**Program Schedule**

**Overview**

**Wednesday, Mar. 4**

11:00 AM  
Check-in and Lunch

11:30 AM  
Welcome and Opening Session

1:10 PM  
Concurrent Sessions

2:10 PM  
Concurrent Sessions

3:10 PM  
Keynote Speaker, Dr. Tera R. Jordan

**Friday, Mar. 6**

8:15 AM  
Check-in 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.*

9:00 AM  
Welcome and Opening Address, Vijay Kanagala, Ph.D

10:00 AM  
Concurrent Sessions

11:00 AM  
Concurrent Sessions

12:00 PM  
Luncheon and Keynote Panel, NCORE-ISCORE Project Alumni  
*Menu: The ISCORE luncheon menu celebrates our campus diversity. Our menu this year features a selection of East African cuisine.*

2:10 PM  
Concurrent Sessions

3:10 PM  
20th Year ISCORE Photo and Closing Session

4:15 PM  
ISCORE Reception

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**Thermas 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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CONFERENCE
Friday, March 6
Morning Sessions at-a-glance

8:15AM-9:00AM | Check-in, 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. Vijay Kanagal
Sun Room

10:00AM-10:50AM | What’s Inhibiting White Individuals in Race Conversations?: A Perspective on White Fragility and the Human Need for Relatedness
Room 3512

Black Identity, Activism, Empowerment, and Fashion on the College Campus
Room 3228

WE DID NOT CROSS THE BORDER, THE BORDER CROSSED US: Supporting Latinx/a/o communities that have been racialized during immigration
Gallery Room

Citizen Artistry in Action: ISU Theatre’s Journey toward Radical Inclusion, Representation, and Decolonization
Cardinal Room

Cy, Is This Racist? Identifying and Confronting White Nationalism in the Classroom and Beyond
Gold Room

Native American Mental Health: Historical events and their effects through generations
Gallery Room

Toward a Universal Suffrage: African American women in Iowa and the Vote for All
Room 2256, Multicultural Center

Witnessing Our Powerful Narratives With Multilingual Multicultural Women Leaders
Oak Room, 90 minute session

My Role in Institutional Change from a Student Leader Perspective
Campanile Room

Room 3228

Building an Activist Toolkit: Advice and Learning From Once Reluctant Student Activists
Campanile Room

Asian American and Pacific Islanders: Slipping through the Cracks
Gallery Room

When “Where are you from?” truly means “You do not belong here”: Globalization, displacement, and discrimination
Pioneer Room

Toward a Universal Suffrage: African American women in Iowa and the Vote for All
Room 2256, Multicultural Center

The Student-Athlete Experience through a Multicultural Lens
Cardinal Room

Ouch! That Stereotype Hurts
Gold Room

For day-of announcements and communications, see the ISCORE Facebook page at https://www.facebook.com/IowaStateISCORE/
CONFERENCE

Friday, March 6

Morning Sessions at-a-glance, continued

11:00AM - 11:50AM
Bridging Cultural Gaps in Special Collections & University Archives
Room 3534

A Day in the Life of an MVP Scholar
Room 3512

The ISMs Project: The Impact of ISMs Explored Through the Eyes of George Washington Carver
First-Year Scholars
Great Hall

Afternoon Sessions at-a-glance

12:00PM - 2:00PM
Luncheon and Keynote Panel with NCORE-ISCORE Project Alumni
Sun Room

2:10PM - 3:00PM
Hearing Blackness: African-American Vernacular English in Children’s Audiobook Literature Narration Performances
Room 3512

Toward a Universal Suffrage: African American women in Iowa and the Vote for All
Room 2256, Multicultural Center

Isms within the Deaf Community: Barriers and Pathways
Room 3534

Whew Chile’, I’m Tired: Black Womxn Learning, Working, and Living on a Predominately White Campus
Pioneer Room

The “Black Bermuda Triangle” : Succeeding when you are set up to fail
Pioneer Room

Latinx and Hispanic Perceptions of the Writing and Media Center at Iowa State
Cardinal Room

Our Journey Toward Inclusion: ISU Police’s Engagement and Inclusion Officer Team
Campanile Room

The ISMs Project: The Impact of ISMs Explored Through the Eyes of George Washington Carver
First-Year Scholars
Great Hall

Sharing Student Experiences: Impact on the Participants of a CALS Listening Session
Room 3228

Utility and Uniqueness of a Summer Undergraduate Veterinary Internship for Underrepresented Students
Oak Room

Predominantly White Institution Post-traumatic Stress Disorder: Examining the mental health challenges and disparities faced by students of color attending Predominantly White Institutions
Gold Room

3:10PM - 4:00PM
What does this have to do with me? How administration, faculty, staff, and students can support and impact campus climate through participation in a 20 year history of ISCORE
Sun Room/South Ballroom/Great Hall

For day-of announcements and communications, see the ISCORE Facebook page at https://www.facebook.com/IowaStateISCORE/
Vijay Kanagala (Ph.D., Iowa State University) is an Associate Professor of Secondary and Higher Education and Coordinator of the Higher Education in Student Affairs Program in the School of Education at Salem State University. A former student affairs practitioner with extensive experience in multicultural student affairs, social justice education, and diversity programming and training, Kanagala’s primary research engages with three critical areas of higher education. These include issues related to 1) college access and success of first-generation, limited-income students, 2) collegiate experiences of students of color, and 3) employing spirituality and contemplative education/pedagogy in student affairs preparation programs.

