

# IOWA STATE UNIVERSITY

Division of Academic Affairs

## **2015-16 Diversity and Inclusion Report**

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### **1. Introduction**

Working with partners across campus, the Division of Academic Affairs develops and implements policies and programming to promote diversity and inclusion within its colleges and units. The Office of the Senior Vice President and Provost (SVPP) establishes expectations within the division, promotes activities and best practices, and fosters continuous improvement.

This report summarizes progress during the past year within the academic affairs division. Highlights for central divisional programs, and for colleges and units, are described in Sections 2-5. Expanded descriptions can be found in Section 6.

The programs and initiatives highlighted in this report are an important component in fostering a culture of diversity and inclusion at Iowa State. The need for these efforts, as evidenced in campus and national events over the last year, is great. While we are proud of our accomplishments, we also know that more can and should be done. We will continue to work with students, faculty, and staff to address gaps and emerging needs.

## 2. Key Findings

The academic division's diversity and inclusion initiatives address a variety of needs, including recruiting, retention, training, and other supports for students, faculty, and staff; co-curricular programs that enhance underrepresented students' success; and community based programs that benefit lowans in all corners of the state. Examples of such initiatives include:

- BOLD, the College of Liberal Arts and Sciences learning community for students of color, boasted a 100% first-year retention rate. Additionally, since experienced students serve as BOLD peer mentors and peer mentor leaders, the community supports and inspires students at all academic levels.
- The Association of Research Libraries lauded the Library's new diversity statement for job postings and position descriptions as exemplary. The statement recognizes that students, staff, and faculty strive to overcome historical and divisive biases in our society. Library staff are to embrace an environment of inclusion that moves beyond simple tolerance to recognizing the richness in individual identities of people, and diverse perspectives.
- College of Design Dean Luis Rico-Gutierrez sent a letter to all students at the beginning of the spring semester to affirm the college's commitment to fostering a safe, welcoming, and inclusive environment. The message stressed the critical importance of diversity to students' success.
- *Juntos: Together for a Better Education*, a partnership between the Department of Human Development and Family Studies and Human Sciences Extension and Outreach, served more than 300 Latino youth and parents/caregivers throughout Iowa through a series of workshops focused on academic success and exploring higher education.
- First-year retention of underrepresented Ph.D. students in the Graduate College is 96%.
- Fall 2015 graduate enrollment included 321 underrepresented students, which represents 9.7% of Iowa State's U.S. graduate students, and is a 26% increase over fall 2010 enrollment.
- A second cohort of 5<sup>th</sup> graders has graduated from King and Moulton elementary schools in Des Moines, and is now enrolled in the ISU4U Promise program, a collaboration between Iowa State and the Des Moines Public Schools to create pathways to higher education for low-income students. The program has received more than \$1.9 million in external funding, and is currently focused on expanding collaborations, sustainability, accountability and, ultimately, education and human development for students and community participants.
- The Center for Excellence in Learning and Teaching's (CELT's) Inclusive Classroom Task Force designed a faculty professional development program, including both online learning modules and a face-to-face workshop focused on creating inclusive classroom environments. The workshop features individual, small group, and large group activities related to inclusive classrooms, barriers to effective inclusion, and strategies to overcome those barriers. CELT plans to present the workshop eight times in the 2016-17 academic year.

### **3. Highlights – Central Academic Affairs Division Programming**

#### **3.1 ISU ADVANCE**

The SVPP office hosts and supports the ISU ADVANCE program. Through ISU ADVANCE, appointed equity advisors in each college work with their respective deans, diversity committees, department chairs, and faculty to implement best practices for faculty searches, and transform policies and practices that help faculty succeed.

ISU ADVANCE works to recruit, retain, and advance women and scholars of color in faculty positions. The program identifies cultures, practices and structures that enhance or hinder the careers of ISU faculty, and works with faculty and administrators to pursue a diverse and vibrant faculty in all academic disciplines. ISU ADVANCE also coordinates a Department Enhancement Program that works with faculty in identified departments to transform departmental cultures (views, attitudes, norms, and shared beliefs) and structures (physical and social arrangements). Lisa Larson, professor of psychology, is the faculty fellow in the SVPP office leading the ADVANCE program.

#### **3.2 National Center for Faculty Development and Diversity (NCFDD)**

Iowa State holds an institutional membership in NCFDD, open to all faculty, instructional staff, graduate students and postdocs. The NCFDD is an independent professional development, training, and mentoring community that offers web-based services, including facilitated learning communities, core training and guest expert workshops, and a private peer mentoring forum to support the career success of diverse faculty.

#### **3.3 Faculty Senate**

The SVPP office works closely with Iowa State's Faculty Senate on a variety of initiatives related to diversity and inclusion, including the Senate's Equity, Diversity, and Inclusion Committee, and its efforts over the past year to reevaluate the U.S. Diversity/International Perspectives course requirement.

#### **3.4 Faculty professional development programs**

The SVPP office offers numerous professional development programs for new faculty, for continuing faculty, and for academic department chairs. Many of those programs include diversity and inclusion components. New Faculty Orientation, for instance, addresses the importance of diversity and inclusion, and sets an early expectation for faculty with regard to their teaching, research and service. Department chair training programs address equity in promotion and tenure decisions, as well as best practices for faculty hiring and search committees to ensure diverse candidate pools and best practices in the evaluation and recruiting of candidates.

#### **3.5 Program for Women in Science and Engineering (PWSE)**

PWSE, which celebrates its 30<sup>th</sup> anniversary in 2016, offers programming and support to increase the number of women in STEM fields, and their academic success. The program supports students in four academic colleges and more than 50 majors through first- and second-year learning communities, academic support, student role models, scholarships, and special events. Working with the Society of Women Engineers (SWE), PWSE also offers the successful SWE University in collaboration with the College of Engineering to introduce high school students to Iowa State's campus and academic programs.

