# Program Schedule

## Overview

<table>
<thead>
<tr>
<th>Wednesday, Mar. 4</th>
<th>Pre-Conference</th>
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<tbody>
<tr>
<td>11:00AM</td>
<td>Check-in and Lunch</td>
</tr>
<tr>
<td>11:30AM</td>
<td>Welcome and Opening Session</td>
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<tr>
<td>1:10PM</td>
<td>Concurrent Sessions</td>
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<tr>
<td>2:10PM</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>3:10PM</td>
<td>Keynote Speaker, Dr. Tera R. Jordan</td>
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<table>
<thead>
<tr>
<th>Thursday, Mar. 5</th>
<th>ISCORE Conference</th>
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<tbody>
<tr>
<td>11:15AM</td>
<td>Check-in and Continental Breakfast</td>
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<tr>
<td></td>
<td>Morning check-in at the West Lobby in front of the Sun Room. Check-in available after 11:15 AM in the Great Hall.</td>
</tr>
<tr>
<td>9:00AM</td>
<td>Welcome and Opening Address, Vijay Kanagala, Ph.D</td>
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<tr>
<td>10:00AM</td>
<td>Concurrent Sessions</td>
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<tr>
<td>11:00AM</td>
<td>Concurrent Sessions</td>
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<tr>
<td>12:00PM</td>
<td>Luncheon and Keynote Panel, NCORE-SCORE Project Alumni</td>
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<td>Menu: The ISCORE luncheon menu celebrates our campus diversity. Our menu this year features a selection of East African cuisine.</td>
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<tr>
<td>2:10PM</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>3:10PM</td>
<td>20th Year ISCORE Photo and Closing Session</td>
</tr>
<tr>
<td>4:15PM</td>
<td>ISCORE Reception</td>
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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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@IowaStateSCORE facebook.com/IowaStateSCORE
Good morning Iowa State University,

For over 20 years, the Iowa State Thomas L. Hill Conference on Race and Ethnicity (ISCORE) has been a successful collaboration among students, staff and faculty. The ongoing increased ISCORE conference attendance is an example of that success.

As director of the NCORE-ISCORE office, I take responsibility and great pride for cultivating an event which encourages and supports many different perspectives. I often get the question - What is “ISCORE” and how do I get involved? I’m extending an invitation for you to join us in becoming change agents and champions for equality.

Issues of race and ethnicity are as important today as they were when I arrived on campus in August 2000. Significant and lasting change requires engagement from different areas whether it is the NCORE-ISCORE Office or other programs and initiatives.

I want to commend the students, faculty, staff, and administration for their unwavering support of the ISCORE conference. This project has exceeded all expectations. Thank you for continuing the conversation.

Have a great conference!

Sincerely,

Japannah Kellogg, Director
NCORE-ISCORE Office
Welcome to ISCORE!

ISCORE 2020 marks 20 years of bringing together members of the Iowa State community for important conversations on race and ethnicity. It is encouraging and inspiring to see how this conference has grown from 400 attendees the first year, to more than 1100 last year, and the positive impact it has on our campus.

A survey of attendees of the Thomas L. Hill Iowa State Conference on Race and Ethnicity (ISCORE) revealed actions inspired by the conference to improve the campus environment – faculty have created courses and integrated new material into their existing curricula. Staff have developed discussion series in their offices and worked with their peers on culturally-competent interactions. Other attendees report a greater level of empathy and determination to intervene when they see discrimination occur.

We know racism, discrimination, and bigotry exist and are causing hurt and harm on our campus and in society. ISCORE is one important way we can raise awareness and understanding of these issues and work together to take action to create a more welcoming and inclusive university and community.

I want to thank you for making time to attend ISCORE 2020. I encourage you to turn your attendance into action by applying the knowledge you gain at ISCORE to make a positive impact at Iowa State. Let us unite to create a campus that embodies our Principles of Community – a place where diverse ideas are shared and debated with honesty and respect, where racism, discrimination, and bigotry are rejected, and where all individuals feel supported in reaching their full potential.

Sincerely,

Wendy Wintersteen
President
Greetings, and thank you for joining us!

Welcome to the 20th Anniversary of the Thomas L. Hill, Iowa State Conference on Race and Ethnicity ‘ISCORE.’ I am excited to have so many Iowa State students, staff, and faculty as attendees and presenters, and equally thrilled to welcome back the NCORE-ISCORE Project alumni. Today will be a transformative experience consisting of critical thinking, introspection, passion, energy, and action. I hope you find it to be a milestone in your journey of better understanding issues of race and ethnicity.

I want to celebrate this anniversary year for the importance of the 20 years that have preceded it. Efforts to make Iowa State a more welcoming and inclusive place are not recent. For 20 years, Iowa State University has committed to sending students, faculty, and staff to the National Conference of Race and Ethnicity with the expectation of sharing that learned knowledge with campus colleagues at ISCORE. For 20 years, faculty and staff volunteers have spent time and resources into making this campus forum not only possible but successful. The 20th anniversary is a milestone highlighting the work, dedication, and relentless advocacy of Dr. Thomas Hill for the NCORE-ISCORE project since its inception.

I want to thank Japannah Kellogg, NCORE-ISCORE Office Director, Jowelle Mitchell, Assistant Director for the NCORE-ISCORE Office, and the many volunteers who were instrumental in making today happen. Their commitment and passion are evident in the growing attendance of this conference each year.

I genuinely appreciate your willingness to spend time with other members of the campus community engaging in the critical 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
ISCORE 2020 Attendees,

I would like to take this opportunity to thank those who work all year to bring this learning opportunity to the Iowa State University community free of charge. While similar conferences take place across the nation, travel and registration fees make it prohibitive for some to attend. Bringing this level of depth and scope to our campus is the very demonstration of what it means to create equitable learning opportunities, and the effort is to be applauded.

I would also like to thank the ISCORE team for keeping the topic of discussion squarely focused on race. It is not uncommon for people to try to pivot a diversity, equity, or inclusion conversation away from race, proclaiming the topic too narrow. ISCORE refuses to let us forget that talking about race, be it critically, theoretically, pragmatically, or in an aspirational context, is a fundamental part of any conversation on diversity, equity, and inclusion and that keeping the subject matter top of mind benefits us all.

To those presenting at the conference; keep pushing, keep lifting, keep moving. Frederick Douglass tells us “if there is no struggle, there is no progress.” To the attendees; ask questions, question assumptions and don’t be intimidated because you don’t know everything. None of us do. A quote from James Baldwin comes to sum up the perpetual cycle of learning and discovery: “the paradox of education is precisely this - that as one begins to become conscious one begins to examine the society in which he is being educated.”