A thought leader in contemplative pedagogy and education, Kanagala endeavors to connect the heart and the mind of each learner in a classroom community to ensure holistic student development. His teaching and learning pedagogy is not only about working with students to cultivate skills and knowledge to be competent student affairs professionals, but is also about creating a transformative classroom experience that invites an ethic of care, compassion and empathy while addressing social-racial-economic-environmental-justice issues.

Collaborating with colleagues across different institutions, Kanagala has successfully secured funding worth $3,858,419 for four major educational research projects. One of these grants, QuEST, a National Science Foundation (NSF) funded Research Traineeship (NRT) program at UVM, is an innovative and evidence-based model for transforming STEM graduate education training. Through these projects, he has strongly advocated for the use of asset-based frameworks in educational research (rather than deficit-based frameworks) to ensure that institutions of higher education employ student success frameworks that consider the diverse array of cultural wealth students bring to college. He is co-author and co-editor of the book, The Latino Student’s Guide to STEM Careers, which focuses on the importance of STEM education for Latinx students and provides a comprehensive array of the most current information students and families need to make informed decisions about entering and succeeding in a STEM career.

Prior to his arrival at Salem State University, Kanagala has worked at University of Vermont (Assistant Professor, Higher Education and Student Affairs Administration Program, 2014-2019), University of Texas at San Antonio (Post-doctoral Fellow, Center for Research and Policy in Education and Lecturer, Educational Leadership and Policy Studies, 2011-2014).
What’s Inhibiting White Individuals in Race Conversations?: A Perspective on White Fragility and the Human Need for Relatedness
Room 3512, 10:00AM - 10:50AM

Given the essentiality for white individuals to take an active role in addressing racial concerns and inequities locally and nationally, it is important to address what inhibits white individuals’ active engagement in conversations about race and racism. This presentation will use Self-Determination Theory (SDT; e.g. Ryan & Deci, 2000) as a framework to understand some of the psychological barriers for white individuals engaging in conversations on race and racism. Presenters will specifically focus on the human need of relatedness as described by SDT, and how white individuals’ perceived ability to meet this need may feel threatened within conversations on race. Presenters will discuss how this concept connects with white fragility (e.g. DiAngelo, 2011) -- reactions by white people that dismiss, deflect, or avoid communication regarding racism. Presenters will then offer action steps for well-intentioned white individuals to strengthen their resiliency and openness in racial dialogues. This session is presented by three individuals who identify as white who will also share personal examples of missteps and growth within this lifelong journey of social justice work.

Meredith V. Tittler, Graduate Student, Counseling Psychology
Caitlin M. Stumpner, M.A., Counseling Intern, Student Counseling Services
Erin Pederson, Ph.D., Staff Psychologist, Student Counseling Services

Black Identity, Activism, Empowerment, and Fashion on the College Campus
Room 3228, 10:00AM - 10:50AM

In this research, we examine how Black identity, activism, and experiences with empowerment are negotiated through fashion by Black women college students attending predominantly white institutions in Iowa. Continuing the examination of Black college women's experiences in predominantly white spaces is important because of the historical significance of Black empowerment on the college campus (Morgan & Davies, 2012). To achieve our purpose, we conducted in-depth semi-structured wardrobe interviews with a photo- and garment-elicitation component (Joy & Number, 2017; Woodward, 2007) with 15 Black women. Interview questions covered fashion-related topics related to campus and surrounding local spaces, pride in Black identity, and activism.

The research will also culminate in a mounted exhibition titled Collegiate Fashion and Activism: Black Women’s Style on the College Campus at the Iowa State University Textiles and Clothing Museum Mary Alice Gallery running from February 3-April 17, 2020. Sharing the research in a public exhibition continues modern-day resistance work by displaying current Black women's experience and allowing Black women’s voices to be heard while also educating the public, a central component of the land grant mission of Iowa State University.

Dyese Matthews, Graduate Student, Apparel, Merchandising, and Design

WE DID NOT CROSS THE BORDER, THE BORDER CROSSED US: Supporting Latinx/a/o Communities That Have Been Racialized During Immigration
The Gallery Room, 10:00AM - 10:50AM

“We didn’t cross the border, the border crossed us.” This presentation will examine the implications of how LatinX immigrants have been racialized over time, including the establishment of the Immigration Act of 1986 by Ronald Reagan and the Deferred Action for Childhood Arrivals (DACA) in 2012, their effect on LatinX-identifying students and where they stand under the Trump administration. We will look at how DACA and different immigration-statuses shape the identities of LatinX students. Using Gloria Anzaldúa’s idea of ‘nepantla’ and other critical race theories we will describe the feelings of ‘in betweenness’ and forced binaries LatinX students face within their own identity. Currently, Latinx students makeup the largest underrepresented group on campus at just over 6% of the university's student population. We will strategize actions that can create a sense of belonging on campus enabling LatinX students to be successful within their fields beyond higher education.

