

Wednesday, March 3, 2021 | ISCORE Pre-Conference

10:45 a.m. | Welcome

11:00 a.m. | Opening Session

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.

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

Wednesday, March 3, 2021 at 1:00 p.m. - 1:50 p.m.

Title of Presentation: **Building Community for STEM Students of Color at Iowa State**

Presenter Name(s): Arnold Woods, Graduate College Program. Assistant; Morgan Bear, Graduate Student, School of Education

Abstract:

Iowa State University participates in IINSPIRE LSAMP, an NSF-funded grant with the purpose of increasing the participation of racially minoritized undergraduate students in STEM majors. This summer, ISU's LSAMP program held a virtual research experience for undergraduates (REU) for LSAMP students at ISU and other schools included in our alliance. Included in this REU were weekly community building sessions where students read literature and watched video content focused on the experiences of racially minoritized students in STEM, then engaged in small and large group dialogues on these topics. This session will detail how LSAMP staff developed the community building portion of the REU, explain theory and practice surrounding the importance of building community between STEM students of color, and culturally competent mentoring strategies for faculty and staff who work with this student population.

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Title of Presentation: **SISTER- Supporting Inclusive Spaces Through Experience and Recognition**

Presenter Name(s): Audrey Kennis, M.Ed., CALS Student Services, Student Retention Coordinator; Elizabeth Martinez-Podolsky, M.A., CALS Student Services, Director of Multicultural Student Success; Carmen Flagge, M.Ed., HSci Student Services, Director of Multicultural Student Success; Dr. Ashley Garrin, Ph.D., Graduate College, Assistant Director Ronald E. McNair Post baccalaureate Achievement Program; Dr. Brenda Thorbs-Weber, Ph.D., Ivy College of Business Student Services, Director of Multicultural Student Success; Dr. LeQuetia Ancar, Ph.D., Engineering Student Services, Assistant Director of Engineering Student Services and Multicultural Student Success

Abstract:

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This SISTER Collective seeks to create an inclusive, supportive space for faculty and staff who identify as women of color (WOC) through a sister circle framework (Neal-Barnett et al., 2011). SISTER provides space and Programming that is affirming, positive, and uplifting. Ultimately, this collective enhances the quality of life for participants by increasing their ability to create a shared community where they are accepted and validated.

This panel will provide participants an opportunity to learn about the grassroots efforts and initiatives of the ISU SISTER collective. Panelists will share the history, purpose, and innovative efforts in areas of support, solidarity, and liberatory spaces at a Predominately White institution (PWI). We invite all university Deans, Department Chairs, DOGE's and other key leaders to this important discussion on how advance division efforts in areas of Diversity, Equity, and Inclusion.

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Title of Presentation: **Perception Of The Culture Of Disengagement By Minoritized Students**

Presenter Name(s): Luan Nguyen Graduate (Ph.D.), M.S., WLC and CCEE Research Assistant

Abstract:

Cech (2014) argues that there is a culture of disengagement from various sociopolitical matters in engineering education. This culture is problematic because it causes many students to be insensitive to pervasive sociopolitical issues (e.g. race-related stress, racial and gender discriminations, inequalities) even though these issues continue to affect minoritized engineering students. Depoliticization, which implies that engineering work could and should be separated from sociopolitical concerns because such considerations might lead to bias in engineering practice, is one of the components of this culture of disengagement. This ethnographic study aims to explore this culture of disengagement and its depoliticization component, using microaggressions (the subtle assaults that people face because of their membership in social groups such as race, gender, and sexual orientation) as an example of a concrete sociopolitical problem that affects students' day-to-day lives. The significance of this project lies in its methodology. By focusing on minoritized students' understanding of the culture of disengagement, it goes beyond dominant Eurocentric perspectives and offers a valuable, yet often overlooked, angle on how to promote greater sociopolitical awareness and engagement in engineering education.

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Title of Presentation: **Creating Equitable Leaders**

Presenter Name(s): Monic Behnken, J.D., Ph.D., Leadership Studies Associate Professor;

Dannia Thorpe, Sophomore, Mechanical Engineering; Cameron Vannoy, Senior, Chemistry & Genetics

Abstract:

Given COVID- 19 and this summer's uprising for racial justice, our country is experiencing in a sea of change surrounding expectations of leadership. Leadership Studies believes that it is our obligation to contribute to a just, fair, and equitable world by offering a curriculum that prioritizes the tenets of equitable leadership built upon principles of justice and ethical behavior. To that end, Leadership Studies has partnered with the Program for Women in Science and Engineering (WiSE) to create a leadership development course for first-year, female-identifying, STEM majors. Our goal is to teach them how to incorporate the principles of equity into their existing leadership practice. Specifically, this class teaches

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about ethno-racial identities, racism, gender and sexuality-based biases, intersectionality, creating an ecosystem for social change, privilege, allyship, moral and ethical decision-making, entrepreneurship & innovation, and how to respond to resistance to equitable practices. We utilized lectures, guest speakers, online videos, and case-study based group work. In this conference session, participants will hear about the course's methods and how they develop equitable leaders. Participants will also hear from students who took the class previously and now serve as peer facilitators for this year's cohort of students.

Concurrent Sessions 2:00 p.m. - 2:50 p.m.

Wednesday, March 3, 2021 at 2:00 p.m. -2:50 p.m.