### **3.6 University Lectures Program**

In 2015-16, Iowa State's Lectures Program hosted several speakers who addressed topics related to diversity and inclusion, including Jose Antonio Vargas, an undocumented immigrant journalist; Angelica Ross, an African American transgender speaker who addressed topics of both race and sexuality; Reshma Saujani, the founder of Girls Who Code; August Berkshire, an atheism activist; and Onalie Ariyabandhu, a social change entrepreneur for the United Nations Population Fund.

### **3.7 George Washington Carver Academy**

The SVPP office provides financial support for the professor-in-charge of the Carver Academy, a program within Multicultural Student Affairs that provides full-tuition scholarships to high potential multicultural first-year students.

### **3.8 Center for Excellence in Learning and Teaching (CELT)**

CELT reports to the SVPP office and offers a wide variety of resources to assist new and established faculty in teaching. CELT provides programming on issues of diversity and inclusion in the classroom, including resources for faculty to create an inclusive learning environment, facilitate critical dialogues, implement universal design for learning, and learn from the "Building Inclusive Classrooms" YouTube playlist.

Over the past year, CELT led the Inclusive Classroom Task Force, which was charged to design a faculty professional development program, including both online learning modules and a face-to-face workshop focused on creating inclusive classroom environments. Faculty, staff and students on the task force informed the development of numerous resources, including *Strategies to Create and Inclusive Course*, a *Mindful and Learner-Centered Syllabus Checklist*, and a Creating an Inclusive Classroom website.

A face-to-face workshop was piloted in April 2016. Participants engaged in individual, small group, and large group activities related to inclusive classrooms, barriers to effective inclusion, and strategies to overcome those barriers. Participants also analyzed two diversity and inclusion classroom scenarios, and created individual action plans for promoting inclusion in their own classrooms. CELT plans to present the workshop to faculty 8 times in the 2016-17 academic year, as well as expand its online resources, and incorporate the material into both new faculty orientation and a training workshop for teaching assistants. Online diversity and inclusion resources are now available through the CELT website, including materials from the Inclusive Classroom Workshop.

In 2015-16, CELT restructured its 8-hour University Teaching Seminar into the CELT Teaching Symposium, a half-day program encompassing best teaching practices and student support resources available at Iowa State. Diversity and inclusion are essential themes of this program. Pre-symposium online learning modules include three videos pertaining to inclusion:

- Building Inclusive Classrooms and Working with Diverse Students
- Your Role in the Life of a Student with a Disability
- Introduction to the U.S. Classroom

Symposium participants also worked in small groups to focus on application of best practices in the areas of academic integrity, classroom management, poor performing students, and culturally sensitive learning environments.

## **4. Highlights – Academic Colleges**

### **4.1 College of Agriculture and Life Sciences**

- Beginning in fall 2016, students in all CALS introductory courses will have a training session on inclusion and multicultural resources, led by MLO Elizabeth Martinez-Podolsky. Martinez-Podolsky also works with instructors to connect class content to multicultural subjects, and provides training on inclusion to CALS offices and units
- CALS formalized a MOA with Tuskegee University to develop partnerships in teaching, research, and extension. A similar agreement is also being developed with Prairie View A&M University. CALS held an “Iowa State Day” at North Carolina A&T University with Sue Lamont, distinguished professor of animal science, and assistant dean for diversity Theresa Cooper.

### **4.2 College of Business**

- A new position was created to focus specifically on recruiting women and Latino/a undergraduate students into the college. While the enrollment numbers are small, Fall 2015 Latino/a enrollment grew by 28%, and multicultural enrollment grew by 15%, a promising trend.
- The COB held its first Pride Week event in April 2016, featuring a panel discussion with corporate executives involved in LGBTQA+ employee resource groups.

### **4.3 College of Design**

- In spring 2016, the college launched bi-weekly conversations with students to better understand their experiences related to diversity, equity, and inclusion. The feedback from students will be used to inform future practices and policies. Students participating in the program also made a presentation to faculty at the end of the spring semester.
- Dean Luis Rico-Gutierrez sent a letter to all students at the beginning of the spring semester to affirm the college’s commitment to fostering a safe, welcoming, and inclusive environment. The message stressed the importance of diversity and why it is critical to students’ success.

### **4.4 College of Engineering**

- The chemical and biological engineering department expanded its first-year learning community to include 30 new spaces for international students. Similarly, the mechanical engineering department established a mentoring program to support women undergraduate and graduate students.
- The COE conducted a college-wide survey of undergraduate students to collect input on climate. While “overall” climate was judged to be good (between 4.0 and 5.0 on a 5-point scale), the results highlighted multiple opportunities for improvement in peer-peer interactions, interactions with faculty, and negative experiences related to race and gender. The results have been shared with college and department leaders. Additional feedback will be collected through student focus groups, to inform plans and action steps.

#### **4.5 College of Human Sciences**

- A new intercultural dialogue group was started for all CHS students called Growing through Relationships and Conversations with Others. GRO is designed to increase understanding of social justice issues by building relationships cross culturally, and by discussing issues related to diversity (race, ethnicity, gender, sexual orientation, nationality, etc.) using a small group format with students from a variety of backgrounds.
- The School of Education sponsored a series of modules addressing issues of race on campus and within the classroom. Topics included:
  - how people of color experience racism on campus,
  - race-conscious institutional leadership,
  - race-consciousness in classrooms and curricula: strategies for college faculty, and
  - strategically improving campus racial climates.

Administrators, faculty, graduate students and CHS campus partners participated in the modules.