NCORE-ISCORE Student Scholars:
Dai'Tynn Coppage-Walker, Sophomore, Journalism
Francis Jayoma, Senior, Finance
Tiffany Farrell, Senior, Biochemistry
Regine Peters, Senior, Statistics

NCORE Team Leaders:
Ashley Garrin, Ph.D., Assistant Director, Ronald McNair Program
Pete Englin, Ph.D., Assistant Vice President, Residence Halls
Citizen Artistry in Action: ISU Theatre’s Journey toward Radical Inclusion, Representation, and Decolonization
Cardinal Room, 10:00 AM - 10:50 AM

In Fall 2018, ISU Theatre adopted a new mission focusing on empowering citizen artistry and promoting equity, diversity, inclusion, and representation. These goals have significantly impacted every aspect of our program, including: curriculum, space, recruitment, class structure, course outcomes, season selection, marketing, theatre processes, staff hires, community collaborations, campus partnerships, and more. Join this team of faculty and students as we share our challenges, successes, and ongoing experiments in making ISU Theatre more welcoming, inclusive, equitable, and representative.

Brad Dell, MFA, Director of Theatre
Bethmari Marquez-Barreto, Senior, Performing Arts
Roger Rivera, Junior, Advertising

Cy, Is This Racist? Identifying and Confronting White Nationalism in the Classroom and Beyond
Gold Room, 10:00 AM - 10:50 AM

White supremacist ideas never really disappeared from America’s campuses and schools, but in the last decade the ideas of white nationalists and other white supremacists have reemerged as a more vocal and dangerous influence. The advocates of these ideologies are deeply immersed in the mythologies and conspiracies of their movement. This situation often puts those who stand against white nationalism at a disadvantage. Communities committed to fighting white nationalism can be empowered with basic content and strategies to more effectively re-balance the contest. This session will aid in this correction by introducing key vocabulary and concepts of contemporary white nationalists and white supremacists; by giving guidance on identifying the coded and un-coded language and symbology of white nationalist and supremacist ideas; and by presenting best practices for addressing the presence of nationalism and supremacy on campus and in schools. Participants in the session will build content competence and practical confidence by participating in scenarios and brainstorming sessions to address hypothetical and real examples of white nationalism in classroom, campus, and other settings.

Jeremy Best, MAT, Ph.D., Assistant Professor, History

Native American Mental Health: Historical events and their effects through generations
Gallery Room, 10:00 AM - 10:50 AM

“Guns, germs, and steel,” for many, this phrase is used to describe the severe ways in which America was stolen and colonized by European intruders. Colonization, modernization, genocide, and theft has led to many cycles of generational trauma that are still relevant in today’s generations of Native Americans. Generational trauma is a new theory in the field of psychology that explains how trauma can be transferred from one generation to the next. The purpose of this session is to inform and bring awareness to the concepts of generational trauma, how it occurs, and its effects in Native American communities, including Native students on our college campus. Join us as we discuss cycles of events, generational trauma, and the very real effects that are present and manifest through depression, anxiety, violence and substance abuse in Native communities.

NCORE-ISCORE STUDENT SCHOLARS:
Austin Thorson, Sophomore, Computer Engineering
Tiffany Contreras, Senior, Sociology and Criminal Justice
Natalie Figueroa-Félix, Senior, Mechanical Engineering
Rene Chavez, Senior, Software Engineering
Nadine Veasley, Sophomore, Microbiology

NCORE Team Leaders:
Shavna Saad, Ph.D., Senior Associate Registrar, Records & Registration
Brian Le, M.Ed., Undergraduate Programs Coordinator, Science Bound
Toward a Universal Suffrage: African American Women in Iowa and the Vote for All
Room 2256, Multicultural Center, 10:00AM - 10:50AM, 11:00AM - 11:50AM, 2:10PM - 3:00PM

The contributions of African American women to the suffrage and civil rights movements is frequently overlooked. Rather, historical treatments of these movements usually focus on the contributions of middle-class white women and African American men, respectively. Yet in Iowa, as elsewhere, African American women advocated for civil rights for women and African Americans during these two major social movements of the 20th Century.

The Carrie Chapman Catt Center for Women and Politics had partnered with the Iowa Office on the Status of Women and the nascent Central Iowa Community Museum (https://centraliowamuseum.com/) to create a traveling display featuring several notable African American women from Iowa who were active in the Suffrage and Civil Rights movements. This display is funded by the Chrysalis Foundation, Humanities Iowa, and the College of Liberal Arts and Sciences at Iowa State University and is part of the “Hard Won, Not Done” statewide celebration of the centennial of the ratification of the 19th Amendment (https://19th-amendment-centennial.org/).