Best,

Reginald Chhen Stewart, Ph.D.
Vice President for Diversity and Inclusion
Welcome to the 2020 Thomas L. Hill Iowa State Conference on Race and Ethnicity (ISCORE). The Graduate College is proud to be a sponsor during ISCORE’s twentieth anniversary.

Diversity is an essential component of the graduate-student experience. By working alongside people with varying experiences and perspectives, graduate students are better equipped to be creative and innovative.

The Graduate College works diligently to recruit underrepresented students and to support them as they study and conduct research. In Fall 2020, the first recipients of the George A. Jackson Assistantship will begin their graduate studies at Iowa State. This new funding initiative is named for Dr. George Jackson, a former Assistant Dean of the Graduate College who was dedicated to recruiting underrepresented students and promoting their success.

Staff in the Graduate College, in partnership with student leaders and the graduate faculty and support staff in every college, strive for an academic culture in which all students are valued and can thrive. We are thrilled to sponsor ISCORE, and I hope that every attendee will come away from the conference inspired and with new ideas for enhancing diversity and inclusion at Iowa State.

Thank you for participating in ISCORE.

William Graves
Dean of the Graduate College

The Graduate College has long been committed to increasing diversity on Iowa State’s campus, with the belief that a wide range of perspectives is needed for innovative research. Some of the ways the Graduate College focuses on fostering diversity include:

**Recruitment.** In 1973, the Graduate College first hired a full-time staff member who would focus on recruiting underrepresented students. This employee traveled to historically Black colleges and universities and established relationships with Career Services Officers, with the goal of recruiting those students to Iowa State to pursue master’s degrees and doctoral degrees. Thelma Harding continues these recruitment efforts today and has spent the majority of her career meeting students at historically Black colleges, Hispanic-serving institutions, and minority-student conferences.

**Funding.** Underrepresented graduate students have been supported for many years through Graduate College initiatives. Beginning Fall 2020, a new support program named in honor of Dr. George A. Jackson, former Assistant Dean of the Graduate College, will provide full assistantship and tuition support. This new initiative advances Dr. Jackson’s strong commitment to and passion for the recruitment and graduation of students from underrepresented backgrounds.

**Preparation.** The Ronald E. McNair Postbaccalaureate Achievement Program helps talented undergraduate juniors and seniors prepare for graduate study and the attainment of a Ph.D. McNair scholars are typically from underrepresented populations and forge relationships with peers, faculty, and student mentors. They also have opportunities to visit graduate schools and participate in research conferences.

**Partnerships.** We partner with academic programs to provide financial support for students, increase recruitment efforts, and support graduate students. We connect new graduate students with groups such as the Black Graduate Student Association, Latino Graduate Student Association, Coalition of Black Male Students, and the Queer* Graduate Student Association. Along with our campus-wide partners in graduate education, our goal is to support all graduate students in an inclusive and safe environment, from the time they apply to their graduation and beyond.
It is my pleasure to welcome you to the 2020 Thomas L. Hill Iowa State Conference on Race and Ethnicity (ISCORE). The College of Veterinary Medicine is excited to serve as one of this year’s ISCORE champions.

Iowa State’s College of Veterinary Medicine is proud of our graduates. In particular I would like highlight one individual who made a significant impact on the world.

Dr. Frederick Douglass Patterson graduated in 1924 and is one of the first African-Americans to graduate from Iowa State’s College of Veterinary Medicine. You may not know of Dr. Patterson but you are no doubt aware of his accomplishments. A president of Tuskegee Institute for 20 years, Dr. Patterson was the founder of the United Negro College Fund. He was also the driving force behind the formation of the Tuskegee Airmen during World War II.

As Brian Bridges, vice president of research and member engagement of the United Negro College Fund says, “Dr. Patterson is one of those unsung heroes of the 20th Century who should be celebrated because his contributions literally changed two fields for the better – the postsecondary education landscape and America’s World War II efforts.”

The College of Veterinary Medicine is striving to live up to Dr. Patterson’s legacy as we continue to create an inclusive community that is welcoming to all.

Dr. Dan Grooms
Dr. Stephen G. Juelsgaard Dean of Veterinary Medicine

Established in 2016, the Diversity and Inclusion Committee in the College of Veterinary Medicine has been working hard to make ISU CVM a welcoming and inclusive place to learn and work.

A highlight of the past three years has been the college’s annual MLK Day of Service. College of Veterinary Medicine faculty, staff and students have volunteered at local organizations and agencies including the Story County Boys and Girls Club, the Boone County Animal Shelter, Food at First, the Story County Community Action Poverty Simulation, and Green Hills Retirement Community.

The college’s outreach has also extended to Iowa elementary and secondary schools where college representatives have highlighted veterinary clinical skills at such events as the ISU4U Promise Nights in Des Moines’ King and Moulton Elementary Schools.

Each summer, the college offers an opportunity for underrepresented Iowa State undergraduate students to care for food animals and job shadow veterinarians, a background that’s needed for vet school admission. This signature program is helping these students become more competitive in their application to veterinary school and closer to realizing their dream of becoming a veterinarian.

College of Veterinary Medicine faculty, staff, and students have participated in the Purdue Online Certificate for Diversity and Inclusion in Veterinary Medicine. This program is designed for individuals who want to foster inclusive learning environments at Iowa State and develop skills to succeed as veterinary professionals.

In an effort to continuously improve, this past year the College of Veterinary Medicine underwent an extensive review of its diversity and inclusion activities. Dr. Hilda Mejia Abreu, associate dean of admissions, student life, and inclusivity at Michigan State University’s College of Veterinary Medicine conducted the review of practices and resources, while suggesting ways to move diversity and inclusion programming forward in the college. This review is being used to advance the college goal of creating a community that is welcoming to all.
The Iowa State University Foundation and the Iowa State University Alumni Association are proud to be selected as the 2020 NCORE-ISCORE Project Champions. This year marks a significant milestone for the program – the 20th anniversary of the Iowa State Conference on Race and Ethnicity. We are honored to help celebrate this accomplishment.

Diversity and inclusion are important to the organizational culture at both the Iowa State University Foundation and the Iowa State University Alumni Association. The foundation recognizes and encourages different perspectives as a source of strength and knows diverse points of view enhance outcomes. The Alumni Association is committed to cultivating the Iowa State experience where faculty, staff, students, and visitors are safe and feel welcomed, supported, included, and valued by the university and each other.

We recognize that our alumni and friends engage with, give to, and volunteer for Iowa State University in different ways and for a multitude of reasons. Some do so to honor positive experiences and cherished memories of their time at Iowa State, while others do so to create a more equitable experience for current and future students and employees. Regardless of the reason or method, we sincerely appreciate their generosity, support, and time in supporting President Wintersteen’s vision to make Iowa State University the most welcoming and inclusive land-grant institution in the country.

