

Thursday, March 4, 2021 | ISCORE Conference

8:45 a.m. – 8:55 a.m. | Welcome

Concurrent Sessions 9:00 a.m. - 9:50 a.m.

Thursday, March 4th, 2021 at 9 a.m. - 9:50 a.m.

Title of Presentation: **Tracing Race at Iowa State University: A New Digital Scholarship Initiative**

Presenter Name(s): Erin Anderson, M.A., ISU Library, Digital Scholarship Librarian; Hannah Scates Kettler, M.A., ISU Library, Head, Digital Scholarship and Initiatives

Abstract:

The Tracing Race at Iowa State University Initiative is a new effort to encourage, support, and facilitate digital scholarship projects that center the history and experiences of people of color within the Iowa State community. Through this initiative, the University Library and an interdisciplinary advisory committee seek to reveal the under-documented history of accomplishments and experiences of people of color and engage with the history of race, inequality, racism and student, faculty and staff activism on and off campus. This session will introduce the initiative and provide guidance for how students, faculty, and staff interested in participating can translate a project idea or research question into a digital project proposal.

Thursday, March 4th, 2021 at 9 a.m. - 9:50 a.m.

Title of Presentation: **Virtual Privilege Walk**

Presenter Name(s): Mindy Heggen, M.Ed., Mechanical Engineering, Academic Adviser

Abstract:

This activity will provide you with an opportunity to understand the intricacies of privilege and to explore the ways that we enjoy privileges based on being members of certain identities in the United States. This exercise seeks to highlight the fact that everyone has SOME privilege, even as some people have more privilege than others do. The goal is to help participants recognize ways that we can use our privileges individually and collectively to work for social justice. There will be small group and large group discussion involved but you will not be required to speak if you do not wish to. (A way to mark your virtual steps forward and backward will be needed. This can be paper and pen, or virtual tally system.)

Thursday, March 4th, 2021 at 9 a.m. - 9:50 a.m.

Title of Presentation: **Far from Angels: Examining DACA recipients' lived experience of stigma**

Presenter Name(s): Angelica Castro Bueno, Graduate Student, B.A., Psychology Department

Professional Mentor: Dr. David Vogel, Professor, Associate Department Chair, Director of Communication Studies Program

Abstract:

The purpose of this phenomenological study will be to describe Latinx DACA recipients' lived experience of stigma in the Midwest. There is a dearth of research examining the stigmatization of undocumented

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immigrants living in the United States. In the context of an immigrant-hostile socio-political climate, the current study seeks to comprehensively describe the stigma facing Latinx DACAmented immigrants from their own perspectives. Using Pryor and Reeder's (2011) conceptual model of stigma, we will explore how three types of stigma, public stigma, self-stigma, and structural stigma, present in the lives of DACA recipients. Preliminary findings of semi-structured in-depth interviews with DACA recipients will be discussed in addition to emerging themes. The current study will add to the literature on stigma by examining how a historically marginalized population perceives, interprets, and is affected by several forms of stigma in their own words.

Thursday, March 4th, 2021 at 9 a.m. - 9:50 a.m.

Title of Presentation: **A Day in the Life of an MVP Scholar**

Presenter Name(s): Yajaira Lopez Villa, Graduate Student, Office of Multicultural Student Affairs, Graduate Assistant; Jayda Baumhover, Graduate Student, Office of Multicultural Student Affairs, Graduate Assistant; Wonjae Kim, M.Ed., Office of Multicultural Student Affairs, Program Coordinator

Abstract:

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 video podcast in which the scholars utilize storytelling to reflect on how their social identities and the MVP Scholarship have impacted their Iowa State University experiences. This presentation will be a recreation of this podcast assignment; five MVP Scholars will be recording a live podcast, facilitated by the MVP Graduate Instructors, focused on their experience as a first-year student at Iowa State University as part of the ISCORE presentation. Participants will have the opportunity at the end of the podcast to engage in a Q&A with the MVP Scholars at the end of the presentation.

Thursday, March 4th, 2021 at 9 a.m. - 9:50 a.m.

Title of Presentation: **Moving Beyond White Fragility: Function, Metaphor, and Growth**

Presenter Name(s): Elise Frickey, Graduate Student, M.S., Counseling Psychology, Graduate Assistant; Erin Pederson, Ph.D., Student Counseling Services, Licensed Psychologist

Abstract:

In a year characterized by loss, instability, and uprisings, conversations about race are as essential now as ever. As white communities have historically benefitted from local and national systems of oppression, it is imperative for white folks to engage in these discussions and amplify voices of Black, Indigenous, and People of Color. Yet, for many white people, racial dialogues bring up discomfort, defensiveness, and an associated dismissal of the reality of racial oppression. This response is defined as white fragility (e.g., DiAngelo, 2011) and is addressed in this session from a perspective of functionality. The presenters discuss how white fragility has served as a protective mechanism to feelings of vulnerability for white people, as well as a barrier to growth, authenticity, connection, and ultimately a more socially just world. Achieving different relational and societal outcomes starts with learning new ways to engage with these conversations and the feelings they elicit; this presentation is aimed at supporting this process through use of metaphor, cultural humility, self-compassion, and action steps. Two presenters who identify as white will also share pieces of their continuing journeys toward anti-racism, resilience, and contributing to social justice.

