

**Report of the Cross-Unit Planning Team on Multicultural,
Diversity and Women's Activities, Programs and Services (MDWAPS)
March 1, 2010**

I. Introduction

A. Charge: The team was asked to (1) review programming efforts and administrative support for diversity, multicultural and women's issues in central administrative units and the colleges; (2) gather information about what programs are provided; (3) gain an understanding of individual unit's involvement and support; and (4) identify overlaps among programs and services and opportunities for new and additional collaboration.

B. Process

1. Inventory: The team developed an inventory of MDWAPS through our own knowledge of programs, brainstorming, discussions with colleagues, and internet searches for "multicultural," "diversity" and "women's" programs and services on the Iowa State web site; president, provost, vice president and vice provost web sites, and college web sites. More than 75 MDWAPS were identified in some 35 units.

2. Focus: The team next organized the inventory into focus areas to group MDWAPS according to (1) the recruitment of and (2) campus support services for multicultural and women faculty, staff and undergraduate and graduate students; (3) raising awareness of multicultural, diversity and women's issues within or beyond the university community; (4) scholarly output; and (5) compliance. Although the inventory identified 25 university committees with a multicultural, diversity or women's focus, the team decided to exclude them from its focus for this report.

3. Questionnaire: The team then developed a questionnaire designed to provide information on the populations served, FY09 general and external funding, desired outcomes and measures of success for MDWAPS in the areas of recruitment, support and awareness. Additional questions asked about scholarly output of the programs listed and whether they required compliance reporting to federal and state agencies. We asked units to describe the staffing allocated to MDWAPS by FTE, category (faculty, P&S, merit, and student), and funding source (general or external.) We also asked respondents about current collaborative efforts, existing overlaps, additional opportunities for collaboration or consolidation, gaps in MDWAPS, and to whom and how they were held accountable in meeting goals. Brief mission statements were collected from each responding unit.

Questionnaires were emailed on January 25, 2010, to 35 direct contacts (those directly responsible for MDWAPS efforts in central administrative units and colleges) and 9 supervisory contacts (vice president, associate provost, and associate deans and deans.) Requested deadline was February 3. Responses were received from 21 programs directly and from 8 programs through a coordinated response from the Dean of Student Services. These 29 responses covered all but one of the MDWAPS identified. Upon follow-up, that college reported no MDWAPS efforts.

II. Premise:

In 2005, ISU had a total faculty of 1,734, with 15.8% minorities and 33.7% women. In 2009, the total faculty increased only slightly to 1,746, with 18.8% minorities and 32.8% women. Over that same period, P&S employees grew from 2,385 to 2,606, an increase of 9%. Minority P&S employees grew from 8.0 % to 9.8% and women declined slightly from 51.3% to 51.1%.

The total number of undergraduate students in 2005 was 20,732, with 3% international students, 9% domestic minorities and 43.5% women. In 2009, with a student enrollment growth of 1,789 students, the number of international students more than doubled and domestic minorities and women stayed relatively constant. The university had 4,578 graduate students in 2005, with 31% international students, 6.4% domestic minorities and 41.4% women. Although 2009 saw an increase of 282 graduate students, only domestic minorities showed an increase, up 1.5%.

The data above is a small sample of all that is available regarding diversity statistics at Iowa State University. Recruitment pools for staff positions and retention of minority students after the first or second year are additional indicators that can be generated by compliance audits and retention analysis.

III. Observations from Questionnaire Responses

A. MDWAPS with a Recruitment Focus:

1. Number/location of programs – Fourteen units across campus reported approximately 35 activities that are primarily related to the recruitment of multicultural and women students and faculty. Of these activities, 10 focus on making middle and high school students aware of Iowa State, 21 are directed toward interested high school and community college students, 4 focus on graduate students, and 1 is devoted to faculty. Student recruitment activities include:

- Scholarships, fellowships and internships
- Conferences and outreach programs
- Recruitment-related mailings and recruitment trips
- Learning communities
- Advising, counseling and mentoring

Many college units design undergraduate student recruitment-related programs for their specific situation. For example, some units sponsor conferences for multicultural and women high school students as a mechanism to introduce the students to opportunities within a specific college or major. The College of Engineering targets students from specific inner-city high schools and supports recruitment trips to these locations. These efforts are focused on building Iowa State's reputation within the community as a place where the students will thrive. In addition, many units participate in university-initiated recruitment activities.