This past year, we joined efforts in our diversity and inclusion work to achieve common goals. This collaboration as NCORE-ISCORE Project Champions serves as a meaningful step in our collective journey.

Thank you for your participation today and your help in strengthening the Iowa State University community.

Sincerely,

Larissa Holtmyer-Jones
President & CEO,
Iowa State University Foundation

Lora and Russ Talbot
Endowed President & CEO,
Iowa State University Alumni Association

Jeff Johnson
Iowa State University Foundation
**ISU FOUNDATION**

**Educational Programming**
Educational programming offered by the Reflect, Educate and Engage (R.E.E.) Action committee aims to create a more inclusive work environment. R.E.E. Action was formed to provide opportunities each month to engage in meaningful discussion, build awareness, and develop tools to foster an inclusive workplace. Examples of topics include microaggressions, refugee experience, and unconscious bias.

The Iowa State University Foundation sent a staff member to NCORE and supports involvement in the NCORE-ISCORE Professional Development Academy.

**Community Engagement and Support**
In addition to serving as the ISCORE Co-Champion, the Iowa State University Foundation sponsored two community-wide events, Building Inclusive Organizations and Ames Pride.

**Organizational Staffing and Hiring**
Last year, the Iowa State University Foundation employed a full-time intern whose work focused on cultivating sustainable relationships with corporate partners to secure financial investments to support the success of underrepresented students and promoting race and ethnic diversity.

In order to promote a culture of inclusivity from the outset, every interview team includes a member of the R.E.E. Action committee. The role of the R.E.E. Action committee member is to better understand how the applicant could add to our inclusive culture.

**ISU ALUMNI ASSOCIATION**

**Investment in Education**
In addition to serving as an ISCORE Co-Champion, the ISUAA is sending a staff member to the 2020 National Conference on Race and Ethnicity.

**Support of Community Engagement**
The ISUAA supported the participation of the ISU chapter of the National Organization of Minority Architect Students in the 2019 National Organization of Minority Architect Annual Conference. The ISUAA also sponsored the Symposium on Building Inclusive Organizations, an event hosted by the Ames Chamber of Commerce, City of Ames Human Relations Commission and Iowa State University Division of Diversity and Inclusion.

**Enhancements to ISUAA Programs**
**VISIONS**, an award-winning magazine for ISUAA members produces articles highlighting and celebrating the diversity of Iowa State’s alumni, faculty, staff, and students.

The Black College Network Mentoring Program supports the holistic development of African American/Black students through intentional relationships with peers, staff, and alumni. A Talbot Endowed Intern was hired to explore existing diversity councils in order to assess the feasibility of an alumni diversity council.

The Faculty-Staff Inspiration Awards recognize a diverse group of current or former ISU faculty or staff members who had a significant influence on students’ lives.

**Commitment to Organizational Structure**
The ISUAA Board of Directors is a body of elected and appointed individuals who establish policies for the advancement of the Association. The ISUAA continues to focus on recruiting a diverse field of applicants, leading to a more inclusive guiding body.

**ISCORE Champions**

Joe Gerstandt  
Keynote: *Inclusion by Design*  
Workshop: *Hacking Inclusion*

Dr. Jennifer Harvey  
Keynote: *White Socialization and the Challenge of Anti-Racism and Equity*
### Sessions at-a-glance

#### PRE-CONFERENCE

**Wednesday, March 4**

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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>11–11:30AM</td>
<td>Check-in and Lunch</td>
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<td>Great Hall</td>
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<tr>
<td>11:30am–1:00PM</td>
<td>Welcome and Opening Session</td>
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<td>More Than Just a Conference: The Journey of Professional Development</td>
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<td>Academy Participants</td>
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<td>Great Hall</td>
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<td>1:10–2:00PM</td>
<td>The Intersection of Race and Sex: Race and the Women’s Suffrage Movement, 1840-1920</td>
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<td>Cardinal Room</td>
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<td>Valuing Identity</td>
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<td>South Ballroom</td>
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<tr>
<td>2:10–3:00PM</td>
<td>Facilitating Discussions with White Rural Student Groups – How Do We Engage Them?</td>
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<td>Campanile Room</td>
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<td>Cy, Is This Racist? Identifying and Confronting White Nationalism in the Classroom and Beyond</td>
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<td>Great Hall</td>
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#### Additional Opportunities

**March 4**

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>5:00–7:00PM</td>
<td>Naming celebration: Simon Estes Music Hall</td>
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<tr>
<td></td>
<td>Martha-Ellen Tye Recital Hall, Music Hall</td>
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**March 5**

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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>at 7:30PM</td>
<td>ISU Symphony Orchestra – Symphony of Diversity</td>
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<tr>
<td></td>
<td>Stephens Auditorium</td>
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For day-of announcements and communications, see the ISCORE Facebook page at facebook.com/IowaStateISCORE
Each year a cohort of 20 Iowa State University professionals are selected to be a part of a Professional Development Academy. This year long experience is a commitment to increasing their awareness, knowledge and skills as it relates to race and ethnicity. They engage in a dialogical process that builds their awareness and connection to other professionals across campus. A group of Iowa State professionals will provide insight on how structure and support helped them maximize their conference experience. Participants will leave this session with an understanding of the benefits in participating in the Professional Development Academy and an understanding of roles faculty and staff play in impacting campus climate.

Facilitators:
Carmen Flagge, Director of Multicultural Student Success, College of Human Sciences
Natasha Greene, Engagement and Inclusion Office, ISU Police Department

REGISTRATION AND LUNCH
Great Hall, 11:00AM – 11:30PM

WELCOME AND OPENING SESSION

More Than Just a Conference: The Journey of Professional Development Academy Participants
Great Hall, 11:30AM – 1:00PM

Each year a cohort of 20 Iowa State University professionals are selected to be a part of a Professional Development Academy. This year long experience is a commitment to increasing their awareness, knowledge and skills as it relates to race and ethnicity. They engage in a dialogical process that builds their awareness and connection to other professionals across campus. A group of Iowa State professionals will provide insight on how structure and support helped them maximize their conference experience. Participants will leave this session with an understanding of the benefits in participating in the Professional Development Academy and an understanding of roles faculty and staff play in impacting campus climate.