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Title of Presentation: **Dismantling Racism in Child Welfare**

Presenter Name(s): Ana Clymer, Department of Human Development and Family Studies, Statewide Cultural Equity Coordinator; Rachel Vos Carrillo, MSW, Department of Human Development and Family Studies, Program Manager

Abstract:

ISU-CWRTP has partnered with the Iowa Department of Human Services to provide support to the child welfare workforce through shared learning, tool development, and collaboration building. In 2018, a newly created position aligned much of the CWRTP and IDHS child welfare disproportionality and disparity focus. The adoption of the Guiding Principles (based on the CLAS Standards), supporting Cultural Equity Alliance state steering committee, and promotion of the Cultural Equity Resources has informed improved collaboration and shared learning opportunities. Over 10 years of work has supported applying a cultural and equity lens to data, history, current practice, and policy both within DHS and in partnership with community to work towards racial equity. Together we will share reflections of how the history of child welfare informs current disproportionality and disparity. We will examine ways we are working to dismantle racism woven into practice and policies impacting our communities of color in present day.

Thursday, March 4th, 2021 at 10 a.m. - 10:50 a.m.

Title of Presentation: **Engaging Students in Community-Based Feminist Action Research**

Presenter Name(s): Ann Oberhauser, Ph.D., Women's and Gender Studies, Director of Women's and Gender Studies

Abstract:

This panel will highlight student projects in a Women's and Gender Studies course that involves original research about issues relating to social justice and food security. The critical and timely topic of food security will address how it impacts people of color, members of the LGBTQ+ community, disability rights, and socio-economic class within local and global contexts. The panel of students will talk about steps they took to design their research projects as part of this course on feminist research in action. They will discuss how to develop research questions and identify methods that draw from feminist and queer studies.

Graduate and undergraduate students enrolled in the WGS class will examine multiple facets of food justice across diverse groups and in relation to agriculture, commercial food outlets, and food workers. The goal of these projects is to disrupt hegemonic power relations and engage students and the community in social justice issues. This student-led conversation will involve critical and thoughtful input on praxis, or the intersection of theory and practice, as an integral dimension of feminist activist research. In sum, the discussion is intended to offer ways to include social justice in academic research on critical issues such as food security.

Thursday, March 4th, 2021 at 10 a.m. - 10:50 a.m.

Title of Presentation: **Disrupting Whiteness in Education-Transformational Resistance**

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Presenter Name(s): Kennesha Woods, Doctoral Candidate, M.S., Department of Education, Educator/Trainer/Facilitator/Motivational Speaker; Jeanne Connelly, Doctoral Candidate, M.A., Department of Education, Doctoral Candidate
Professional Mentor: Dr. Katy Swalwell, Ph.D., Associate Professor, School of Education

Abstract:

Educational equity cannot be gained without a critical analysis of the Whiteness embedded and hidden in our institutions. We will discuss asymmetrical power relationships between teachers and students, which is the Culture of Power. When White teachers are unaware of the Culture of Power, their interactions with multiply marginalized students cause harm and perpetuate inequitable outcomes. This framework of practice, from Delpit (1988), is reinforced by the structures of Whiteness. Whiteness in education involves (1) denial of racism within educational structures and practices, (2) separating today's conditions and outcomes from legacies of racist policies, and (3) structures and practices that normalize Whiteness (Leonardo, 2002).

Educators who 'go along' with the status quo are perpetuating Whiteness, even if they are claiming to do culturally responsive work. Our presentation will define types of resistance, including conformist resistance, where educators are motivated by social justice, but they are not critiquing the systems/structures that oppress. When attempts at improving the system fail, these educators place blame on multiply marginalized students, rather than institutions of power. We will provide examples of teachers who are adding acts of transformational resistance to their practice. This resistance critiques of the system and a motivation for social justice.

Thursday, March 4th, 2021 at 10 a.m. - 10:50 a.m.

Title of Presentation: **Negative Body Image and Eating Disorders – NOT “White Issues” : Exploring Impact on Black Women**

Presenter Name(s): Michelle Roling, M.Ed., LMHC, CEDS-S, Student Counseling Services, Sr. Staff, Eating Disorder Treatment Coordinator; Avery Walker, M.S., Student Counseling Services, Psychological Doctoral Intern; Tara Ohrt, M.A., Student Counseling Services, Psychological Doctoral Intern

Abstract:

Recent research is finally shining light on the reality – eating disorders are becoming a major health challenge for African-American females. Generations of research and professionals treating eating disorders have exclusively focused their work toward individuals identifying as young, white, affluent, female. Culturally, medical professionals, teachers, coaches and clergy notice warning signs of food and body challenges in white students' simultaneously minimizing or completely ignoring red flags present in women of color. Although recent information about rates of eating concerns in those identifying as male, especially individuals identifying as gay or trans, has become mainstream., little to no information has been offered regarding black women. Development of eating and body challenges are multifaceted. We as informed community members must start with acknowledging the impact of inter-generational trauma experienced in American kitchens.