#### **4.6 College of Liberal Arts and Sciences**

- BOLD, LAS' learning community for students of color, moved into its third year. With a 100% first-year retention rate, BOLD achieved significant success. Since experienced students serve as peer mentors and peer mentor leaders, the learning community supports and inspires students of color at all academic levels.
- Significant investments, partially supported by the SVPP office, were made to conduct national searches for faculty with impact on the LAS college's diversity and inclusion initiatives. Women and Gender Studies, American Indian Studies, and US Latino/a Studies all successfully hired new leadership (Ann Oberhauser, Sebastian Braun, and Lucia Suarez). The African and African American Studies program hired a new faculty member (Kyle Burgason) having expertise at the intersection of race and the criminal justice system.

#### **4.7 College of Veterinary Medicine**

- Working with its equity advisor, the college started a new process to train search committee members before they attend general search committee training sessions. The college focused on improving diversity in its search committees, and on increasing the diversity of faculty candidate pools.
- CVM departments continue to broaden search pools by advertising positions with the National Registry of Diverse and Strategic Faculty, and utilizing resources from ISU ADVANCE.

#### **4.8 Graduate College**

- Eight graduate programs hosted student workshops on inclusion and diversity, facilitated by peer graduate students who had been trained by staff in Multicultural Student Affairs and the Sloss Women's Center. Discussions centered on real scenarios of discrimination, and increased the participants' understanding of micro-aggression and implicit bias.
- The college established a mentoring program for incoming underrepresented graduate students. Each participating student is matched with a peer mentor from within his/her program, and a faculty/staff member from a similar program.

## **5. Highlights – Academic Units**

### **5.1 University Library**

- The Library’s new diversity statement for job postings and position descriptions, implemented in October 2015, has been named by the Association of Research Libraries as an exemplary statement, recognizing that students, staff, and faculty strive to overcome historical and divisive biases in our society. Library staff are to embrace an environment of inclusion that moves beyond simple tolerance to recognizing the richness in individual identities of people, and diverse perspectives.
- The Library continues to add to and update the Special Collections and University Archives materials “Diversity Collections” subject guide. The Library worked to fill collections gaps, and update the Library Guide, for more diverse gender and identity communities, including LGBT studies.

### **5.2 Extension and Outreach**

- E&O implemented *Navigating Difference*, an 18-hour cultural competency curriculum developed by Washington State University, with the goal of providing training to all Extension and Outreach employees in Iowa. 140 employees were trained in all or part of the curriculum this year.
- Anindita Das was hired as E&O’s refugee coordinator to work with the Diverse and Underserved Iowans team, and focuses on the changing demographics in Iowa communities. Research is being used to better understand the refugee community, and enable more efficient outreach from ISU to help new Iowans acclimate easily.

### **5.3 Research**

- Multiple units within the research office worked with University Human Resources to improve the access of job candidates to diversity and inclusion resources.
- The research office hosted team-building for central staff and unit directors, including sessions on understanding different personality types and managing conflict.

## **6. Highlights – U.S. Department of Energy Ames National Laboratory**

- The Lab increased training and support of search committees, including writing appropriate job descriptions and recruitment strategies, developing modules for screening and interview committees, and requiring all hiring managers to complete the “Lawful Hiring” training offered through ISU’s Office of Equal Opportunity.
- Partnering with ISU’s Science Bound program, the Lab created a new internship program for Science Bound students called the Ames Laboratory Advantage.

## 7. Expanded Descriptions

### 7.1 College of Agriculture and Life Sciences

- Beginning in fall 2016, students in all CALS introductory courses will have a training session on inclusion and multicultural resources, led by MLO Elizabeth Martinez-Podolsky. Martinez-Podolsky also works with instructors to connect class content to multicultural subjects, and provides training on inclusion to CALS offices and units
- CALS developed 20 learning modules in agricultural biosciences for Science Bound students, part of the college's partnership with DuPont Pioneer. Several of the modules were incorporated into Science Bound's Learn and Earn program, a four-week academic "boot camp" that builds math and language confidence through an aggressive curriculum delivery supported by academic instructors and reinforced with financial rewards. The modules are linked to development of the Curriculum for Agricultural Science Education, an effort led by the National Council for Agricultural Education. The learning modules were developed under the direction of Theresa Cooper, CALS Assistant Dean for Diversity.
- CALS hosted a series of cultural competency lunch-and-learn seminars to examine the dynamics of race, racism, bias, inclusivity, microaggression, and privilege in higher education. Faculty, staff and students from across the college participated. The series emphasized five basic cultural competence skill areas:
  - valuing diversity,
  - having the capacity for cultural self-assessment,
  - being conscious of the dynamics inherent when cultures interact,
  - having institutionalized culture knowledge, and
  - having developed adaptations to service delivery reflecting an understanding of cultural diversity.

Resources and materials from each presentation were distributed to all CALS faculty and staff. In the future, the CALS diversity website will include cultural competency presentation resources.

- An "Iowa State Day" was held at North Carolina A&T University, with Dr. Sue Lamont, distinguished professor of animal science, and Dr. Theresa Cooper, assistant dean of diversity, providing guest lectures and visiting classrooms.
- CALS formalized a memorandum of understanding with Tuskegee University's College of Agriculture, Environment and Nutrition Sciences to engage in teaching, extension and research partnerships in the areas of food safety, food product development, digital agriculture/big data, communications and other areas. ISU's FSHN department will host a Tuskegee professor and graduate student to work on an R&D project. Iowa State is also partnering with Tuskegee and Simpson College to support the Carver Birthplace Association's efforts to restore the 144-year-old school in Missouri first attended by George Washington Carver. The three institutions will collaborate on displays and programs for a proposed interpretative center, sharing how Carver continues to inspire students.
- CALS MLO Elizabeth Martinez-Podolsky created developmental workshops geared to multicultural students on the topics of converting cultural capital to work skills, and Graduate School 101. She also delivered workshops for multicultural students on professional etiquette, negotiating salary and understanding benefits, and learning to process microaggressive behaviors at work.