Facilitators:
Carmen Flagge, Director of Multicultural Student Success, College of Human Sciences
Natasha Greene, Engagement and Inclusion Office, ISU Police Department

Panelists:
Kami Feld, ISU Police Department
Susan Gent, ISU Library
Kyle Holtman, Learning Communities
Carmen Jones, School of Education
Elizabeth McAllister, ISU Foundation
Nehemiah Thurston, Residence Halls
Brian Vanderheyden, Student Wellness
Arnold Woods, Graduate College

PRE-CONFERENCE SESSIONS 1:10PM-2:00PM

The Intersection of Race and Sex: Race and the Women’s Suffrage Movement, 1840-1920
Cardinal Room, 1:10PM -2:00PM

The year 2020 marks the centennial of the ratification of the 19th Amendment to the Constitution, which prohibited states from using sex as a reason to deprive citizens of their right to vote. The 70+ year history of the suffrage movement is intertwined with the history of race in the United States. Attendees will learn about the suffrage movement’s Abolitionist roots; the movement’s fracture over the 15th Amendment’s exclusion of women; the contributions of African American suffragists; debate in the American South, which was more about maintaining white supremacy than women’s rights; and the Amendment’s eventual impact on African American women voters.

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

Valuing Identity
South Ballroom, 1:10PM -2:00PM

This is a movement activity done in silence, followed up with discussion in small groups then the large group. It is meant to promote thoughts and emotions that go along with the idea of identity and multiple identities. It is about representation, lack of representation, and the emotions surrounding that. It calls for everyone to see and reflect on their past and (hopefully) change their future reactions around identity.

Marcia (Ma) Purdy, M.ED., Associate Teaching Professor, School of Education
Facilitating Discussions with White Rural Student Groups – How Do We Engage Them?
Campanile Room, 1:10PM -2:00PM

After the 2016 presidential election, a CALS teaching professor implemented a 30 minute discussion activity in her weekly labs to build a stronger classroom community. Students became more adept at participating in discussions on a range of topics, actively listening, and exploring issues that offered no easy solutions. Many of these students report that their weekly discussions serve as one of the most important parts of their college educational experience.

How do we foster a culture of discussion at a STEM institution? How does an instructor empower white students from the rural Midwest to explore social issues despite their lack of exposure to urban and suburban communities? In this session, Virginia Hanson will share her experience as the instructor who designed and teaches this discussion piece, and former students of hers will share their experiences from the classroom.

Virginia Hanson, Assistant Teaching Professor, Department of Agricultural Education & Studies, College of Agriculture & Life Sciences

Cy, Is This Racist? Identifying and Confronting White Nationalism in the Classroom and Beyond
Great Hall, 1:10PM -2:00PM

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 would 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

Dismantling Inequities by Building Cultural Proficiency through the Tools of Cultural Humility
South Ballroom, 2:10PM -3:00PM

Social justice advocates and allies are largely in agreement that some initial context of interpersonal cultural awareness is necessary for building the capacity to Inclusion. However, equity implementation efforts are largely treated as skill-set approaches that presume only more information around culture is needed, rather than a growth mindset approach that requires transformation about interactions with culture. The debate then shifts towards whether to prioritize and focus on interpersonal work or systems work. This session dives into the heart of this debate by proposing a re-analysis of the popular Cultural Proficiency Framework (Lindsey, Nuri-Robins, Terrell, 2018) and reframes it within the context of Cultural Humility. Participants will examine conditions that disproportionately affect marginalized populations in organizational settings such as schools and colleges and developing a deeper consideration of the foundational elements upon which equity should be based; unpacking a shared sense of belonging and dignity. Participants will also examine five core values behind culture and how a set of inverse factors pull individuals and systems either toward or away a process of cultural humility that leads to improved cultural competence.

Isaiah McGee, Graduate Student, School of Education
Making Iowa State University Meetings & Events More Inclusive, Diverse, and Accessible: A Toolkit for Iowa State University Meeting and Event Planners
Cardinal Room, 2:10PM - 3:00PM

A meeting or event is broadly defined as a gathering of two or more people with a common purpose. Iowa State University (ISU) hosts a wide variety of meetings and events each year. These meetings and events regularly involve both university and community attendees as well as a plethora of other stakeholders. A scan of the existing academic literature as well as meeting and event industry websites reveals a dismal lack of resources that provide event and meeting planners with strategies on how to create events that cater to more diverse and inclusive events.

This presentation will discuss how a collaborative team, led by program faculty in the Event Management program: (a) conducted an assessment of current ISU event and meeting planners, campus experts, and industry experts to find ‘best practices’ in planning events (b) mentored students enrolled in EVENT 486 semester that produced an event and (c) created a toolkit to assist ISU event and meeting planners that will be made available to ISU meeting and event planners. This presentation focuses on dimensions of event planning through the lens of race and ethnicity.

This project is supported by the Inclusion Initiatives Grant Program by The Office of Diversity and Inclusion.

Eric Olson, Ph.D., Assistant Professor, Department of Apparel Events, and Hospitality Management
Jamie Beyer, M.Ed., C.H.E, C.W.P., Associate Teaching Professor, Department of Apparel, Events, & Hospitality Management
Rita McClain, M.B.A., C.M.P., Assistant Teaching Professor, Department of Apparel, Events, & Hospitality Management
Ching-Hui “Joan” Su, Ph.D., Assistant Professor, Department of Apparel, Events, & Hospitality Management
Chin-Hsun “Ken” Tsai, Ph.D., Assistant Professor, Department of Apparel, Events, & Hospitality Management
Eulanda Sanders, Ph.D., Department Chair of Apparel, Events, & Hospitality Management

Supporting Underrepresented Students Across Disciplines
Campanile Room, 2:10PM - 3:00PM

There is a robust support structure for underrepresented students at the university and college level, but what about departmental support? During this presentation, you will learn about the programming that the Agricultural & Biosystems Engineering (ABE) Student Services team has created to help support underrepresented students across four majors and two colleges. We will cover learning of the students' needs, the initial brainstorming, defining the program's reach, the short/long term goals, outreach to the population, programming details, and the assessment of the program's progress. Additionally, student representatives from the group will provide personal accounts of the program's development and impact.

Ashtyn Beek, Academic Advisor, Agricultural & Biosystems Engineering
Lindsay Frueh, Academic Advisor, Agricultural & Biosystems Engineering
Tamara Kerns, Academic Advisor, Agricultural & Biosystems Engineering
Ben McCarty, Student Service Specialist, Agricultural & Biosystems Engineering
Elaine Phompheng, Student Service Specialist, Agricultural & Biosystems Engineering

Demystifying the International Faculty & Staff Hiring Process: An Employer’s Guide
Great Hall, 2:10PM - 3:00PM

Goal four of Iowa State University’s strategic plan includes recruiting, hiring, training, and retaining diverse employees. Recruiting and hiring international faculty and staff helps ISU meet this strategic goal. International faculty and staff bring rich perspective and contribution to our community. Employers are often apprehensive about the additional resources needed to hire and retain international candidates. This presentation will help address misconceptions about hiring international candidates, review the processes for securing work-eligible U.S. immigration status, and provide resources to help employers through the process. Presenters will share personal stories and perspectives from an international staff member, an ISU hiring manager, and the ISSO Scholar and Employment Unit.