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Title of Presentation: **Cyberfeminism at the Interfaces: Cyber-corporeality and the Blurring of Physical/Digital Boundaries**

Presenter Name(s): Andra Castle, Margaret Sloss Center for Women and Gender Equity, Assistant Director

Abstract:

Interfaces, the border between the user and the digital, is a site of understanding how identities and bodies are lived in partiality through digital modes like social media and in partiality through in-person interactions. Identities we hold such as race, ethnicity, gender, sexuality, and our bodies become subject to categorization through social technologies via the Internet. For most, digital interactions are significant to everyday life and the interface of the digital identity and the in-person identity is completely permeable. Social media and content sharing platforms like Facebook, Twitter, YouTube, TikTok, Twitch, etc. blur the boundaries of in-person and digital interaction and foster a cyber-corporeality that can be described and understood through an advanced cyberfeminist lens. The physical/digital interface and how information moves from the individual into cyberspace and vice versa is a discussion of access, oppression, and hegemonic, white, cisheteropatriarchy. As technologies improve and access to social media increases there is greater movement across the physical/digital interface, it becomes blurred. This interface also becomes a site where marginalized individuals can disrupt power structures, create new power structures, and engage in self-definition making it an inherently queer, feminist, socially just, and anti-racist space.

Thursday, March 4th, 2021 at 10 a.m. - 10:50 a.m.

Title of Presentation: **Building Capacity for Access, Equity, and Belonging--Iowa 4-H Youth Development**

Presenter Name(s): Anindita Das, Ph.D., Iowa 4-H Youth Development Program-Iowa State University Extension and Outreach, Stakeholders and Partnership Development Coordinator; Benjamin Pullen, M.S., Iowa State University Extension and Outreach 4-H Youth Development, Youth Program Specialist, Field Supervisor; Nichol Kleespies, M.S., Iowa State University Extension and Outreach - Buena Vista County, 4-H Youth Outreach Educator; Nathaniel Weber, Iowa State University Extension and Outreach Iowa 4-H Youth Development, STEM Program Coordinator/Online Learning Specialist; Shelly Ramus, Iowa State University Extension and Outreach Iowa 4-H Youth Development, Volunteer Development Specialist

Abstract:

Iowa 4-H Youth Development has been engaging young people for over 100 years, offering high-quality learning experiences that support and empower youth as leaders. 4-H is challenged of addressing disparities to meet today's changing demographics and social realities with compassion and future youth audiences' needs, while also maintaining its heritage. Iowa 4-H Extension's traditional clientele is white, and rural. The rapidly growing, ethnically diverse population remains under-represented in its Programs. Iowa 4-H Youth Development Program has recognized the need to grow equity within its Programs, and to serve diverse youth and families, yet there is progress to be made. In its efforts to grow more diverse and inclusive Programs, Iowa 4-H has embarked on a commitment to focus on equity and youth work to strategically expand access and remove institutional barriers and practices that limit who can join, feel welcome, and lead. The main purpose of this presentation is to showcase the efforts Iowa 4-H has undertaken: to address cultural diversity more creatively; and to increase equity across the Iowa 4-H Program to improve participation of all youth.

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11:00-11:50 Keynote Speaker

12:00 p.m. - 12:50 p.m. | **Engaging in Self-Care**

Presenter Name(s): ISU Student Wellness and Campus Partners

Abstract: This session offers the opportunity to choose from various peer and colleague led facilitated activities focused on wellbeing. Participants will engage in a wellbeing activity with others, learn about resources to support their wellbeing, and discuss ways they can prioritize their wellbeing going forward. Self-care and community-care are necessary for restoration, healing, and wellbeing. Creating a culture that prioritizes community, belonging, and wellbeing takes all of us. Join us to learn some new strategies and resources you can use in your everyday life.

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Friday, March 5th, 2021 at 9 a.m. - 9:50 a.m.

Title of Presentation: **Breaking Down The Wall: Examining the Effects of United States Immigration Policy on Latinx Women**

Presenter Name(s): Edith Barton, Sophomore, Entrepreneurship, NCORE-ISCORE Student Scholar; Carson Shipley, Junior, Child, Adult & Family Services, NCORE-ISCORE Student Scholar

NCORE-ISCORE Team Leader: Ruxandra Marcu, Ph.D., Director of Margaret Sloss Center for Women and Gender Equity

Abstract:

This presentation will discuss the impact that US border and immigration policies have had on Latinx women in the United States, focusing particularly on the experiences of undocumented immigrants and Afro-Latinx individuals. Our research will explore the intersections of race, class, and gender and how they have contributed to the discrimination faced by Latinx women. The source material for our presentation will include an interview with Dr. Beatriz Aldana Marquez, focusing on the experiences of women in border communities. In addition to this, we will explore how recent events such as the 2020 Election amplify the oppression felt by Latinx women. The manifestations of this oppression include stereotyping, hyper-criminalization, and restricted access to resources. The main federal organizations that are instrumental in causing these manifestations include the Immigration and Customs Enforcement (ICE) and other legal entities. Using the CARE Women's Empowerment framework, we will explore action strategies (such as education, advocacy, and alliance formation) that individuals in academic and corporate settings can take to address women's agency, and the structures and relations that contribute to the oppression of Latinx women.