Karen Kedrowski, Ph.D., Director, Carrie Chapman Catt Center for Women and Politics

Witnessing Our Powerful Narratives With Multilingual Multicultural Women Leaders
Oak Room, 10:00AM - 11:50AM
90 minute session

This interactive panel discussion offers members of the ISU community a space to bear witness to lived realities of self and others. Five multilingual, multicultural women leaders will first model bearing-witness sessions with their personal narratives, and then the session participants will engage in multiple bearing-witness sessions of their own personal narratives. Borrowing Carl Rogers’ Humanistic approach, we conceptualize that the genuine exchange of our lived realities is curative. Session participants will experience a therapeutic alliance during the session which may provide a fertile ground to enhance empathy, congruence and unconditional positive regard for self and others.

Ruxandra Looft, Ph.D., Director, Margaret Sloss Center for Women and Gender Equity
E.J. Bahng, Ph.D., Associate Professor, School of Education
Dana Alzoubi, Graduate Student, School of Education
Jahmai Fisher, M.S., Training and Development Specialist, Dean of Students Office
Basak Gemici, Graduate Student, University of Pittsburgh
Carmen Gomes, Ph.D., Associate Professor, Mechanical Engineering

My Role in Institutional Change from a Student Leader Perspective
Campanile Room, 10:00AM - 11:50AM

This session will provide insight and support into the NCORE-ISCORE Office Ambassadors’ journey to Iowa State University and their leadership. Office Ambassadors will engage in an open dialogue to share their experiences and how their leadership roles can impact institutional change.

Facilitators:
Japannah Kellogg, M.S., Director, NCORE-ISCORE Office
Jowelle Mitchell, M.Ed., Assistant Director, NCORE-ISCORE Office

Office Ambassador Panel:
Madeleine Spikes, Junior, Sociology/Pre-Med
Paloma Mate-Kodjo, Junior, Biology
Luis Gonzalez, Senior, Political Science
Carolina De Avila, Senior, Management Information Systems

10:00AM - 10:50AM
Black Lives Matter: Fashion, Liberation, and the Fight for Freedom-
Finding Space in the Curriculum for Black Voices Through Counter-Storytelling
Room 3228, 11:00AM - 11:50AM

The purpose of this session is to outline the pedagogical approach of a course in the Apparel, Merchandising, and Design (AMD) program titled Black Lives Matter: Fashion, Liberation, and the Fight for Freedom. We will provide an overview of the course and the student learning outcomes, which are centered around the tenets of Critical Race Theory (Delgado & Stefancic, 2017). The course started as a grass-roots effort by a Black male student in AMD. The presentation will focus on his experience as one of the only Black males in the program and how his initiatives, despite engaging in continuous microagressions on campus and in the classroom, helped him thrive and serve as a leader alongside a faculty member in curriculum visioning to center Black voices. The course culminates in a public exhibition of student research at the Ames Public Library. To contextualize the course, one of the students enrolled in the Fall 2019 semester will share research from her project titled Press and Prim: Black Women's Protective Hairstyles.

Kelly Reddy-Best, Ph.D., Associate Professor, Apparel, Merchandising, and Design
Destiny Williams, Junior, Apparel, Merchandising, and Design Program
Brandon Spencer, Senior, Apparel, Merchandising, and Design Program

Building an Activist Toolkit: Advice and Learning From Once Reluctant Student Activists
Campanile Room, 11:00AM - 11:50AM

What is activism? What makes you an activist? What can I do to become an activist? These are very complex questions that do not necessarily have one straight forward answer. Activism looks different for every individual but is utterly important in accomplishing structural change for the various colossal systems of oppression that millions of people are challenging. This session will be led by two students representing STEM Scholars and Students Against Racism and is open to all ISCORE attendees to try and explore these questions and learn about the work these two students do.

This session will fuse storytelling and discussion-based learning to engage the audience to try and answer these questions for themselves. Hear the story of one student who is facing the University to try and bring justice to the hate crimes they were a victim to and another student who uses their privilege and the media to support other students on this campus. Learn about what went well, what could have gone better, and what can be done moving forward for activism on this campus. Participants will be asked to challenge themselves to answer large questions and learn from the experience of two student activists at this university.

Liliana Delgado, Junior, Mathematics
Peyton Hamel, Freshman, Genetics and English

Professional Mentor:
Corey Welch, Director, STEM Scholars Program

Asian American and Pacific Islanders: Slipping through the Cracks
Gallery Room, 11:00AM - 11:50AM

The popular construction of what we perceive Asian and Pacific Islander (AAPI) people to be often forgets and excludes not only other Asian people, but Pacific Islanders all together. This lumping together of pan-ethnic races is problematic, as it puts various cultures and identities into one monolithic box. In this presentation, we will examine the historical context of why Asian American and Pacific Islanders are excluded from the ethnic narrative, and how harmful this exclusion can be as we see it play it in contemporary times through media and other avenues. We will also explore the results of marginalization that has manifested in resources and access of higher education in the United States.