- The MLO coordinates CALS' portion of the APEX Program, including training summer APEX coordinators in areas of multicultural competence and inclusion, assessment, college student development, and risk management and safety.
- CALS began offering the MLO Emergency Scholarship, which provides multicultural students having trouble meeting their U-Bill with the opportunity to meet with the MLO, connect with financial aid staff and assess options, and ultimately apply for an emergency scholarship. The scholarship committee comprises the MLO, Assistant Dean for Student Services, and Scholarship Coordinator.
- The ISU Society for the Advancement of Chicanos, Latinos and Native Americans in Science (SACNAS), started in 2013, was recognized by the national organization this spring. Dr. Gustavo MacIntosh, of the Roy J. Carver Department of Biophysics, Biochemistry and Molecular Biology (BBMB), is the academic adviser. The chapter organizes social and academic activities, and provides a base for increased participation of ISU students, and ISU visibility at national meetings. Dr. Gustavo MacIntosh and Dr. Linda Ambrosio of BBMB are actively working to increase the visibility of the department and Iowa State at national events geared towards recruiting STEM graduate students from underrepresented groups. Dr. MacIntosh coordinated a recruitment booth at the annual SACNAS meeting.
- Joan Cunnick, professor of animal science, presented hands-on programs in microbiology to groups of culturally diverse high school students. Three sessions were presented to the Ag Discovery Days students through a USDA program for culturally diverse high school students.
- FSHN faculty hosted several workshops for multicultural students including: Food Science and Human Nutrition Day; Science Bound sessions both on-campus and in Denison, primarily for Hispanic youth; and Women in Science and Engineering's Taking the Road Less Traveled.
- Initial discussions began with Prairie View A&M University on a memorandum of understanding outlining cooperation in teaching, extension, and research. During a daylong visit to Prairie View, Dr. Ruth MacDonald, department chair for food science and human nutrition, and Dr. Cooper met with departmental faculty and staff from academic programs to discuss the partnership.
- The food science and human nutrition department actively recruited diverse undergraduate students through its Cyclone Scholars program, funded by two grants from the USDA. The grants fund full tuition for underrepresented students, with an emphasis on working closely with faculty on lab research. Cyclone Scholars include five undergraduates and five graduate students. The department has a new three-year USDA grant for a summer research experience that will encourage additional underrepresented minorities.
- In 2015-16, the George Washington Carver Summer Research Internship Program had 30 interns. Within the cohort were seven Science Bound high school students. Undergraduate interns came from 10 colleges and universities, including three 1890 land-grant institutions. In 2015, the program expanded to include three graduate students to strengthen long-term connections with 1890, 1994, and Hispanic-serving institutions.
- The Department of Animal Science improved its diversity through the hiring of two female faculty members and one Hispanic faculty member (Jessica Juarez, Elizabeth Bobeck-Fraayenbrink, and Hugo Ramirez).

- The college sponsored faculty members to participate in the Summit on Responding to Racism on College and University Campuses at Penn State.
- Agriculture and Natural Resources (ANR) Extension staff participated in training on the subjects of Navigating Differences and Cultural Awareness, and ISU staff plan to become certified trainers.
- ANR Extension emphasized diversity and inclusion during annual staff and faculty performance reviews, particularly for those involved with industries that may have bilingual workers.
- CALS facilitated, or partnered with, subject matter experts, campus organizations and others for training sessions on creating inclusive classrooms and exploring diversity and bias issues. Sessions included a seminar for food science and human nutrition faculty, staff, and graduate students, and diversity training for animal science peer mentors.
- CALS co-sponsored a Safe Zone training session with ISU's Lesbian, Gay, Bisexual, and Transgender Student Services.
- Researchers in the college evaluated a culturally relevant "Dining with Diabetes" program for rural Latinos families, funded by USDA. The results will inform curriculum and other extension materials.
- Dr. Sue Lamont, CALS Equity Advisor, developed and provided programming to increase diversity and reduce implicit bias in faculty searches, and to support the retention and development of under-represented groups at ISU, including women in STEM fields. The college required all faculty and administrative search committees to have a training session in best practices for the search.

## **7.2 College of Business**

- A new position was created to focus specifically on recruiting women and Latino/a undergraduate students into the college. While the enrollment numbers are small, Fall 2015 Latino/a enrollment grew by 28%, and multicultural enrollment grew by 15%, a promising trend.
- The COB held its first Pride Week event in April 2016, featuring a panel discussion with corporate executives involved in LGBTQA+ employee resource groups.
- The dean and equity advisor met with every faculty search committee to discuss the importance of developing diverse pools for open faculty positions. Committees were directed to think broadly about methods to recruit qualified diverse candidates into the process. With this year's hires and successful promotion cases, the college nearly doubled the number of tenured women associate professors on its faculty.
- The COB became a signatory to the Best Practices for Business Schools to Lead in Expanding Opportunities for Women in Business and to Adapt to the 21<sup>st</sup> Century Workforce. The development of these practices was a joint effort of the White House and the Association to Advance Collegiate Schools of Business (AACSB). Fewer than 10% of AACSB members have signed on to this initiative.
- The COB specifically allocated funds to its Diversity Committees for programming.
- The Dean's Diversity Advisory Committee met with leaders of all other colleges and the Library to learn of best practices in diversity and inclusion efforts, in order to translate successful initiatives elsewhere on campus to the COB.
- The COB completed an update to its report on the status of promotion and retention of women faculty in the college.