Title of Presentation: **Diverse STEM Reading: A Layercake of Problems :-/**

Presenter Name(s): Megan O'Donnell, MLIS, University Library Data Services Librarian; Erin Thomas, MLIS, University Library Engineering Librarian

Abstract:

As librarians we are frequently asked "How do I find books by trans scientists?" or "How do I research what it's like to be a black engineer?" but while there is increasing interest in these types of works they remain difficult to find, recommend, and purchase. This is frustrating for educators and librarians, but especially for readers who want to see diverse experiences and cultures reflected in media and education. The truth is that not all experiences are captured in "literature." Marginalized populations face barriers - in education, in careers, in publishing - limiting the number of formal accounts of their lives in "academic media". Songs, videos, blogs, documentaries, self-published memoirs, etc. are all valid forms of personal expression and experience, so why are they not valued and included in STEM? In this session, we'll discuss systemic participation and inclusion barriers marginalized groups face and ways we can fight this pattern in the classroom, the library, and beyond.

This presentation will be of value to educators hoping to diversify and expand "reading" lists and students researching these topics.

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Title of Presentation: **Creating an Office Antiracism Plan**

Presenter Name(s): Sarah DuBois, Program for Women in Science and Engineering, Program Specialist; Alicia Herron-Martinez, Program for Women in Science and Engineering, Program Specialist; Allie Parrott, Program for Women in Science and Engineering, Interim Director; Yamille Perez, Program for Women in Science and Engineering, Program Specialist; Carly Miller, Program for Women in Science and Engineering, Program Specialist

Abstract:

The Program for Women in Science and Engineering (WiSE) will discuss the process of creating an antiracist action plan for their office including barriers, strategies, and holding each other accountable. The WiSE team will discuss specific items in their antiracism plan, as well as their individual antiracism plans. Using the NCORE-ISCORE professional development plan, departments and individuals will have the tools to create their own office and individual antiracism action plans. The goal of this presentation is for attendees to walk away with tangible, achievable, action items to foster antiracism work.

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Title of Presentation: **College strategies for building community, monitoring and addressing climate**

Presenter Name(s): Dr. Valentina Salotti, Ph.D., Ivy College of Business - Dean's Office Associate Dean for Undergraduate Programs; Dr. Huifang Mao, Ph.D., Ivy College of Business - Department of Marketing Professor of Marketing

Abstract:

What strategies and actions can colleges take towards the goal of creating an inclusive community where students, faculty and staff feel affirmed and able to share their perspectives? This presentation will discuss how, over the past few years, the Ivy College of Business has adopted both qualitative and quantitative approaches to assess, track, and improve a diverse and inclusive climate. Specifically, we will share our experiences with the annual "build our community" event, which aims to create opportunities for students, faculty and staff to come together to discuss issues of community and implement changes. This event allows us to accumulate a vast amount of qualitative, emotion-laden feedbacks from different groups within the college. We will also discuss the recent climate surveys administered to effectively collect quantitative, numerical responses from students, faculty, and staff, and how such data are used to monitor progress and changes in climate over time in the college.

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Title of Presentation: **TRIO Student Support Services Panel: The Importance of Sense of Belonging for Academic Success**

Presenter Name(s): Keara Doocy, MPA, TRIO Student Support Services, TRIO Assistant Director of Student Engagement and Leadership; Monica Martinez, Graduate, TRIO Student Support Services, Graduate Assistant

Abstract:

TRIO Student Support Services (SSS) at Iowa State University serves 250 low-income, first-generation students and/or students with disabilities each year with the goal of increasing persistence and graduation rates of these students. In this session, Monica Martinez and Keara Doocy will discuss with a panel of participants on how TRIO SSS has impacted their experience on campus. Students will share their need for finding community here at ISU and how having a sense of belonging has impacted their academic success. Monica and Keara will also share ways SSS has created opportunities for students to find a sense of community within the Program.

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Title of Presentation: Navigating Diverse Spaces: **Intersectional Feminist Pedagogy in the Classroom**

Presenter Name(s): Dr. Ann Oberhauser, Ph.D., Women's and Gender Studies and Sociology Director, WGS and Professor of Sociology; Stephanie Gibb-Clark, M.A., Graduate Student, Interdisciplinary Graduate Studies; Dr. Rita Mookerjee, Ph.D., Women's and Gender Studies, Assistant Teaching Professor; Dr. Michele Schaal, Ph.D., French and Women's and Gender Studies, Associate Professor

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Abstract:

This panel examines intersectional feminist pedagogy in the context of interdisciplinary approaches to teaching. The discussion will address how feminist and intersectional perspectives conceptualize and apply diversity, inclusion, and equity in their pedagogy and practice in the classroom. These approaches are effective ways to maintain engagement and integrity in the classroom and beyond while teaching critical societal issues. The panelists will draw from examples of interdisciplinary classes to share strategies on how to incorporate diverse perspectives in outreach, teaching, and pedagogy.

Interdisciplinary perspectives in feminist and queer studies are instrumental when analyzing critical topics such as Black Lives Matter, global solidarity, the environment, diverse economies, disability rights, and cultural politics. Panelists will bring their own disciplinary approaches to illustrate ways to conduct engaged, interactive, and impactful pedagogy within local and transnational communities of practice. These approaches include experiential learning, group activities, participatory mapping, reflection journals, and other ways of challenging hegemonic power relations. In sum, this panel of graduate students and faculty in the Women's and Gender Studies Program will demonstrate how the transgressive and integrative position of feminist intersectional pedagogy underscores its vital role in higher education.

3:00 | Keynote Speaker

4:00 | Closing