NCORE-ISCORE Student Scholars:
Daniel Acuña, Sophomore, Food Science/Industrial Design
Dimitri English, Junior, Management Information Systems
Lynette Kwaw-Mensah, Senior, Sociology/Women and Gender Studies
Tiffany Poen, Junior, Agricultural Business/International Agriculture

NCORE Team Leaders:
Kabongwe (KB) Gwebu, M.Ed., Graduate Student, School of Education
Alycia Smith, M.Ed., Residence Hall Coordinator, Residence Halls
When “Where are you from?” Truly Means “You do not belong here”: Globalization, Displacement, and Discrimination
Pioneer Room, 11:00AM-11:50AM

How does globalization create the displacement of individuals based on their cultural, racial, and ethnic identities? Globalization is the integration and interaction of distinct cultures, causing displacement and marginalization in the modern world. Displacement can look like microaggressions such as, “Where are you from?” which usually means, “how did you get here?”, or can be communicated through a direct discriminatory phrase: “You don’t belong here” (Asghar, 2019). We will examine narratives of displacement from students who hold multiracial, multicultural, or third culture kid (TCK) identities. TCK individuals are raised in a culture different than their parents’ or that of the country named on their passport. Utilizing students’ experiences and scenarios, we will strategize solutions to raise awareness of challenges faced when holding multiple identities or cultures at a Predominantly White Institution, such as Iowa State, and how to best advocate for student success.

NCORE-ISCORE Student Scholars:
Oni Chavez Wright, Junior, Graphic Design
Diana Elizabeth Echeverria, Senior, Supply Chain Management
Jose Angel Carranza, Senior, Animal Ecology
Hiba Salih, Senior, Architecture

NCORE Team Leaders:
Ruxandra Loof, Ph.D., Director of Margaret Sloss Center for Women and Gender Equity
LeQuetia Ancar, Ph.D., Director of Multicultural Student Success, Engineering Student Services

Toward a Universal Suffrage: African American Women in Iowa and the Vote for All
Room 3558, 11:00AM-11:50AM

The contributions of African American women to the suffrage and civil rights movements is frequently overlooked. Rather, historical treatments of these movements usually focus on the contributions of middle-class white women and African American men, respectively. Yet in Iowa, as elsewhere, African American women advocated for civil rights for women and African Americans during these two major social movements of the 20th Century.

The Carrie Chapman Catt Center for Women and Politics had partnered with the Iowa Office on the Status of Women and the nascent Central Iowa Community Museum (https://centraliowamuseum.com/) to create a traveling display featuring several notable African American women from Iowa who were active in the Suffrage and Civil Rights movements. This display is funded by the Chrysalis Foundation, Humanities Iowa, and the College of Liberal Arts and Sciences at Iowa State University and is part of the “Hard Won, Not Done” statewide celebration of the centennial of the ratification of the 19th Amendment (https://19th-amendment-centennial.org/).

Karen Kedrowski, Ph.D., Director, Carrie Chapman Catt Center for Women and Politics

The Student-Athlete Experience through a Multicultural Lens
Cardinal Room, 11:00AM-11:50AM

A panel of current student-athletes will share their experiences attending a primarily white institution as a minority or International student. Student-athletes have a unique university experience and the magnified visibility that comes with being a student-athlete can also create an additional set of challenges. Presenters will share their personal experiences and discuss how they have overcome adversities to find success academically and athletically at Iowa State University. Various aspects of campus and community life will be discussed through a question and answer session.

Alanna Campbell, Junior, Supply Chain Management
Greg Eisworth, Senior, Kinesiology and Health
Tavin Hays, Senior, Speech Communication
Candelaria Herrera, Junior, Kinesiology and Health
Braxton Lewis, Senior, Construction Engineering
Mason Weh, Senior, Liberal Studies

Professional Mentor: Charles Small, Ph.D., Senior Associate Director Athletics, Athletic Department

Ouch! That Stereotype Hurts
Gold Room, 11:00AM-11:50AM

Staying silent in the face of demeaning comments, stereotypes, or bias allows inappropriate attitudes and behaviors to thrive. This workshop will provide seven easy, but effective strategies for speaking up respectfully to counter hurtful comments and actions.

Malisa Rader, M.Ed., Field Specialist, Human Sciences Extension and Outreach
Barbara Dunn Swanson, M.S., Field Specialist, Human Sciences Extension and Outreach
MORNING SESSIONS
11:00 AM - 11:50 AM

Bridging Cultural Gaps in Special Collections & University Archives
Room 3534, 11:00AM - 11:50AM

What does it mean when we say that there are “gaps” in the historical record? On a physical, material level, what exactly is missing, and what can we as a community do about this? Special Collections and University Archives staff will walk audience members through some of our current, if somewhat sparse and scattered, holdings on underrepresented communities, as well as a number of budding initiatives we have been developing in the interest of expanding our collections and telling more, and fuller, stories of our Iowa State family and the broader agricultural and scientific communities. We will also explain the records donation process and encourage individuals, campus organizations, and others to help us expand the voices represented in the ISU Special Collections and University Archives.