### 7.3 College of Design

- The college launched a series of bi-weekly conversations in spring 2016 to better understand students' experiences related to diversity, equity, and inclusion. Students participating in the program made a presentation to faculty at the end of the spring semester, and their feedback will be used to develop future practices and policies.
- Dean Luis Rico-Gutierrez sent a letter to all students at the beginning of the spring semester to affirm the college's commitment to fostering a safe, welcoming, and inclusive environment. The message stressed the importance of diversity and why it is critical to students' success.
- Audrey Kennis, the college's MLO, offers diversity workshops for all faculty. Kennis' presentation, "Creating Inclusive Classrooms," focuses on infusing diverse cultures, perspectives, and understanding into curriculum. Kennis also delivered diversity presentations at the regional American Institute of Architects spring conference, and the 2016 Iowa State P&S Council Professional Development Conference.
- The Hometown Design program sends underrepresented students to their hometown high schools to expose peers to the benefits of higher education, and career opportunities in art and design.
- The college partners with ISU Extension and Outreach on the Maize program, which engages Latino/a and Native American culture, history, and achievements as an entry point into the 4-H program.
- Jennifer Wiederin, the college's HR liaison, launched "We're Proud of Our Team," an ongoing college-wide discussion on how to create a civil environment in the workplace, based on the book *Choosing Civility* by P.M. Forni. All P&S and Merit staff received copies of the book.
- The college is developing an online book repository of materials focusing on race and ethnicity to meet the personal and professional needs of students, faculty, and staff.
- 11 students participated in the annual *I'll Make Me A World* celebration in Des Moines that highlights African American arts, culture, and contributions to society. The students hosted a table with various activities to encourage children and families to engage in the arts.
- Design was selected as a 2016 ISCORE College Champion; Dean Rico-Gutierrez gave the keynote speech at the annual conference, and five Design students will participate in the 2016 ISCORE Project.

### 7.4 College of Engineering

- The college established a new Dean's Award for Excellence in Diversity and Inclusion to be awarded in spring 2017.
- Aerospace Engineering and Industrial and Manufacturing Systems Engineering are working to establish joint partnerships and research programs with historically Black or Hispanic institutions, including North Carolina A&T, Bennett College, City College of New York-Harlem, Tuskegee University, and Hampton University. The college has also signed a memorandum of understanding with Kenyatta University in Kenya to begin developing an exchange program in Materials Science and Engineering.
- Mechanical Engineering established ME Allies, a mentoring program to support women undergraduate and graduate students.

- Engineering Student Services and Admissions visited K-12 educational academies serving female students in Dallas/Fort Worth, Texas. The visits were an opportunity to encourage STEM majors and careers; and explore Iowa State University as a potential fit for Higher Education.
- Chemical and Biological Engineering expanded its first-year Chemical Engineering Learning Community to include 30 additional spaces for new international students to ease their transition into the program.
- In Spring 2015, the diversity committee created and deployed a survey to collect input from the engineering undergraduate student body. Data from the survey were analyzed and a summary report was presented to the dean in October 2015. Overall feedback on students' comfort with the college climate was at or above 4.0 out of 5.0. While engineering programs and systems appear to be highly regarded by students, there were several areas in which improvements could be made, including peer-to-peer interactions, interactions with faculty, and negative experiences related to race or gender. The diversity committee is collecting more in-depth findings through focus group discussions, and several departments have taken steps to improve diversity and inclusion.
- The college has placed a high priority on diversity in faculty hiring, development, and advancement. Expectations and training related to diversity are given to all search committees, and the dean reviews all candidate pools. The college promotion and tenure committee was also trained on unconscious bias and peer-evaluation.
- Civil, Construction and Environmental Engineering has hired an equal number of men and women in recent years. Mechanical Engineering has increased its female faculty percentage to 22%, and underrepresented minority faculty to 6%, by recruiting from "pipeline" programs with high percentages of minorities and women.
- The college hired a female, Gul E. Kremer, as chair of the Department of Industrial and Manufacturing Systems Engineering.
- Equity Advisor Sriram Sundararajan worked with the college's diversity committee to develop a short presentation on unconscious bias and micro aggressions, which will debut in Fall 2016.
- Civil, Construction and Environmental Engineering implemented onboarding and mentoring programs for new faculty, which have helped to create a positive climate within the department.

## 7.5 College of Human Sciences

- Five external speakers as part of the Helen LeBaron Hilton Endowed Chair speaker series addressed issues of diversity, inclusiveness, and social justice. Each speaker is producing review papers on selected topics in human development and family studies in collaboration with ISU HDFS faculty, which will be published together as a special issue in the peer-reviewed journal *Family Relations*. Topics included:
  - overview on the history and future of diversity in the U.S. and world family structure
  - significance of context in studies of African-American families and youth, in particular the impact of racism on family functioning
  - development in adolescence, especially the aspects of sexuality, schools, and family relationships for minority and LGBT youth

- family in the context of disadvantaged neighborhoods, adolescent sexual behavior, diversity and children’s well-being and urban education
  - lives of families in poverty, in particular the domains of welfare and low-wage work, family life, and neighborhood contexts
- Multicultural Programs started a new intercultural dialogue group for all CHS students called GRO—Growing through Relationships and Conversations with Others. GRO is designed to increase understanding of social justice issues by building cross-cultural relationships and discussing issues related to diversity in a small group format with students from a variety of backgrounds.
- The School of Education, in collaboration with the college, sponsored a series of modules addressing issues of race on campus and in the classroom. Topics included:
  - how people of color experience racism on campus
  - race-conscious institutional leadership
  - race-consciousness in classrooms and curricula
  - strategically improving campus racial climates
- A second cohort of 5<sup>th</sup> graders has graduated from King and Moulton elementary schools in Des Moines, and is now enrolled in the ISU4U Promise program, a collaboration between Iowa State and the Des Moines Public Schools to create pathways to higher education for low-income students. The program has received more than \$1.9 million in external funding, in addition to several internal grants, and is currently focused on expanding collaborations, sustainability, accountability and, ultimately, education and human development for students and community participants. ISU4U Promise also creates opportunities for practicum and student teaching in Iowa State’s Education Preparation Programs.
- Julio Cammarota was hired as a Presidential High Impact Hire, specializing in multicultural education, and recruiting diverse candidates into the profession of teaching. Cammarota is also active in Dream to Teach, a joint CHS-Des Moines Public Schools initiative to encourage students of color to pursue teaching careers.
- Multicultural Programs established the Connect Four learning community for first-year students of color in the college. Connect Four is designed to foster community among students of color, provide opportunities to meet new people, and connect with campus resources (faculty, staff, clubs, etc.). Students are partnered with an upper-class mentor for the academic year and the group meets twice monthly for educational resource meetings. Professional development sessions are also offered for peer mentors.
- Multicultural Liaison Officer Carmen Flagge was featured in a video promoting the college to prospective students of color. A Spanish-speaking version of the video is also being developed.
- Multicultural Programs created four \$250 Field Study Scholarships for students of color in Apparel, Merchandising, and Design, to address a critical need identified by department advisers. (*Note: A field study is a required experience for students in this major and can cost up to \$1,900 depending on location, e.g., Los Angeles, Chicago, New York, Dallas, etc.*)
- Multicultural Programs celebrated Black History Month by hosting a “I am a Black Human Scientist” poster display. Connect Four and other students created posters highlighting Black Human scientists; the college plans to expand this initiative to celebrate each of the ethnic heritage months.