Jahmai Fisher, M.S., Training and Development Specialist, Academic Success Center
Deborah Vance, MBA, Director, International Students & Scholars Office
Leif Olsen, M.Ed., Assistant Director, Academic Success Center
**KEYNOTE SPEAKER**
Sun Room, 3:10PM – 4:30PM

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**DR. TERA R. JORDAN**
Assistant Provost for Faculty Development, Associate Professor in the Department of Human Development and Family Studies at Iowa State University

Dr. Jordan’s research program centers on health-focused intervention programming, community-based studies, and African American families, couples, men, and youth. She utilizes this skill base to study two areas: (a) marriage and intimate relationships and (b) Type-2 diabetes prevention and management. She has received internal and external grant funding to support her research; results are published in high-quality journals under her maiden name, Tera R. Hurt. In addition to conducting research, she teaches courses on family communication and relationships, advanced qualitative methods, and mixed methods and serves the university community through leadership positions on the Athletics Council, Black Faculty and Staff Association, Inclusive Action Commission, McNair Advisory Council, and her college and department’s Honors and Awards Committee. Prior to joining the faculty at Iowa State in 2012, Dr. Jordan earned a dual-title Ph.D. in Human Development and Family Studies and Demography from The Pennsylvania State University in 2005 and worked as a Research Scientist at the University of Georgia from 2004 to 2012.

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**Additional Opportunities**

**Wednesday, March 4, 5:00-7:00PM**

**Naming Celebration: Simon Estes Music Hall**
Martha-Ellen Tye Recital Hall, Music Hall, 5:00PM-7:00PM

Event is free and open to the public.

On Feb. 5, the state Board of Regents approved Iowa State’s request to name Music Hall for opera vocalist Simon Estes, the music and theatre department’s F. Wendell Miller Distinguished Artist-in-Residence since 2000.

**Schedule:**

5:00PM: Program begins in the recital hall (doors open at 4:30PM)
5:45PM: Sign unveiling, outside (weather permitting) or in the lobby
6-7PM: Reception, Music Hall lobby

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**Thursday, March 5, 7:30PM**

**ISU Symphony Orchestra – Symphony of Diversity**
Stephens Auditorium, 7:30PM

Event is free and open to the public.
Doors open at 6:45PM | Total program duration is just over an hour and is specifically designed to be accessible to all ages.

Join the Iowa State University Orchestra as they celebrate a world that is a Symphony of Diversity. Bringing uncommon artists and uncommon composers to the concert hall to highlight the many cultures and peoples that make up America, the performance features the Iowa State University Symphony Orchestra under its conductor, Jonathan Govias, along with special guests Adrian Anantawan, violin, and John Rice, Elder of the Wasauksing First Nation.

**Program:**

- Bal Masqué by American composer Amy Beach (American, 1867-1944)
- Concerto for Violin by Amanda Maier Röntgen (Swedish, 1853-1894) with guest soloist Adrian Anantawan, violin
- Juba Dance by Nathaniel Dett (African American/Canadian, 1882-1943)
- Ojibwe Creation Legend “Nanabush and the Giant Beaver” by Canadian composer Richard Mascall (“Singing Beaver on Water”) (2nd American performance ever), narrated by John Rice, Ojibwe Elder of the Wasauksing First Nation
- Conga del Fuego Nuevo by Arturo Márquez, (Mexican, b. 1950)
CONFERENCE

Friday, March 6

Morning Sessions at-a-glance

8:15AM-9:00AM  |  Check-in, Continental Breakfast
West Lobby, Sun Room  Check-in available after 10AM in the Great Hall.

9:00AM-9:50AM  |  Welcome and Opening Address with Dr. Vijay Kanagala
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

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 facebook.com/IowaStateISCORE
CONFERENCE
Friday, March 6

Morning Sessions at-a-glance, continued

11:00 AM - 11:50 AM
- 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

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

2:10 PM - 3:00 PM
- 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

3:10 PM - 4:00 PM
- 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 facebook.com/IowaStateISCORE
Associate Professor of Secondary and Higher Education, Coordinator of the Higher Education in Student Affairs Program in the School of Education at Salem State University.

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**

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**

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**

“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

Abbigail Markus, Sophomore, Performing Arts and Statistics
Sydni Lapsley, Junior, Performing Arts

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 would 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 Thoreson, 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:
Shawna 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, 10:00 AM - 10:50 AM, 11:00 AM - 11:50 AM, 2:10 PM - 3:00 PM

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, 10:00 AM - 10:50 AM

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, 10:00 AM - 10:50 AM

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:
Madeline Spikes, Junior, Sociology/Pre-Med
Paloma Mate-Kodjo, Junior, Biology
Luis Gonzalez, Senior, Political Science
Carolina De Avila, Senior, Management Information Systems
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 Looft, 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, Junior, 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
Bridging Cultural Gaps in Special Collections & University Archives
Room 3534, 11:00 AM - 11:50 AM

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, 11:00 AM - 11:50 AM

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, 11:00 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
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 personal and professional lives.

JASON SMOLKA
NCORE-ISCORE 2001, College of Engineering

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

FARRAN HAYSELT
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
Hearing Blackness: African-American Vernacular English in Children’s Audiobook Literature Narration Performances

Room 3512, 2:10PM-3:00PM

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

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

Isms within the Deaf Community: Barriers and Pathways

Room 3534, 2:10PM-3:00PM

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

Whew Chile’, I’m Tired: Black Womxn learning, working and living on a Predominately White Campus

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

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

NCORE Team Leaders:
Jowellle Mitchell, M.Ed., Assistant Director, NCORE-ISCORE Office
Amy Slagell, Ph.D., Associate Dean, Liberal Arts & Sciences Administration

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 WMC’s 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, Criminal Justice, Engagement and Inclusion Office Intern, ISU Police
AFTERNOON SESSIONS
2:10PM-3:00PM

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

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, 2:10PM-3:00PM

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, 2:10PM-3:00PM

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

ABOUT BRENDA JONES
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.
ISCORE Action Plan

For each session you attend today, answer the following question:

From the information gained, what are three key points or strategies you can create for yourself to assist in promoting inclusivity on campus in your current role as student, faculty, or staff?

Opening Key Note Speaker
Dr. Vijay Kanagala, Associate Professor of Secondary Education and Higher Education, Coordinator of the Higher Education in Student Affairs Program in the School of Education at Salem State University

1. 

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3. 