Rachael Acheson, Librarian, Special Collections & University Archives
Amy Bishop, Librarian, Special Collections & University Archives
Greg Bailey, Librarian, Special Collections & University Archives
Daniel Hartwig, Head of Special Collections & University Archive

A Day in the Life of an MVP Scholar
Room 3512, 11:00AM - 11:50AM

As part of the first-year seminar, University Studies 101B, Multicultural Vision Program (MVP) scholars spend the semester exploring various strategies for academic success and engaging in dialogue about self-discovery. The final assignment for the course is the creation of a short documentary in which the scholars utilize storytelling to reflect on how their social identities and the MVP Scholarship have impacted their Iowa State University experiences. The screening will be followed by a panel discussion from MVP Scholars, addressing challenges, opportunities, and areas of growth that first-year MVP scholars have encountered on campus since taking the course.

Andrew Jessip, Graduate Student, Multicultural Student Affairs
Yajaira Lopez Villa, Graduate Student, Multicultural Student Affairs
Wonjae Kim, M. Ed., Program Coordinator, Multicultural Student Affairs

The ISMs Project: The Impact of ISMs Explored Through the Eyes of George Washington Carver First-Year Scholars
Great Hall, 11:00AM - 11:50AM, 2:10PM - 3:00PM

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

First Year Students, GWC Scholarship Program, Multicultural Student Affairs
LUNCHEON & KEYNOTE PANEL: **NCORE-ISCORE Alumni**  
Sun Room, 12:00PM-2:00PM

NCORE-ISCORE Student Scholar Alumni will reflect on their Iowa State experience and how the NCORE-ISCORE project shaped their persona and professional lives.

**JASON SMOLKA**  
NCORE-ISCORE 2001, College of Engineering

**AMANDA “MANDY” SMOLKA**  
NCORE-ISCORE 2002, College of Human Sciences

**FARRAN HAYSLETT**  
NCORE-ISCORE 2002, College of Business

**BRIAN LE**  
NCORE-ISCORE 2015, College of Human Sciences

**CALEB SHORT**  
NCORE-ISCORE 2007, College of Human Sciences

**HEBA MOHAMED**  
NCORE-ISCORE 2007, College of Business

**KENNESHA WOODS**  
NCORE-ISCORE 2010, College of Human Sciences

**STEVEN JOHNSON, JR.**  
NCORE-ISCORE 2010, College of Engineering

**YAMILLE PEREZ**  
NCORE-ISCORE 2008, College of Engineering
African-American Vernacular English (AAVE) and its relationship with children's literature is one that has been renewed over the years. Wonderful authors now use AAVE to inspire children of all races, and its use in children's literature is cultural capital and not a tool for shaming and deeming. Along with this new cultural lease on literature, AAVE has made its way into audiobooks. The modern audiobook is more performance than narration and evokes realism for children as they listen to stories. New technology introducing AAVE to younger audiences begs a specific question: How is African-American Vernacular English narrated in Black children's literature audiobook narration performances, and does narrator selection practices complicate authenticity and authorship within Black children's literature? The dialogue surrounding illustrative representation in children's literature is commonplace. It's natural to find something attractive with your eyes, but what about with your ears? The need for Black authenticity and authorship to be explored within audiobook industry arises in the fact that there is little scholarship on the subject and left to its own devices could overlook the diverse voices of Black people and their narratives in favor of sameness in narration performances and cultural narratives. This notion of Black culture in literature in the United States and globally being a monolith is still prevalent. In books that are written by Black people, for Black people, or the masses, the accompanying audiobook should reflect literary authenticity in the narrative. African-American Vernacular English is as varied as a gradient on a color wheel. There is no one way to "sound Black," but certain precautions are necessary to ensure that within its particular sect of Black culture, the voice of an authentically Black story is heard.

Vashalice Kaaba, Graduate Student, School of Education

The contributions of African American women to the suffrage and civil rights movements is frequently overlooked. Rather, historical treatments of these movements usually focus on the contributions of middle-class white women and African American men, respectively. Yet in Iowa, as elsewhere, African American women advocated for civil rights for women and African Americans during these two major social movements of the 20th Century.

The Carrie Chapman Catt Center for Women and Politics had partnered with the Iowa Office on the Status of Women and the nascent Central Iowa Community Museum (https://centraliowamuseum.com/) to create a traveling display featuring several notable African American women from Iowa who were active in the Suffrage and Civil Rights movements. This display is funded by the Chrysalis Foundation, Humanities Iowa, and the College of Liberal Arts and Sciences at Iowa State University and is part of the “Hard Won, Not Done” statewide celebration of the centennial of the ratification of the 19th Amendment (https://19th-amendment-centennial.org/).