- The college contributed funding for students to attend the first Iowa State Making Progress for the Asian American Community Today (IMPAACT) retreat.
- CHS administrative staff engaged in a workshop on creating inclusive workspaces, led by Amy Popillion, Human Development and Family Services (HDFS) Senior Lecturer.
- *Juntos: Together for a Better Education*, a partnership between HDFS and Human Sciences Extension and Outreach, served more than 300 Latino youth and parents/caregivers throughout Iowa through a series of workshops focused on academic success and exploring higher education.
- Science Bound, which will celebrate 25 years in 2016 is working to expand to at least one additional location in Iowa.
- An SOE research team including Christa Jackson, Sarah Rodriguez, and Gale Seiler are using their research to improve equity in STEM education. Their research findings suggest that students learn best when teachers interact with them in ways that recognize their cultural and social identities and positive assets in the classroom.
- The inaugural Human Sciences Week, held October 2015, included a lecture and brown bag lunch by Dr. Leigh Patel on “Learning with migrant youth: mirrors and manifesto”.
- “Messages from the Dean” were distributed to students, faculty and staff during the 2015-2016 academic year. Messages often addressed issues of diversity, in particular following the incident at the Cy-Hawk tailgate. Multicultural Programs also held conversations with students after the Cy-Hawk incident.
- HDFS offered faculty and staff training to increase the number and visibility of safe-zone spaces in the department.
- The college provided \$10,000 to the CHS Diversity, Equity and Community Committee for use towards diversity and inclusion activities for the 2015-16 academic year.
- The focus topic of the fall 2015 Dean’s Advisory Council meeting was “Diversity in the College of Human Sciences.” The meeting included an overview from the college’s equity advisor; program highlights, including ISU4U Promise and Science Bound; co-curricular diversity experiences for students; and teaching, research and outreach by faculty that address issues of diversity and social inclusion.
- The Diversity, Equity and Community Committee coordinated with Ross Wilburn, Iowa State University Extension and Outreach Diversity Officer, for a series of guided action planning sessions for students, faculty and staff. Themes identified by participants included fostering a culture of awareness, providing training and measuring outcomes for faculty and staff, establishing a social justice-based curriculum, and focusing on student support. The conversations resulted in a number of actions:
  - acquire films addressing social justice and equity issues
  - hold teaching circles for sharing and developing approaches to inclusivity and difficult dialogues in the classroom
  - develop a course that expands on the Dialogues on Diversity classes and fulfills the undergraduate U.S. diversity requirement
  - explore “train the trainer programs for faculty and staff

## 7.6 College of Liberal Arts and Sciences

- BOLD, LAS' learning community for students of color, is moving into its third year. With a 100% first-year retention rate, BOLD has achieved spectacular success in student retention. Since older students serve as peer mentors and peer mentor leaders, the learning community supports and inspires students of color at all academic levels.
- Psychology graduate students, in conjunction with Iowa State's Student Counseling Service (SCS) and Multicultural Student Affairs office, have initiated "Let's Talk," a new drop-in mental health consultation service targeted to minority students. Drop-in services are offered at specified times in the Multicultural Center at the Memorial Union and in the Student Services Building (away from SCS). The Department of Psychology is also administering a survey to determine whether members of minority groups and other groups with identified mental health conditions (such as veterans and international students) are aware of on-campus mental health services, and comfortable using those services.
- With partial support from the SVPP, LAS has made significant investments to search for faculty who will positively impact on the college's diversity and inclusion initiatives. Women and Gender Studies, American Indian Studies, and US Latino/a Studies have all hired new leaders – Ann Oberhauser, Sebastian Braun, and Lucia Suarez, respectively. The African and African American Studies program also hired a new faculty member, Kyle Burgason, with expertise at the intersection of race and the criminal justice system.
- LAS teamed with ISU Extension and Outreach and the School of Education in the to support the RACE exhibit at the Science Center of Iowa.
- The STEM Neighborhood Project, led by Cinzia Cervato, exposes PWISE students from Latino/a areas of Des Moines to scientific research. Students work with community representatives on issues related to energy, weatherization, runoff, and infrastructure; and how calculus and science are applied to real-world tasks.
- The college revitalized its Diversity and Inclusion Committee, transforming it into a regular committee under the LAS Representative Assembly, and charging it with nurturing all of the college's interactions with multicultural student groups. The equity advisor serves as chair; other standing members include the leader of Women and Gender Studies, and the ethnic studies programs, as well as the college multicultural liaison officer.
- Several departments made special efforts to increase their recruitment efforts:
  - the Department of Physics and Astronomy submitted a proposal to the American Physical Society to serve as host for the 2017 Conference for Undergraduate Women in Physics. The proposal received excellent reviews but was not successful; the team will resubmit next year.
  - several departments recruit actively at Society for Advancement of Chicanos/Hispanics and Native Americans in Science meetings, and participate in "Taking The Road Less Traveled" and "Upward Bound"
  - Department of Mathematics faculty serve as facilitators for the Math Alliance, an National Science Foundation-funded organization dedicated to enabling students from underrepresented groups to enroll and excel in doctoral programs in the mathematical sciences

