellence in Learning and Teaching
Jazzmine Brooks, Student Wellness
Lora-Leigh Chrystal, Program for Women in Science and Engineering
Jake Cummings, Office of Equal Opportunity
Mickie Deaton, College of Human Sciences
Aaron DeLashmutt, ISU Police
Laura Doering, Enrollment Management & Student Success
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Angel Eason, Department of Residence
Monique Ellefson, Department of Residence
Pete Englin, Department of Residence
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Michael Giles, Recreation Services, Dean of Students Office

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Brenda Thorbs-Weber, College of Business
Nick Thou-Petkovich, Department of Residence
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Emily Wilcox, Honors Program
Sarah Wilson, College of Human Sciences
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 2017, the conference was held in Fort Worth, Texas. Students present new knowledge gained from their NCORE experience at the Iowa State Conference on Race and Ethnicity (ISCORE).

**RESEARCH GROUPS**

**AFRICAN AMERICAN**
- LeQuetia Ancar, Team Leader
- Benjamin Dralle
- Nayely Hurtado
- Emily Leaverton
- Buena Lisa Saenthavy

**ASIAN AMERICAN**
- Kathleen Harrison, Team Leader
- Maeve McCloskey
- Julian Neely
- Jazlyn Talley
- Nayelie Valenzuela

**LATINX**
- Evan Knoespel, Team Leader
- Apple Amos
- Malik Burton
- Sha’Kurra Evans
- Brock Leum

**MULTIRACIAL**
- Ashley Garrin, Team Leader
- Rachael Barnes
- Araceli Lopez
- Emily Villarreal
- Sherrell Williams

**NATIVE AMERICAN**
- Whitney Statham, Team Leader
- Toluwani Awokoya
- Chastity Henrichs
- Paulina Padron
- Faleesia Willis

**ADDITIONAL SUPPORT**
- Jazzmine Brooks
- Martino Harmon
- Brenda Jones
- Japannah Kellogg
- Mary Nii-Munteh

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THANK YOU!

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