Karen Kedrowski, Ph.D., Director, Carrie Chapman Catt Center for Women and Politics

This session will focus on the history of segregation within the Deaf community. We will discuss Black American Sign Language and why it is a struggle for not only Black Deaf people, but to other marginalized groups within the Deaf community as well.

Dina Toulan, M.A., Lecturer, World Languages and Cultures

This session is designed to provide space for Black Womxn of all generations to give voice to their frustrations, concerns, and opinions on issues that affect their experiences in predominately white spaces. Using various topics as prompts: racism, burnout, colorism, relationships, hair, achievement, stereotypes, expectations, etc., the session will offer space and community for these conversations.

Diavian Goolsby, Junior, Hospitality Management
Carmen Flagge, M.Ed., Director of Multicultural Student Success, Human Sciences Student Services
The “Black Bermuda Triangle”: Succeeding when you are set up to fail  
Pioneer Room, 2:10PM-3:00PM

“Life, liberty and the pursuit of happiness” are unalienable rights provided by the United States Declaration of Independence, which are meant to be honored for every U.S. citizen, regardless of race or ethnicity. However, do these rights apply to everyone equitably? In reality, disproportionate and unfair obstacles prevent Black people from succeeding, beginning at birth. This is an issue we have named, the “Black Bermuda Triangle.” The first corner of the triangle examines the achievement gap or how Black students continually perform at lower rates than their white counterparts do. The next corner includes education and housing conditions, specifically examining how the quality of housing is closely linked to the quality of education a student receives. Socio-economic status is the last corner of the “Black Bermuda Triangle.” This metric measures the success of individuals. Throughout this session, we will explore the implications of the “Black Bermuda Triangle” and how the components systematically disadvantage Black individuals within U.S. society.

NCORE-ISCORE Student Scholars:  
Ariadna Delgado Ruiz, Senior, Criminal Justice  
Tate Blankespoor, Junior, Biology  
Scott Nguyên, Sophomore, Aerospace Engineering  
Javelis Marín Castro, Sophomore, Animal Ecology

Latinx and Hispanic Perceptions of the Writing and Media Center at Iowa State  
Cardinal Room, 2:10PM-3:00PM

5.9% of the Iowa State student population identifies as Hispanic or Latinx. This number includes U.S. Citizens, Immigrants, Refugees, and Asylees but excludes international students. This population faces unique challenges at the university-level with the limited specialized services available. As undergraduate communication consultants at the Writing and Media Center (WMC), we aim to analyze the Latinx/Hispanic community’s perception of Iowa State University’s Writing and Media Center. We advocate for holistic student success: a common goal between all student support services at Iowa State. We are searching to learn whether Hispanic and Latinx students feel that the writing center is a resource for them, if they have used the writing center, and what shapes their perceptions. Through our collected survey responses and interviews, we are hoping to map the developing relationship between the Latinx/Hispanic community and writing centers. We wish to contribute to the conversation of inclusivity because we find that there is a lack of research with this population in relation to student support services. Our learning objectives are to educate students and faculty about the Iowa State WMCs issues of representation and outreach, especially in the WMC. We will then put our findings into practice.

Haley Spengler, Junior, Linguistics and Spanish  
Ana Mier, Senior, English  
Professional Mentor: Carolyn Gonzalez, Assistant Director, Writing and Media Center

Our Journey Toward Inclusion: ISU Police’s Engagement and Inclusion Officer Team  
Campanile Room, 2:10PM-3:00PM

This session will include a presentation and discussion led by members of the ISU Police Department. The presentation will outline ISU PD’s Engagement and Inclusion Officer (EIO) team. ISUPD implemented the EIO team in recognition of and response to the divide between communities and the officers meant to protect them. The EIO team recognizes these barriers exist because of law enforcement’s historical and current day oppression of individuals due to their identities, specifically, identities surrounding race and ethnicity. Local activists, campus administrators, faculty, students, and police officers have informed and shaped the ISUPD EIO program and its initiatives. This collaborative model allows all session participants to visualize their power in making similar changes in their spheres of influence. This session will provide space for participants and presenters to share their concerns, fears, ideas, and hopes for the future of policing at ISU.

Kami Feld, ISU Police  
Karime Massaro, ISU Police  
Natasha Greene, ISU Police  
Ariadna Davis, Senior, Engagement and Inclusion Officer Intern, Criminal Justice
The ISMs Project: The Impact of ISMs Explored Through the Eyes of George Washington Carver First-Year Scholars

Great Hall, 11:00 AM-11:50 AM, 2:10 PM-3:00 PM

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

First Year Students, GWC Scholarship Program, Multicultural Student Affairs

Professional Mentor:
Jasmine Tappin, Program Coordinator, George Washington Carver Scholarship Program

Sharing Student Experiences: Impact on the Participants of a CALS Listening Session
Room 3228, 2:10 PM-3:00 PM

In December 2016, the College of Agriculture and Life Sciences (CALS) held the first in a series of student listening sessions with the Dean. The primary goals of this session were 1) to provide a space where multicultural students could openly discuss their campus and community experiences and share ideas to improve that experience and 2) to allow our Deans’ leadership team to hear about specific issues in our college that were adversely impacting the student experience directly from our students.