- LAS' "Discover Summer Online" initiative offers 30 high-enrollment courses in a quality online format, including eight that satisfy the U.S. Diversity and/or International Perspectives requirements for undergraduate students.
- Computer Science sponsored travel for a faculty member and eight undergraduate students to the 2015 Grace Hopper Conference celebrating Women in Computing.
- LAS was proud to serve as co-champion of the 2016 Thomas L. Hill ISCORE. More than half of the sessions and presentations were led by LAS faculty, staff or students.
- Psychology faculty and students published "Psychology Matters," a series of seven editorials on diversity-related issues in the *Iowa State Daily*.
- Naval Science earned a Leadership in Diversity Award from U.S. Education Without Borders in recognition of their diversity related efforts.
- Several departments partnered with Iowa State's Lectures Program to support speakers on topics related to diversity and inclusion. Three examples:
  - Anthropology invited Joseph FireCrow, a renowned Cheyenne performer. His event was attended by approximately 500 people
  - the Greenlee School of Journalism and Communication co-sponsored Cyd Zeigler's *Covering Coming Out LGBT in Sports* lecture. Zeigler is one of the world's leading experts on LGBT sports issues
  - English hosted MFA graduate Xavier Cavazos who read from his poetry collection on George Washington Carver; and Alice Randall, who spoke about her kitchen memoir and cookbook *Soul Food Love*.
- Music and Theatre received positive feedback for its efforts to cast more diverse actors.
- Dean Beate Schmittmann, faculty, and the LAS multicultural liaison officer met with students affected by the Cy-Hawk tailgate incident to affirm their sense of belonging to the Iowa State community.
- LAS initiated a new workshop for departmental promotion and tenure committee chairs and members, to encourage senior faculty to take a more proactive role in mentoring candidates and help them assemble a compelling dossier. The workshop included a discussion of unrecognized biases and their impact on the process.

## **7.7 College of Veterinary Medicine**

- Catherine Logue, equity advisor and director of faculty and staff advancement, has initiated a new online search committee training module through Blackboard that members must complete prior to attending in-person training sessions. In collaboration with Brad Kerr in CVM human resources, additional components on lawful hiring practices and liability have been added to the training. The College is also working to achieve better gender and diversity in its search committees.
- Departments continue to broaden their search pools by advertising open positions with the National Registry of Diverse and Strategic Faculty, and utilizing resources from ISU ADVANCE in their recruitment efforts.
- Logue with Claire Andreasen host question and answer sessions for early career faculty, departmental P&T chairs and the chair of the college P&T committee. These sessions routinely address diversity in the advancement process.

## 7.8 Graduate College

- The college established a mentoring program for incoming underrepresented students. The program matches new students with peer mentors from within their program, and a faculty/staff member from a similar program.
- Eight graduate programs hosted workshops on inclusion and diversity. These workshops were attended by graduate students and facilitated by peer graduate students who had been trained by staff in Multicultural Student Affairs and the Sloss Women's Center. The discussions included real scenarios of discrimination that occurred at Iowa State. Participants indicated the program increased their understanding of micro aggressions and implicit bias. Additional workshops are planned for fall 16.
- Fall 2015 graduate enrollment included 321 underrepresented ethnic graduate students, a 26% increase over fall 2010. Underrepresented ethnic students represent 9.7% of Iowa State's U.S. graduate students.
- First-year retention of underrepresented Ph.D. students is 96%.
- The number of Alliance for Graduate Education and the Professoriate (AGEP) fellowship holders is at an all-time high with 42 current fellows, and four who will begin in fall 2016. The AGEP fellowship is the college's highest award for underrepresented students, offering \$25,000 a year for five years.
- 96 students received GMAP funding, a matching assistantship grant for underrepresented ethnic students; an additional 10 students who received GDAP awards, a matching assistantship grant for students with disabilities.
- 24 students presented their research at the 2015 GMAP symposium, which highlights the research contributions of underrepresented ethnic students.
- Two meetings held to share ideas and build community for graduate students teaching US-diversity courses.
- 927 students completed a climate survey offered to all graduate students. The responses are presently being analyzed to identify concerns or trends.
- Active student organizations build community and advocacy for underrepresented graduate students. They include the Latina/o Graduate Student Association (LGSA), Black Graduate Student Association (BGSA), Queer\* Graduate Student Association (QGSA), and the new Asian American and Pacific Islander Graduate Student Association (AAPIA).
- The college has employed several strategies to recruit underrepresented students:
  - awarded six new RECRUIT grants to help departments plan or implement how they can increase underrepresented student enrollment
  - fall open house for underrepresented ethnic students
  - individual contact with prospective under-represented ethnic students
  - Iowa State's McNair Program, which prepares underrepresented and first-generation undergraduates for entry to graduate school. The program currently has 22 participants

## 7.9 University Library

- The Library's new diversity statement for job postings and position descriptions has been lauded by the Association of Research Libraries as an exemplary statement: *ISU students, staff, and faculty strive to overcome historical and divisive biases in our society. Library staff must embrace an environment of inclusion that moves beyond simple tolerance to recognizing the richness in individual identities of people, and diverse perspectives.*
- The Library continues to add to and update the Special Collections and University Archives "Diversity Collections" subject guide, fill collections gaps for diverse gender and identity communities, and update the Library Guide for LGBT studies.
- Two librarians from underrepresented groups have joined the Library's staff since December 2015: Petrina Jackson, head of Special Collections and University Archives, and Rachel Seale, outreach and education archivist.
- Hosted a webinar, "SAA's Initiative for Cultural Diversity Competence," on behalf of the Society of American Archivists (SAA) and Archives of Color Roundtable. The Library also funded enrollment for the chair of its diversity and inclusion committee to an SAA course on cultural competency for academic librarians.
- Equity Advisor Hilary Seo continues to provide training to all search committees on best hiring practices and developing diverse applicant pools. The training sessions, which are required for searches at all levels, also cover unconscious bias, and appropriate interview questions.
- Dean Beth McNeil is currently serving on Association of Research Libraries (ARL) Diversity and Inclusion Committee. The Library also sponsored the ARL Leadership Symposium, a national program for librarians from underrepresented groups.
- Three librarians will attend the National Diversity in Libraries Conference in 2016.