Friday, March 5th, 2021 at 9 a.m. - 9:50 a.m.

Title of Presentation: **Activism in the Music Industry Helping to Overcome Racial Injustices**

Presenter Name(s): Durga Sritharan, Sophomore, George Washington Carver Scholar, Biology

Professional Mentor: Jasmine Tappin, M.S., George Washington Carver Program Coordinator

Music has provided an avenue for underrepresented individuals and groups to express their voices, thoughts, and emotions for several centuries. Since the 1860s, blues music has been used to respond to (African) American enslavement, representing their adaptation to an enforced lifestyle and empowering emphasis on self-determination. In recent years, social justice issues that continue to impact the African American community have been highlighted in various music genres and traditions. Due to this effect, notable artists including Kendrick Lamar and H.E.R have incorporated viewpoints on some of the most controversial social issues including, Black Lives Matter and police brutality, into their music to spark conversation and reflection among members of our society. Although activism in the music industry has sprouted naturally, and continues to trend upwards on both a national and global level, there is still room for improvement. Historical evidence suggests that music will continue to play a pivotal role in our society, allowing future activists to express opinions, spark conversations, and build a better foundation to overcome racial injustices. This presentation session will focus on how activism in the music industry

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began to shape, and continues to influence, reformers to act upon racial and social injustices in our society.

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Title of Presentation: **Artful Self-Stewardship and Adventure through a Personal Principles and Habits (PPAH) Tool: Insights from First-Generation Immigrant Americans Stories**

Presenter Name(s): E.J. Bahng, Ph.D., School of Education, Associate Professor; Carmen Gomes, Ph.D., Department of Mechanical Engineering, Associate Director of Virtual Reality Applications Center & Associate Professor

Abstract:

As a citizen of the 21st century, the need for sustainable and reciprocal relationships with self, others, and the world has become essential for humanity's well-being and for humanity's survival. Drawing from the literary, philosophical, and scientific quests of Leo Tolstoy, Ken Wilber, and Robin Wall Kimmerer, we conceptualized that "*focus and communication*" reside at the junction of I (self), We (culture), It (behavior), and Its (various systems, including nature). We propose that a simple tool can be used to live at the junction of these four worlds. As a practical step, we will introduce a Personal Principles and Habits (PPAH) tool in the pursuit of the gift-based reciprocal state of mind for one's artful self-stewardship and adventure. Stories from first-generation immigrant Americans will be shared and mapped with the PPAH tool, which was inspired by Robert Ardrey's and Etienne Wenger's thinking on the nature of human being and human community. The PPAH was developed and based on three questions: What grounds me (security)? What characters do I practice (identity)? and What animates me (stimulation)? Finally, the PPAH tool urges session participants to think of meaningful and personal ways to "*be broadly beneficial.*"

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Title of Presentation: **Inclusive Tutoring: Developing a Diversity and Inclusion Committee at the Writing and Media Center**

Presenter Name(s): Vivian Cook, Graduate Student, Community Development, Sustainable Agriculture, Youth Program Management and Evaluation, Graduate Assistant Director, Writing and Media Center; Abigail Mankins, Graduate Student, M.Ed. Student Affairs, Graduate Assistant Director, Writing and Media Center; Haley Spengler, Undergraduate Student, Linguistics & Spanish, Communication Consultant, Writing and Media Center; Lena Menefee-Cook, Undergraduate Student, Performing Arts, Art & Design, and International Studies, Communication Consultant, Writing and Media Center; Jill Olson, Undergraduate Student, Psychology & Spanish/Minor in Teaching English as a Second Language, Communication Consultant, Writing and Media Center; Yahan Chang, Undergraduate Student, Mechanical Engineering, Communication Consultant, Writing and Media Center; Haeun Kim, Graduate Student, Ph.D. In Applied Linguistics and Technology, Graduate Communication Consultant; Joseph Cheatle, Ph.D., Director, Writing and Media Center

Abstract:

In response to Iowa State University's campus climate, ISU's Writing and Media Center initiated a Diversity and Inclusion Committee in Fall 2020. The committee was charged with developing policies and procedures for addressing issues of inequality related to the center. This includes, but is not limited to, creating policies for hiring students, diversity and inclusion training for employees, and outreach to

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underrepresented populations across campus. The student-led committee is comprised of student employees and professional members of the center's administration.

The committee will share its 2020-2021 action plan and ask panel attendees to offer any ideas and feedback about how the WMC can build on this action plan in the future and continue to improve our hiring, training, and outreach practices.

Additionally, Yahan Chang, a communication consultant, conducted research on English as an additional language (EAL) students who utilized the WMC. This research looked into the EAL student experience with the WMC. This includes, but is not limited to, EAL student usage of the WMC, consultation experience and effectiveness, EAL student consultation preferences, and general feedback on WMC diversity and support. She will discuss her research findings and how they inform the committee's action plan.

Friday, March 5th, 2021 at 9 a.m. - 9:50 a.m.