What session did you attend?
Sessions 10:00–10:50 AM

- What’s Inhibiting White Individuals in Race Conversations?: A Perspective on White Fragility and the Human Need for Relatedness
- Black Identity, Activism, Empowerment, and Fashion on the College Campus
- WE DID NOT CROSS THE BORDER, THE BORDER CROSSED US: Supporting Latinx/a/o communities that have been racialized during immigration
- Citizen Artistry in Action: ISU Theatre’s Journey toward Radical Inclusion, Representation, and Decolonization
- Cy, Is This Racist? Identifying and Confronting White Nationalism in the Classroom and Beyond
- The “Black Bermuda Triangle”: Succeeding when you are set up to fail
- Toward a Universal Suffrage: African American women in Iowa and the Vote for All
- Witnessing Our Powerful Narratives With Multilingual Multicultural Women Leaders
- My Role in Institutional Change from a Student Leader Perspective

1. 

2. 

3. 

Share your photos! #ISCORE2020 | iscore@iastate.edu
For an online version of this Action Plan visit www.iscore.iastate.edu/conference

What session did you attend?
Sessions 11:00–11:50 AM

☐ Building an Activist Toolkit: Advice and Learning From Once Reluctant Student Activists
☐ Asian American and Pacific Islanders: Slipping through the Cracks
☐ When “Where are you from?” truly means “You do not belong here”: Globalization, displacement, and discrimination
☐ Toward a Universal Suffrage: African American women in Iowa and the Vote for All
☐ The Student-Athlete Experience through a Multicultural Lens
☐ Ouch! That Stereotype Hurts
☐ Bridging Cultural Gaps in Special Collections & University Archives
☐ A Day in the Life of an MVP Scholar
☐ The ISMs Project: The Impact of ISMs Explored Through the Eyes of George Washington Carver

First-Year Scholars

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3. 

Key Note Panel NCORE-ISCORE Project Alumni

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3. 

Share what you’re learning! #ISCORE2020
What session did you attend?
Sessions 2:10–3:00 PM

☐ Hearing Blackness: African-American Vernacular English in Children’s Audiobook Literature Narration Performances
☐ Toward a Universal Suffrage: African American women in Iowa and the Vote for All
☐ Isms within the Deaf Community: Barriers and Pathways
☐ Whew Chile’, I’m Tired: Black Womxn learning, working and living on a Predominately White Campus
☐ Native American Mental Health: Historical events and their effects through generations
☐ Latinx and Hispanic Perceptions of the Writing and Media Center at Iowa State
☐ Our Journey Toward Inclusion: ISU Police’s Engagement and Inclusion Officer Team
☐ The ISMs Project: The Impact of ISMs Explored Through the Eyes of George Washington Carver First-Year Scholars
☐ Sharing Student Experiences: Impact on the Participants of a CALS Listening Session
☐ Utility and Uniqueness of a Summer Undergraduate Veterinary Internship for Underrepresented Students
☐ Predominantly White Institution Post-traumatic Stress Disorder: Examining the mental health challenges and disparities faced by students of color attending Predominantly White Institutions

1.

2.

3.

Closing Session
Sessions 3:10–5:00 PM

☐ 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

1.

2.

3.

Share your photos! #ISCORE2020 | iscore@iastate.edu
Share what you’re learning! #ISCORE2020
2019 NCORE DELEGATION
PORTLAND, OREGON

NCORE-ISCORE OFFICE
Japannah Kellogg, Director
Jowelle Mitchell, Assistant Director

PROFESSIONAL DEVELOPMENT ACADEMY
Jordan Brooks, College of Design Administration
Casey Dague, Memorial Union
Naomi Drakeford, Student Counseling Services
Carmen Flagge, Human Sciences Student Services
Carrie Giese, Student Wellness
Natasha Greene, ISU Police
Katie Haygood, Memorial Union
Laura Helmus, Memorial Union
Kyle Holtman, Learning Communities
Linda Svenson, Department of Residence
Brian Vanderheyden, Student Wellness
Keara Doocy, Student Support Services Program
Alia Jamison, Enrollment Services
Susan Gent, Library
Nehemiah Thurston, Department of Residence
Isaiah McGee, Equal Opportunity Office
Kami Feld, ISU Police
Michael Newton, ISU Police
Elizabeth McAllister, ISU Foundation

PROFESSIONAL DEVELOPMENT NETWORK
Braymond Adams, Office of the President
Nicole Bartlozzi, Hixson Scholars & NSE
Laura Bestler, Center for Excellence in Learning and Teaching
Dave Clark, Memorial Union
Theresa Cooper, Agricultural and Life Sciences Administration
Jason Fugere, University Human Resources
Rosemary Galdamez, College of Agriculture and Life Sciences
David Garsow, Department of Residence
Michael Giles, Recreation Services
Gilmarie Gutierrez Caballero
Brady Hubbard, Department of Residence
Carrie Jacobs, ISU Police
Tera Jordan, Office of Senior Vice President and Provost
Jennifer Leptien, Learning Communities
Lynn Lundy Evans, Graduate College
Kelsey Nation, Department of Residence
Emmanuel Nsamba, Genetics, Development and Cell Biology
Sandra Orellana Diaz, College of Agriculture and Life Sciences
Allie Parrott, Program for Women in Science and Engineering

NCORE-ISCORE STUDENT SCHOLARS
Daniel Acuna, Sophomore, Food Science and Industrial Design
Tate Blankespoor, Junior, Biology
Jose Angel Carranza, Senior, Animal Ecology
Rene Chavez, Senior, Software Engineering
Tiffany Contreras, Senior, Sociology and Criminal Justice
Dai‘Tyunn Coppage-Walker, Sophomore, Journalism
Ariadna Delgado Ruiz, Senior, Criminal Justice
Diana Elizabeth Echeverria, Senior, Supply Chain Management
Dimitri English, Junior, Management Information Systems
Tiffany Farrell, Senior, Biochemistry
Natalie Figueroa Felix, Senior, Mechanical Engineering
Francis Jayoma, Senior, Finance
Lynette Kwaw-Mensah, Senior, Sociology and Women and Gender Studies
Javelis Marin Castro, Sophomore, Animal Ecology
Scott Nguyen, Sophomore, Aerospace Engineering
Tiffany Peon, Junior, Agricultural Business and International Agriculture
Regine Peters, Senior, Statistics
Hiba Salih, Senior, Architecture
Nadine Veasley, Sophomore, Microbiology
Oni Chavez Wright, Junior, Graphic Design