## 7.10 Extension and Outreach

- Iowa State University Extension and Outreach (ISUEO) adopted "Navigating Difference," a cultural competency training program developed by Washington State University. The 18-hour training and curriculum will be provided to all faculty and staff; 140 will have received the training by June 2016, with an additional 16 trained to help deliver the program.
- ISUEO hired Refugee Coordinator Anindita Das to help address the changing demographics of Iowa communities. Das will use research to better understand the refugee community, and enable more efficient, organized networks that help new Iowans acclimate easily.
- 4-H Youth Development hosted two launched two bilingual and culturally based programs in April 2016 that targeted underserved and underrepresented high school-aged Iowa youth: *Ujima*, an African and African-American accelerator; and *Maize*, a Latino/a and Native American youth leadership program. Both programs serve as recruitment platforms into post-secondary education. *Ujima* served 90 youth, and *Maize* served 149 youth in 2016.
- Iowa 4-H has involved 100 percent of Native American tribes in the state.
- *Juntos: Together for a Better Education*, a partnership between Human Sciences Extension and Outreach and the Department of Human Development and Family Studies, helps prevent Latino/a youth from dropping out of school, and works with both parents and youth to gain access to college.

- *Powerful Tools for Caregivers* was piloted by Human Sciences Extension and Outreach for parents of children with disabilities. The program empowers family caregivers, including caregivers of older adults, to take better care of themselves. Components of the program include reducing stress, improving caregiving confidence, communicating needs, establishing life balance, making tough decisions, and locating helpful resources.
- ISUEO's Community & Economic Development unit has formed a Diverse and Underserved Iowans work team to focus on capacity building, data analysis, facilitation, awareness and support systems to eliminate systemic barriers to success for diverse communities. The team's programming goals include:
  - implementing cultural competency training for community groups
  - facilitating culturally relevant programming using a dual generational approach
  - supporting small businesses through consultation and partnerships
  - strengthen coalitions and networks serving underserved populations
  - partnering with community colleges to create pathways to livable wages through financial education
- A diversity and inclusion strategic plan was developed by 40 Extension and Outreach employees to envision what we can do to embody diversity and inclusion in ISUEO's programs, practices and people over the next 3 years. Our four strategic directions are:
  - Embedding Diversity and Inclusion in Organizational Culture
  - Modeling and Marketing Diversity and Inclusion Awareness and Respect
  - Leveling the Field to Recruit and Hire
  - Linking Our Values and Resources
- The Healthy Relationship and Marriage Education training program is being promoted with the Iowa National Guard for active military personnel.
- All four ISUEO units have hired faculty and staff from diverse and underrepresented communities

### **7.11 Research**

- The Office of the Vice President for Research (VPR) HR coordinator works with colleagues in other VPR units to improve access to diversity and inclusion resources for job candidates. It is hoped that providing such information will aid in recruiting candidates from underrepresented populations, and promote a common understanding that ISU is a welcoming environment for all.
- The HR coordinator attended Safe Zone 101 training, focused on creating safe zones with regard to sexual orientation and gender identity/ expression.
- VPR central staff and unit directors participated in several team-building sessions during the academic year. The sessions paid particular attention to recognizing the range of approaches to work and diversity of opinions in the office. Specific tactics included understanding personality types how different people identify challenges and develop solutions; and managing conflict, including perceptions of intolerance based on diversity of culture, identity, or thought.
- Several staff attended ISCORE in 2016. The conference enhanced employees' understanding and sensitivity to cultural differences, and provided tools to improve employee interactions and create inclusive workspaces.

## 7.12 U.S. Department of Energy Ames National Laboratory

- In February 2016, the Lab initiated an open recruitment requirement for all postdoctoral research positions. Postdoctoral researchers are a vital part of the Ames Lab research staff, and an important source of candidates for staff positions. Establishing the open recruitment requirement will ensure term and continuous staff scientist positions are advertised to the wider scientific community.
- The Ames Lab has increased HR participation in search committees in the last year, partnering with hiring managers to ensure that required and preferred qualifications are job appropriate, and developing appropriate recruitment strategies. The Lab also created a discussion guide based on an “Implicit Bias” awareness video produced by Lawrence Berkeley National Laboratory, which will be used to train screening/interviewing committees.
- Ames Lab requires all hiring managers to complete “Lawful Hiring” training offered through Iowa State University’s Office of Equal Opportunity when posting positions.
- Ames Lab enjoys an ongoing partnership with Iowa State’s Science Bound program. Features of this partnership include:
  - developing the Ames Laboratory Advantage internship program for Science Bound students. The semester-long internship allows students to participate in Ames Laboratory activities; interns have the option of receiving course credit or a stipend for their participation
  - Ames Lab hosted 100 eighth-grade students from the Marshalltown, Denison, and Des Moines as part of the U.S. Department of Energy “My Brother’s Keeper” initiative. Students rotated between five stations for scientific demonstrations, including 1) LENS demonstration; 2) Materials Preparation Center; 3) Materials; 4) Thermal changes and 5) Magnets
  - partnering with Science Bound to provide information on DOE’s SULI program, and encouraged applications from Science Bound students
- The Lab hosted a coffee/breakfast for its veterans on Veteran’s Day.