Title of Presentation: **How the city of Ames can engage racial and ethnic minorities in community conversations about the future**

Presenter Name(s): Kayonna Topp, Graduate Student, MCRP/SusAg; Sahara Shrestha, Graduate Student, MCRP/Urb Design; Esther Tetteh, Graduate Student, MCRP

Professional Mentor: Dr. Alenka Poplin, Ph.D., Assistant Professor, Community and Regional Planning

Abstract:

City officials from the city of Ames, Iowa sought to improve their engagement with underrepresented groups, specifically racial and ethnic minorities, within the community. This resulted in a collaborative effort with our graduate/undergraduate community and regional planning studio class at Iowa State University. The goals of the semester-long study were to identify the underrepresented residents in the Ames community, and to find resident-inspired engagement methods that would increase the participation of these groups. The study used a mixed method approach to identify reasons why people do not participate and how to improve citizen engagement in the City of Ames. The findings show that it is imperative to build trust, meeting the residents where they are in terms of participation and finally making the process fun and interactive.

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Title of Presentation: **The Role of Identities in Relational Conflict**

Presenter Name(s): Nellie Moualeu, Graduate Student, M.S., Psychology; Meredith Tittler, Doctoral Intern, M.S., Psychology

Abstract:

"Who am I?" This question, arguably, is one of many existential questions humans struggle to answer. In it, we find embedded additional questions around values, belief systems, personal experiences, and life purpose; the aggregation of which forms our identities. Whether assigned, developed, or innate, our identities impact how we interact with the world around us.

We all hold multiple identities, which are defined and redefined by our social contexts. What happens when two or more of an individual's identities come into conflict? What happens when two individuals

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with different identities interact? What happens when someone challenges your identity? How does the level of privilege or marginalization ascribed to our identities play a role in these conflicts?

The year 2020 has been an unusual year, to say the least. And during this year, we have witnessed an increasingly polarized country across values, beliefs, and political views, among others. This has led to conflicts within our family systems, our friendships, and romantic relationships. This session will explore the aforementioned questions to help make sense of these experiences. It will provide information on the psychological factors at play, as well as strategies for interacting with others even while in conflict with them.

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Title of Presentation: Ethnicity and Race, What's the Difference? Building a Method for Identifying Operational Definitions

Presenter Name(s): Zizheng Yang, Junior, Math; Kangchen Xu, Senior, Electrical Engineering

Professional Mentor: Dr. Scott Feinstein, Associate Professor, Political Science

Abstract:

Why are some identities considered ethnic and others racial? Examinations of ethnicity and race around the world often employ US and western driven concepts and perspectives. This western perspective can create misidentifications of ethnicity and race, leading to inappropriate understandings and inaccurately employed conflict resolutions. In order to better identify racial groups, their conflicts, and solutions, this project seeks to develop a more universal methodology for identifying ethnic and racial categories. In particular, we focus on differentiating ethnicity and race by social stereotypes and how ethnicity and race influence people's lived experiences. Our work is in the initial planning stage.

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Title of Presentation: Queer Farmers in Sustainable Agriculture in the USA

Presenter Name(s): Huong Nguyen, Ph.D. Candidate, M.S., Sustainable Agriculture, Graduate Student Research Assistant

Abstract:

Sustainable agriculture is "an emerging practice and social paradigm that emphasizes decentralization, independence, community, harmony with nature, diversity, and restraint." USDA's NIFA stated that the intention of sustainable agriculture is to "protect the environment, expand the Earth's natural resource base, and maintain and improve soil fertility" with multiple long-term goals. That definition emphasized the sustainable agriculture movement's outcome but has not yet adequately recognized the importance of the diversity in farming and the diversity in farmers' personal experience. Even though the USDA's NIFA's definition of sustainable agriculture is goal-oriented, it is technically-focused and has not yet focused on enhancing inclusiveness for marginalized groups such as queers. This lack of social diversity recognition negatively impacts the queer farmers' community because it does not signal a sense of belonging to them in the whole movement. The professional and personal discrimination that queer farmers experience can be exacerbated at different levels based on their other identities, such as

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ethnicity and socio-economic background. Queer farmers resisted discrimination by creating their resources, teaming up, and telling their stories.

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Title of Presentation: **The Prejudice of Professionalism: Changing Language & Practices for Inclusive Environments**

Presenter Name(s): Cheltzie Miller-Bailey, M.A., Center for LGBTQIA+ Student Success, Assistant Director

Abstract:

Upon entering the collegiate environment, students and professionals alike are often reminded to learn and maintain "professional" practice, appearance, and demeanor. Further examination of traditional professionalism finds deep roots in white supremacy, racism, and socioeconomic disparities, all of which then become ingrained in classroom and workplace culture and expectations. In this session attendees will begin to challenge their individual views of professionalism, will recognize why unlearning traditional professionalism is imperative for the liberation of marginalized groups, and will learn methods to change their language and practices to create more inclusive and diverse environments for students and employees.

Friday, March 5th, 2021 at 10 a.m. - 10:50 a.m.