Jenny Pollard, Office of Senior Vice President for Student Affairs
Nicci Port, Office of Vice President for Diversity and Inclusion
Justin Roberson, Department of Residence
Karen Rodekamp, ISU Dining
Angela Shaw, Food Science and Human Nutrition
Dawn Walker Chalmers, Liberal Arts and Sciences Student Academic Services
Steve Winfrey, Memorial Union
Alicia Herron Martinez, Program for Women in Science and Engineering
Jodi Sterle, Animal Science
Ann Wassman, Student Financial Aid
Angie Witt, ISU Dining
Arnold Wood, Graduate College
John Patterson, ISU Dining
Tatiana Twedt, ISU Dining
NCORE TEAMS 2019-2020

NCORE-ISCORE PROJECT FOR STUDENTS

Each year, the NCORE-ISCORE Office accepts applications from Iowa State students interested in attending the National Conference on Race and Ethnicity in Higher Education (NCORE). The cohort of approximately 20 students who travel to NCORE are divided into teams and assigned an ethnicity to research. Each team has faculty/staff team leaders who travel with them to NCORE to guide and support their experience. Students present new knowledge gained from their NCORE experience at the Iowa State Conference on Race and Ethnicity (ISCORE).

In 2019, the conference was held in Portland, Oregon. Students and team leaders from the 2019 cohort are listed below.

RESEARCH GROUPS

AFRICAN AMERICAN
Jowell Mitchell, Team Leader
Amy Slagell, Team Leader
Tate Blankespoor
Javelis Marin Castro
Scott Nguyen
Ariadna Delgado Ruiz

MULTIRACIAL
LeQuetia Ancar, Team Leader
Ruxandra Loof, Team Leader
Erin Pederson, Team Leader
Jose Carranza
Diana Echeverria
Hiba Salih
Oni Wright

NATIVE AMERICAN
Shawna Saad, Team Leader
Brian Le, Team Leader
Rene Chavez
Tiffany Contreras
Natalie Figueroa Felix
Austin Thoreson
Nadine Veasley

ASIAN AMERICAN
Kabongwe (KB) Gwebu, Team Leader
Alycia Smith, Team Leader
Daniel Acuna
Dimitri English
Lynette Kwaw-Mensah
Tiffany Poen

LATINX
Pete Englin, Team Leader
Ashley Garrin, Team Leader
Tiffany Farrell
Francis Jayoma
Regine Peters
Dai’Tynn Coppage-Walker

ADDITIONAL SUPPORT
Martino Harmon
Brenda Jones
Japannah Kellogg
NCORE® is designed to provide a significant forum for discussion, critical dialogue, and exchange of information as institutions search for effective strategies to enhance access, social development, education, positive communication, and cross-cultural understanding in culturally-diverse settings.

In 1988, The Southwest Center for Human Relations Studies launched the first Annual National Conference for Race and Ethnicity in American Higher Education (NCORE®) addressing the resurgence of racist incidents in higher education. Since its inception, NCORE has evolved into a vital national resource for higher education institutions, providing an annual multicultural forum that attracts Black/African Americans, American Indians, Asian/Pacific Islanders, Latino/as, and European Americans representing campuses across the United States.

The NCORE® conference series constitutes the leading and most comprehensive national forum on issues of race and ethnicity in American higher education. The conference focuses on the complex task of creating and sustaining comprehensive institutional change designed to improve racial and ethnic relations on campus and to expand opportunities for educational access and success by culturally diverse, traditionally underrepresented populations.
2000

**MILESTONE:** THE FOUNDING OF ISCORE AND NCORE-ISCORE STUDENT SCHOLARS

The Iowa State University community dedicated the 1998-1999 academic year to the legacy of Dr. George Washington Carver, Iowa State’s first African American student, and faculty member. The George Washington Carver Celebration Steering Committee, comprised of faculty, staff, and students, developed and implemented a variety of programs, events, and activities that honored and celebrated the contributions of Dr. Carver. The steering committee identified the need to create an ongoing program that would promote dialogue and raise awareness of issues involving race and ethnicity in higher education. The NCORE-ISCORE Project was created to address this need, and the project was approved and funded by President Martin C. Jischke.

The first NCORE-ISCORE Project delegation consisted of 14 students, three faculty, and 16 staff who attended the 12th Annual National Conference on Race and Ethnicity in American Higher Education (NCORE) in Memphis, TN, June 3-7, 1999. This original cohort then shared the information and knowledge they gained in Memphis at the first Iowa State Conference on Race and Ethnicity (ISCORE) held on March 3, 2000, thanks to the vision of former Senior Vice President for Student Affairs Dr. Thomas L. Hill.

The ISCORE 2000 planning committee included Thomas L. Hill, Rafael Rodriguez, Phyllis Harris, Nina Grant, Pamela Thomas, Lee Ann Davis, Meaghan Kozar, Veronica Maldonado, Sherry Cronin.

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**Keynote Speakers**
Carla Espinoza
Fred D. Gray
Bill Boon
Mahmoud El-Kati
George Jackson
Hisauro Garza
Eugenio Matibag
Vicky Lio
John Bennett Herrington
Carlie C. Tartakov
Terrence Roberts

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**Conference Attendance**
2000: 160
2001: 308
2002: 266
2003: 344
2004: 398

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**2000**

**Founding of ISCORE and NCORE-ISCORE Student Scholars**

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**2001**

**Improvements made to student contracts, class instruction, and team leader contracts.**

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**2002**

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**2003**

**MILESTONE:** IMPROVEMENTS TO STUDENT CONTRACTS, CLASS INSTRUCTION, & TEAM LEADER CONTRACTS

As the NCORE-ISCORE Student Scholars program gained momentum, it was essential to define and set expectations both at the national conference and back on campus. The year-long program begins in March with pre-departure meetings where students start to build rapport with each other and staff while laying foundational concepts on race and ethnicity. In May, students attend and participate in NCORE. Then in the following fall semester, students enroll in UST 321—a course designed to expand knowledge around issues of race and provide the tools needed to deliver a thought-provoking presentation at ISCORE. Students are divided into teams to research and create a presentation on a specific ethnicity. Students are guided by faculty/staff team leaders during the year-long experience and have completed the program at the end of ISCORE in the spring.

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**2004**

**Through difficult budget times, President Geoffry still increased funding for the NCORE-ISCORE Project.**

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**2007**

**MILESTONE:** ISCORE ATTENDANCE NEARLY DOUBLES WHEN REGISTRATION MOVES ONLINE

In 2007 ISCORE registration was moved to an online platform making it easier to promote and register across campus. This change greatly improved attendance over the next several years. The increase from 363 to 650 in 2007 caught the attention of ISU administration, who used the conference as a talking point at the Board of Regents.