For graduate students, recruiting efforts are at the departmental, college and university level. In general, colleges and departments focus on recruiting events for their discipline. The Graduate College coordinates attendance at events that cover multiple disciplines. In addition, departments, colleges and the Graduate College have recruitment efforts based on developing relationships with individual colleges and universities, most often Historically Black Universities and Colleges and Hispanic Serving Institutions. These efforts include faculty visiting universities or colleges and inviting faculty to visit ISU. The costs are being leveraged from all participants.

Recruitment activities directed to multicultural and women faculty and staff are noticeably less prevalent. The Provost's Office provides support for diversity faculty hires and the Office of Equal Opportunity and Diversity (EOD) provides several support programs related to hiring and compliance issues for faculty and staff. Some units reported no specific programs related to the recruitment of multicultural and women faculty or staff, but did indicate that efforts are made to hire diverse candidates.

2. Collaborations – At the undergraduate student level, units with specific diversity-related offices or programs report significant collaboration with other offices/programs within the unit e.g., Multicultural Liaison Officers (MLOs) report close collaboration with other student-related services within their college. Second, there is strong evidence of collaboration across units, e.g, participation in and contributions to university-initiated undergraduate student recruitment activities.

At the graduate student level, there are collaborations among the Graduate College and individual college and program recruiting efforts. During the past two years, these collaborations have increased and there is likely to be more collaborations as financial constraints will require more cost sharing.

At the faculty level, collaborations exist through the Executive Vice President and Provost Office (EVPP) with colleges and departments to support hiring efforts once a candidate is identified and through ADVANCE, which works with units to improve the search and interview process of women in science, technology, engineering and mathematics (STEM).

3. Overlaps – Although several units engage in similar recruitment activities, the activities seem to be specifically designed for a particular unit, which suggests there is not significant overlap. For example, both the Program for Women in Science and Engineering (PWISE) and the College of Engineering sponsor conferences and/or programs for prospective students to come and experience ISU. But PWISE targets only women, while Engineering targets multicultural and women students. One area in which there may be overlap is recruitment trips targeting multicultural students. At least two academic units are doing such trips and might benefit from collaboration. Duplication was noted at the graduate level in the occasional attendance by two units at a recruiting event.

4. Gaps – There are very few explicit programs or even acknowledgements of efforts toward the recruitment of multicultural and women faculty and staff. Also, it was noted that more faculty engagement is needed in all areas of recruitment

B. MDWAPS with a Support Focus:

1. Number/location of programs – Of the 29 units surveyed, 22 submitted 69 programs that provide support to multicultural and women faculty, staff and students. The team coded support in three areas: (1) academic (support for student, faculty and staff individual learning); (2) financial (any type of monetary support, i.e., scholarships, fellowships, grants etc.) and (3) cultural (support to individual cultural groups).

Mandatory programs were also reported in the Student Affairs responses related to disabled students and for academic preparation provided by Multicultural Student Affairs (MSA).

Additionally, the team grouped the data by programs specific to (1) faculty; (2) staff; (3) graduate students; (4) undergraduate students; and (5) overall ISU community (faculty, staff, and students).

Of the 69 programs listed, the majority support undergraduate students. Very few programs specifically supported graduate students, staff or faculty. Specific information taken from responses to the questionnaire includes:

- Faculty – 2 academic programs, 0 financial programs, 5 cultural programs
- Staff – 2 academic programs, 0 financial programs, 0 cultural programs
- Graduate Students – 2 academic programs, 3 financial programs, 2 cultural programs
- Undergraduate students – 21 academic programs, 5 financial programs, 13 cultural programs
- Faculty, staff and students – 0 academic programs, 2 financial programs, 12 cultural programs

2. Collaborations – Examples given by respondents include: ADVANCE and PWISE, Athletics and Student Affairs, Catt Center and Student Affairs, Catt Center and Women’s Studies, College MLOs and MSA, College of Engineering and PWISE, McNair Scholars Program and Honors Program spring research symposium, and federally-funded (TRIO) grants through the McNair Scholars Program and Student Support Services Programs (SSSP).