Title of Presentation: **African American "My black is beautiful": A Discussion on how colorism impacts Black women within the Black Community**

Presenter Name(s): Arleth De Avila, Junior, Management Information System, NCORE-ISCORE Student Scholar; Jocelin Sharfnejda, Sophomore, Kinesiology and Health & Business, NCORE-ISCORE Student Scholar

NCORE-ISCORE Team Leader: Yamille Perez, Program Specialist for Outreach & Recruitment, Program for Women in Science and Engineering (WiSE) & Iowa 4-H Youth Development

Abstract:

How can colorism be known so well through society but kept unspoken through the Black community? It is often not a polarizing topic for individuals to discuss. Although black men suffer challenges with colorism within society, we will be focusing on Black women who are facing a challenging intersection between their race and gender. For years we have seen that Black women are among the most affected by colorism and light privilege, as black women are often ignored, overlooked, and unheard. This presentation will discuss how colorism impacts black women in the media and health and discusses beauty standards within the Black community. We will be discussing the origin of colorism and how it has progressed within the modern-day in the Black community. Then we will discuss treatment and views within internalized society, social media impact, the portrayal of black women, and the impact on a Black woman's self-identity and self-esteem.

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Title of Presentation: **Me and White Supremacy: Promising Practices for Facilitating and Maintaining Accountability in Anti-Racist Literature Circles**

Presenter Name(s): KP Williams, Ph.D., Leadership Studies Program, Assistant Teaching Professor; Jen Leptin, Ph.D., Learning Communities, Director; Nancy Gebhart, M.A., Margaret Sloss Center for Women and Gender Equity, Equity and Social Justice Coordinator & Ph.D. Student, Social and Cultural Studies of Education

Abstract:

Literature circles bring individuals together to discuss a piece of literature in-depth and provide opportunities to engage in critical thinking and reflection in response to reading a shared text (Literature Circles Resource Center). Increasingly, literature circles are being focused on anti-racist texts, including within and across campus stakeholder groups at Iowa State University. Specifically, *Me and White Supremacy* (Saad, 2020) has been used as a literature circle text among Learning Community Coordinators, the Leadership Studies Program, and the Sloss Center for Women and Gender Equity. Recognizing the increasing use of literature circles by diverse groups, this session aims to identify promising practices for convening and facilitating anti-racist literature circles and to develop plans and measures for maintaining individual and group accountability for short- and long-term commitments made as a result of engaging in anti-racist work. Join fellow participants to learn more about the successes and challenges associated with these literature circles and to brainstorm the working groups or teams you can convene to facilitate a circle of your own.

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Title of Presentation: **American Art with Global Representation**

Presenter Name(s): Michael Giles, Saxophone & Jazz Studies, Department of Music & Theatre, Teaching Professor of Music

Abstract.

Jazz is one of the more unique and longstanding American art forms. Its foundation is rooted in the fusion of Western musical studies and aspects of slave communication from the plantation fields. This music developed in both metropolitan cities and small pockets of the country. It quickly expanded across the land over radio waves and road tours. The presence in institutionalized education Programs gave it wider recognition and legitimacy within our government and the general public. State department Programs and independent tours helped introduce new faces to this music on a global scale.

Many believe that jazz is falling out of vogue, but the expansion of practice & acceptance of this music can be copiously connected to multiple races & ethnicities. I believe that we may now be just beginning to see the fruits of our labor. America prides itself on being a melting pot of cultures, welcoming to all. Jazz is becoming revitalized by the energy & artistry of international performers. This presentation will offer a brief synopsis of how we got to where we are, an introduction to several musicians that represent nearly forty international movers & shakers on the jazz scene, and a prediction of how a true American art form will grow exponentially stronger by expanding its practitioners and audience.

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Title of Presentation: **Moving Towards More Inclusion at Your Library**

Presenter Name(s): Susan A. Vega Garcia, University Library, Assistant Dean, Inclusion & Equity

Abstract:

Since 2018, the ISU Library has implemented Programs and policies to engage library staff at all levels in cultural competence and DEI learning. Programs include facilitated book discussions, an online learning site in Canvas, and a speaker series. Policies include the requirement for all library staff to report DEI efforts on annual performance reviews. Reviews of policies and hiring practices are also underway. The goal of these Programs and policies is to make the library a more inclusive space for the ISU community and library staff.

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Title of Presentation: **2020 and the Asian American Pacific Islander Experience in America**

Presenter Name(s): Cameron Vannoy, Senior, Chemistry and Genetics, NCORE-ISCORE Student Scholar; Celeste Chadwick, Senior, Food Science and French with Spanish Minor, NCORE-ISCORE Student Scholar

NCORE-ISCORE Team Leader: Kabongwe Gwebu, M.Ed, Graduate Student, School of Education

Abstract:

American history reflects a long story of mistreatment of Asian Americans and Pacific Islanders (AAPI) through a variety of facets. Historically, representation of AAPI members in the Hollywood film industry has been severely lacking or done so in a way that exploits painful stereotypes of the perpetual “foreigner effect” and sets expectations surrounding AAPI beauty and physical appearance standards. These stereotypes set by the Hollywood film industry are intertwined with how AAPI individuals are treated by Americans and the American political system. The political issues surrounding the COVID- 19 global pandemic in combination with America’s current political climate has further aggravated this community and has called for a rise in awareness of the overall experience of the AAPI population. In this study, we will examine how the representation of the AAPI community in both popular and political culture have impacted the discrimination and racism this community faces. We will also discuss the side effect this misrepresentation has had on beauty standards for AAPI women. Our study will conclude with our recommendations for the film industry and everyday Americans on how they can combat racism and bias against the AAPI population.