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**2001 2002 2003 2004**

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**NCORE/ISCORE helped me to understand that while my personal story may be unique, I am not alone in my development, and there are many others out there who can relate to my experiences.**

—Jason Smolka, NCORE Seattle 2001
**2012**

**MILESTONE:** 
**BRENDA JONES CHANGE AGENT AWARD**

In recognition of her work, ISCORE developed the Brenda Jones Change Agent Award given annually to an ISCORE student alumnus. The award recognizes an alum 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 award allows Iowa State University to support and recognize alumni that continue to make a difference after the NCORE-ISCORE experience and serve as an example for current students.

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.

Not only has Brenda Jones positively impacted the conference with her artwork. She regularly attends the conference sharing her unique perspective, especially with students.

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**2013**

**MILESTONE:** 
**PROFESSIONAL DEVELOPMENT ACADEMY**

In 2013 a small team of professionals from different departments within the Division of Student Affairs attended NCORE in New Orleans. From this group, the Professional Development Academy formed with the same purpose as the student cohort.

The Professional Development Academy is a professional and personal development opportunity designed to strengthen dialogic skills and allow participants to engage in productive interpersonal conversations relating to equity, diversity, and inclusion on campus—with a focus on race and ethnicity. The program is open to faculty and staff who are attending NCORE for their first or second time. The 20-person academy includes a series of small-group dialogue sessions before, during, and following the NCORE Conference.
**2016**

**MILESTONE: ISCORE RENAMED**

When Dr. Hill retired in March 2016, President Leath accepted the conference planning committee’s recommendation to rename the conference “Thomas L. Hill Iowa State Conference on Race and Ethnicity” to reflect his role and commitment to the conference and the university.

**NCORE-ISCORE COLLEGE CHAMPIONS**

NCORE-ISCORE Champions are university colleges or organizations that are selected based on their work around diversity and inclusion and desire to support the NCORE-ISCORE project. The integration of NCORE-ISCORE Champions has been very successful in highlighting collaboration across campus in efforts of diversity and inclusion. Each year Champions are featured in the ISCORE conference program, ISCORE website, and speak at the ISCORE conference.

**2015**

**MILESTONE: PROFESSIONAL DEVELOPMENT PRE-CONFERENCE**

As the attendance at ISCORE grew, the organizing committee decided to provide additional opportunities for involvement and information sharing. The ISCORE pre-conference was created. The half-day professional development conference is open to faculty and staff an opportunity for Iowa State University to have more dialogue around race and ethnicity. The first year the pre-conference was held, 135 professional staff attended.

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**Keynote Speakers**

- Luis F. Rico-Guteirrez
- Ariel Luckey
- Tahira Hira
- John Carlos
- Nana Osei-Kofi
- Grace Amemiya
- Mary Jo Gonzalez
- Nancy “Rusty” Barcelo
- Daniel C. Robinson
- Harold R. Martin, Sr.

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**2010**

Conference Attendance 605

**2011**

Conference Attendance 608

**2012**

Conference Attendance 625

**2013**

Conference Attendance 608

**2014**

Conference Attendance 642

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**Creation of the Brenda Jones Change Agent Award**

**Implementation of Professional Development Academy**

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**Participating in NCORE/ISCORE allowed me to build friendships with those I would have otherwise never met.**

—Hang Truong, NCORE

New York, 2005
2019

**MILESTONE: ISCORE ACTION PLAN IS IMPLEMENTED**

The action plan was implemented at ISCORE 2019 as a tool for participants to take the knowledge gained at the conference and set follow up actions for impacting change in their role on campus.

**ISCORE OFFICE AMBASSADORS**

NCORE-ISCORE student ambassadors are alumni of the project and continue as peer educators. Their primary responsibilities include working with the administration to impact change.

2020

**MILESTONE: THE DR. THOMAS L. AND BILLYE HILL LEGACY SCHOLARSHIP**

Scholarship(s), given in honor of Dr. Thomas L. and Billye Hill, presented to students who attended the Thomas L. Hill Iowa State Conference on Race and Ethnicity (ISCORE) and wish to further their experiences through research projects and present at future ISCORE sessions.

**LOOKING TO THE FUTURE**

Twenty years later, the NCORE-ISCORE experience is a part of the fabric of the university. ISCORE is held the first Friday in March, and many people look forward to the conference each year. Early ISCORE attendance ranged from 200 to 300 attendees and has now seen over 1,000 participants in the last three years. The positive impact comes from having students at the center of this experience. In turn, this keeps the NCORE-ISCORE Project centered and focused on creating a space where the faculty, staff, and students can engage in deeper conversations relating to race and ethnicity.

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**Keynote Speakers**

- Dr. Kathleen Wong
- Brian Behnken

- Dr. Heather W. Hackman
- Dr. Luis Rico-Gutierrez
- Dr. Barbara Love

- Dr. Samantha Cross
- Lakota Harden (Minnecoju/Yankton Lakota and Ho Chunk)

- Dr. José Antonio Rosa
- Dr. Susana Muñoz

- Vernon Wall
- Dr. Theressa Cooper

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**2015**

- Conference Attendance: 675
- Pre-Conference Attendance: 135

- Creation of Professional Development Pre-Conference

**2016**

- Conference Attendance: 750
- Pre-Conference Attendance: 150

- Creation of NCORE-ISCORE Office

**2017**

- Conference Attendance: 800
- Pre-Conference Attendance: 200

- Implementation of Professional Development Network

**2018**

- Conference Attendance: 800
- Pre-Conference Attendance: 250

**2019**

- Conference Attendance: 1200
- Pre-Conference Attendance: 245

- ISCORE had a significant increase in conference registration when President Wintersteen sent a letter via email encouraging university students, staff and faculty to participate in the conference.

**NCORE unlocked a gateway of knowledge that I did not even know existed.**

—Joshua Allen, NCORE San Diego, 2009
OPPORTUNITIES to continue the CONVERSATION

ATTEND NCORE: ncore.ou.edu
HELP WITH ISCORE: iscore.iastate.edu/get-involved
INVITE US TO SPEAK ABOUT THE NCORE-ISCORE PROJECT: iscore@iastate.edu
PROGRAM & PRESENTATIONS ARCHIVE: iscore.iastate.edu/archive
OTHER RESOURCES: iscore.iastate.edu/get-connected
FOLLOW US ON FACEBOOK & TWITTER: @IowaStateISCORE

NCORE-ISCORE OFFICE
Japannah Kellogg, NCORE-ISCORE Project Director
Jowelle Mitchell, NCORE-ISCORE Project Assistant Director
Leslie Winters, Graduate Assistant
Carolina DeAvila, Office Ambassador
Paloma Mate-Kodjo, Office Ambassador
Luis Gonzalez, Office Ambassador
Madeline Spikes, Office Ambassador

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