During this session, the coordinators will describe the approach used in designing this session, including meeting space configuration, student invitation process, and rules for the administrative participants. Students that participated in that first listening session will discuss how this session impacted their college experience, what components of the experience were most meaningful to them, and how we could have improved the experience. Representatives from the Deans’ leadership team will discuss the impact on them personally and how it affected CALS priorities. Finally, we will discuss some of the changes that occurred in direct response to suggestions or concerns raised during those meetings.

Howard Tyler, Ph.D., Assistant Dean, CALS Administration
Greer Potadle, Graduate Student, Animal Physiology
Wendy Mesa, ISU Alumnus
Delysea Watson, ISU Alumnus
Eboni Adderley, ISU Alumnus

Utility and Uniqueness of a Summer Undergraduate Veterinary Internship for Underrepresented Students
Oak Room, 2:10 PM-3:00 PM

In an effort to increase diversity within Iowa State University College of Veterinary Medicine (ISU CVM) as well as increasing diversity in the veterinary profession, a summer program was designed and implemented to provide undergraduate students from underrepresented backgrounds necessary experience in animal handling and veterinary medicine settings to meet program admission requirements. In order to provide a high quality, meaningful experience, a goal of over 200 hours of quality veterinary medicine shadowing experience combined with 200 hours of hands-on animal handling experience was used as the base for the summer experience. This session offers a panel discussion with student participants from this program, sharing their experiences and perspectives as students of color in the discipline of Veterinary Medicine.

Jessie Juarez, M.S., DVM, Clinical Assistant Professor, Veterinary Clinical Sciences
Christina Camson, Junior, Animal Science
Makayla Villela, Senior, Ag Biochemistry
J'Haira Rhodes, Senior, Animal Science
Daniela Gatica, Senior, Animal Science
Ariana Sanchez, Junior, Animal Ecology
Predominantly White Institution Post-traumatic Stress Disorder: Examining the mental health challenges and disparities faced by students of color attending Predominantly White Institutions

Gold Room, 2:10PM-3:00PM

This session will provide attendees with an understanding of the impact attending a Predominately White Institution has on the mental health of students of color. After learning how profiling, discrimination, and covert and overt racism can manifest itself into anxiety, depression, and negative sense of self, attendees will be complete exercises to help them develop coping mechanisms and discuss the importance of utilizing mental health counseling for long-term support. Conversations will also be held on ways faculty, staff, and administration can work to support the mental health of students of color on campus.

Consuela Cooper, Ph.D., Associate Director, Enrollment Management
Nicole Anderson, Therapist, M.A., LMHC, CSAYC, FCT, Indianapolis, IN
ISCORE CLOSING SESSION AND RECEPTION

Great Hall, 3:00-5:00PM

3:10 PM 20th Year ISCORE Photo and Welcome

3:30 PM Afternoon Closing Session

What does this have to do with me? How administration, faculty, staff and students can support and impact campus climate through participation in a 20 year history of ISCORE

Sun Room/South Ballroom/Great Hall, 3:10PM - 4:00PM

This session will provide insight and support into how staff, administrators and students can move new awareness and knowledge gained at ISCORE into an actionable plan in support of Iowa State’s diversity and inclusion initiatives. Case studies will be used as a method to identify ways participants can increase their multicultural competencies through small group discussion to influence campus climate.

Jowelle Mitchell, M.Ed., Assistant Director, NCORE-ISCORE Office
Jordan Brooks, M.Ed., Director, Equity and Inclusion and Multicultural Student Success, College of Design
Jasmine Tappin, M.Ed., Program Coordinator, George Washington Carver Program, Office of Multicultural Student Affairs

4:15 PM Dr. Hill Closing Reflection

4:30 PM Martino Harmon: Recognition of a New Cohort and Scholarship

4:40 PM Lyrical Expression & Alumni Recognition

4:50 PM Closing and Photos

BRENDA JONES Change Agent Award

In recognition of her work, the Brenda Jones Change Agent Award is given annually to an ISCORE student alumnus. The award recognizes an alumn who demonstrates personal growth in understanding issues related to race and ethnicity, contributes to the awareness of topics relating to race and ethnicity among peers, and passionately uses their talents to create change in their community.

This year’s Brenda Jones Change Agent Award goes to all of the NCORE-ISCORE Alumni for their continued efforts in creating change for the betterment of their communities.

Brenda Jones, a university professor of art and visual culture, has created artwork for each ISCORE conference since its inception. Her striking paintings, dominated by faces – brown, black, and white – have become a fitting symbol of the event that promotes understanding across races and ethnicities.

To see a list of all the NCORE-ISCORE alumni by year, visit iscore.iastate.edu/alumni
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