Friday, March 5th, 2021 at 11 a.m. - 11:50 a.m.

Title of Presentation: **The ISMs Project: The Impact of ISMs Explored Through the Eyes of George Washington Carver First-Year Scholars**

Presenter Name(s): First Year Students, George Washington Carver Academy Scholarship Program

Professional Mentor: Jasmine Tappin, M.S., George Washington Carver Program Coordinator

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Abstract:

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 presentation 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. Attendees will be able to read, learn, ask questions, and provide feedback to the creators of the presentation about the different points of view and research that each scholar completed.

Friday, March 5th, 2021 at 11 a.m. - 11:50 a.m.

Title of Presentation: **Sex Workers on TikTok: Transparency, Normalization and Algorithm-Based Marginalization**

Presenter Name(s): Chelsea Davis, Graduate Student, Journalism and Mass Communication

Professional Mentor: Dr. Michele Schaal, Ph.D., French and Women's and Gender Studies, Associate Professor

Abstract:

The social media platform TikTok has risen in popularity among Generation Z users. Information about sex work, especially from the perspectives of sex workers, is available on the platform, giving the public unprecedented insight into this industry by hearing from professional sex workers in a casual setting. Despite increasing visibility of sex work and sex workers, those who are BIPOC, queer and/or hold other marginalized identities are othered within this already-othered community, as TikTok's algorithm pushes white, cisgender sex workers to the top of users' feeds.

Using feminist media theory and an intersectional framework, this study examines the ways in which sex work is discussed on TikTok, whether this dialogue contributes to a normalization of this work among younger generations, and how algorithm-based platforms further marginalize BIPOC, queer and other marginalized identities.

Friday, March 5th, 2021 at 11 a.m. - 11:50 a.m.

Title of Presentation: **Student-Athletes Share Experiences from the 2020 Social Justice Movement & Using Their Platform**

Presenter Name(s): Lindsey Long, Iowa State Athletics, Assistant Athletics Director

Abstract:

A panel of current student-athletes will share about their experiences during 2020 from the social justice movement and how it has impacted them as a student-athlete at Iowa State University. Student-athletes will share about their unique experiences at home during the COVID-19 pandemic, on campus and in the Ames community. They will share their perspectives on how they have grown through these changing landscapes. The presentation will be followed by a short question and answer session.

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Friday, March 5th, 2021 at 11 a.m. - 11:50 a.m.

Title of Presentation: **The Sloss Center, Forty Years Out: Forging Alliances to Create Change Across Gender and Racial Divides**

Presenter Name(s): Ruxandra Marcu, Ph.D., Margaret Sloss Center for Women and Gender Equity, Director; Isis Walker, Graduate Student, School of Education; Sam. Luley, Graduate Student, School of Education; Maria Duran-Sanchez, Sophomore, Psychology

Abstract:

This session explores the early founding of a feminist center at Iowa State University and traces the history of the Margaret Sloss Center for Women and Gender Equity from an intersectional perspective. What issues were most important to women on Iowa State's campus in the 1970s, 80s, 90s to present? How did the administration in those early decades respond to repeated requests for a center to serve women faculty, staff, and students? Moreover, against the backdrop of a burgeoning women's movement in the 70s and 80s comprised of and focused primarily on white women's struggles, whose interests were represented in the fight for women's rights on a college campus and how, if at all, did they intersect with issues of race, ethnicity, sexual orientation, ability, and socioeconomic class?

Participants in this session will engage first-hand with archival documents, photographs, and primary sources that trace the origin story of a feminist center on Iowa State's campus; investigating the complex history around campus advocacy for gender and racial equity. The research team leading this project is comprised of graduate, undergraduate, and professional staff members of the Margaret Sloss Center for Women and Gender Equity, inspired by the 40th anniversary of the Sloss Center at Iowa State University in 2021.

12:00 p.m. - 12:50 p.m. | Keynote

Concurrent Sessions 1:00 p.m. - 1:50 p.m.

Friday, March 5th, 2021 at 1 p.m. - 1:50 p.m.

Title of Presentation: **LatinX Video Games for Change**

Presenter Name(s): Ezequiel Aleman, Ph.D. Student, M.Ed., School of Education

Professional Mentor: Dr. Larysa Nadolny, Ed.D., Associate Professor, School of Education

Abstract:

The portrayal of Latin America in videogames has been notoriously defined by racial stereotypes and cultural insensitivity (Penix-Tadsen, 2016). However, game production can also be appropriated by LatinX actors to repurpose the technologies in novel ways. To help redefine the game design culture in Latin America, it is necessary to examine meaningful attempts to transcend simplifying patterns and respond to the obstacles and affordances of each context. This presentation will introduce different games that seek to use the gaming medium as a tool for education, socio-political awareness, and to spark transformational resistance behaviors among Latinx youth. Examples will include video game developers in Latin America that are currently designing culturally relevant experiences.

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Friday, March 5th, 2021 at 1 p.m. - 1:50 p.m.

Title of Presentation: **Nuances of Black-Native American Community Experiences**

Presenter Name(s): Jayda Anaya-Negrete, Sophomore, Kinesiology and Health, Pre-Physical Therapy, NCORE-ISCORE Student Scholar; Helen Nabuduwa Barton, Senior, Graphic Design with Minor in Anthropology, NCORE-ISCORE Student Scholar; Malcolm St Cyr, Sophomore, Agronomy, NCORE-ISCORE Student Scholar

NCORE-ISCORE Team Leader: Brian Le, M.Ed., Undergraduate Programs Coordinator, Science Bound

Abstract:

The Native American community, or the AI/AN (American Indigenous/Alaskan Native) is a community that populates a little over 2.4% of the U.S population. The Black community accounts for 13.4% of the population. In this presentation, we will explore the intersection of these communities and their intertwined history. Underrepresentation and homogenization of this community have contributed to a lack of awareness and recognition of “Afro-Indian” experiences. Our purpose is to uplift these experiences as we seek to highlight the historical and contemporary perspectives of this community. Case-studies, articles and in-depth analyses coupled with ethnographic interviews with members of Native American tribes and people who identify as Black and Native American create the foundation of our research. These issues continue to remain pertinent to our understanding of race and ethnicity as we center experiences within wider discourses in the microcosm of this campus and nationally as well.

Friday, March 5th, 2021 at 1 p.m. - 1:50 p.m.

Title of Presentation: **The ISMs Project: The Impact of ISMs Explored Through the Eyes of George Washington Carver First-Year Scholars**

Presenter Name(s): First Year Students, George Washington Carver Academy Scholarship Program

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Friday, March 5th, 2021 at 1 p.m. - 1:50 p.m.

Title of Presentation: **Is Dairy Racist?**

Presenter Name(s): Paloma Mate-Kodjo, Senior, Biology & Spanish

Professional Mentor: Jowelle Mitchell, M.Ed., NCORE-ISCORE Assistant Director

Abstract:

This session explores the arguments of Dr. Milton Mills, the Associate Director of Preventive Medicine with the Physicians Committee for Responsible Medicine (PCRM) and co-author for the PCRM’s report on Racial and Ethnic Bias in the United States. His arguments against the pro-dairy USDA dietary guidelines

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will be outlined by discussing the histories of cow's milk consumption, lactose intolerance, and milk marketing. These pro-dairy dietary guidelines are considered racist because lactose intolerance varies by ethnicity. African American and Asian ethnicities see a 75% - 95% lactose intolerance rate but they are still encouraged by the USDA to consume dairy products. According to the National Institute of Health more than 65% of humans are cow's milk intolerant and the consumption of cow's milk can lead to serious health hazards including chronic diseases, cancer, and diabetes. The presenter will discuss the adverse health effects of consuming dairy and identify sustainable alternatives to dairy products.

Friday, March 5th, 2021 at 1 p.m. - 1:50 p.m.

Title of Presentation: **Social Network Analysis of Gun Violence in Iowa between 2000-2010**

Presenter Name(s): Subramanya Toudinja Ananthakrishna, Graduate Student, Computer Science

Abstract:

In the United States, everyday more than 200 people are murdered or assaulted with a firearm. Social Network Analysis (SNA) is an important field that is applied to understand the influence of interpersonal relationships i.e. place of the person in the network. Human beings are considered to be nodes of the network and edges represent the relationships between them.

In this study we model the instances of police shootings in Iowa between 2000 to 2010 for a period of 10 years as a social network. We mainly consider the co-offending relation between the individuals. We create two models to analyze the spread of gunshot violence, one a social contagion model and another that includes demographic attributes like gender and race. The difference between the social contagion and demographic model explains the influence of attributes like race, gender, age on the possibility of a person being subjected to gun violence.

Friday, March 5th, 2021 at 1 p.m. - 1:50 p.m.

Title of Presentation: **Uniting Advancement of Diversity, Equity and Inclusion and Leadership Development**

Presenter Name(s): Erica Moscosco, VM2, B.S., DVM; Lyle Wielenga, VM3, B.S., DVM; Dan Grooms, DVM, Ph.D., College of Veterinary Medicine, Dean; Lisa Sebring, CAP-OM, College of Veterinary Medicine, Executive Administrative Assistant

Abstract:

Two priorities of the Dean of the ISU College of Veterinary Medicine are advancing diversity, equity and inclusion in the college and developing the next generation of leaders in the veterinary profession. During the summer of 2020, two veterinary professional students participated in the Dean's Summer Leadership Internship to develop their leadership skills while working on projects to advance DEI in the college. To develop leadership knowledge and skills, the interns participated in a weekly journal club with the Dean and the Dean's executive staff, met with leaders from a variety of backgrounds during lunchtime meet and greets, and participated in and completed the Purdue University Diversity and Inclusion in Veterinary Medicine Certificate Program. Importantly, the interns honed their leadership skills by advancing several projects focused on DEI in the college. These included launching a DEI training Program for first year DVM students, organizing the first day of class DEI lunchtime seminar, and analyzing data on CVM applicants

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that are underrepresented in veterinary medicine. Skills developed included project management, teambuilding, consensus building, and public speaking/presentation. Come learn from a College of Veterinary Medicine panel on their experience in advancing diversity, equity and inclusion in the college.

2:00-2:30 Closing Reception