3. Overlaps – Examples include: College MLOs and MSA; counseling provided by MSA, SSSP, college MLOs, the Women’s Center, and Lesbian, Gay, Bisexual, Transgendered Student Services (LGBTSS) that should be referred to Student Counseling Services; duplication of events due to lack of coordination between student groups and departments with the Lectures Program; leadership programs targeted at women; Learning Communities targeted to women and/or multicultural students; research mentoring of juniors and seniors by the McNair Scholars Program and Honors Program; Iowa State Conference on Race and Ethnicity and the Social Justice Summit; Sexual Assault Task Force and Campus Violence Prevention Committee; support programs provided by college MLOs; summer research experiences targeted at multicultural students; Women’s Center and YWCA (awards, scholarships, mission).

4. Gaps – Examples include: Collaborative calendar of all Iowa State MDWAPS; web site to offer “one-stop-shopping” for MDWAPS; more diversity in university activities (e.g., Homecoming, VEISHEA, GSB, Dance Marathon); programs for women graduate students in STEM; programs and services for single mothers, returning adult female students, and transfer female students; programming geared to majority students on multicultural understanding; provide clear resources for multicultural and women graduate students through collaboration of Graduate College and MSA; outreach/prevention programs regarding dating violence and stalking; targeted approach for retaining multicultural students through collaborations between the colleges and Student Affairs.

C. MDWAPS with an Awareness Focus:

1. Number/location of programs – For the purpose of this analysis, providing awareness is the aspiration or consequence of programs, events and services that offer and present education and/or information about the university's multicultural and women's efforts to internal and external audiences. Our review of the materials submitted by 22 of the 29 units responding found that most awareness programs have internal audiences. The exceptions include Ready to Run, Equal Opportunity Training and Outreach, the Lectures Program, Diversity of Minds and the majority of PWISE programs.

2. Collaborations – Awareness programs appear to provide the greatest opportunity for collaboration, since it is part of the education process in which we are all responsible for engaging and through which we sell Iowa State University. The success of the collaboration seems to be tied to the investment of time and energy in planning and delivery and the degree of financial support provided to the implementation of the plans with the various audiences.

3. Overlaps – Overlaps do not appear to be an issue. In fact, overlaps and redundancy in awareness programs could be very beneficial to our multicultural and women's efforts.

4. Gaps – The biggest gap in awareness efforts has to do with the populations external to the university, unless they are being pursued for recruitment purposes.

D. Scholarship: As an important output of Iowa State, scholarship was investigated as a measure of faculty and graduate student engagement with the work of MDWAPS units. Specifically, scholarship offers opportunities to (1) disseminate best practices, (2) demonstrate great work at ISU, (3) develop national collaborations, (4) develop a literature base for funding proposals, and (4) engage faculty and graduate students.

Of the reports from 29 programs, 10 indicated being engaged in scholarly output. Four indicate publications in peer-reviewed journals and five provide data for other researchers. Other researchers included K-12 students, graduate students and faculty. Most of the 10 units report conference presentations at state, regional and national meetings. One unit provides competitive, annual research awards and a web-based archive in the area of women and politics.

E. Staffing: Staff resources allocated specifically to MDWAPS varies considerably across units, ranging anywhere from 0 to a total of 6.5 FTEs per unit. A breakdown of staff allocations by type of employee shows that a total of 15 P&S FTEs are dedicated to these activities, ranging from .25 to 3.5 FTEs per unit. Faculty resources are almost never allocated to these efforts—just three units reported dedicated faculty members, and in each of these areas, only .5 FTE was allocated, for a total of 1.5 faculty FTEs.

Both student assistants (primarily graduate assistants) and merit employees are used to supplement P&S staff, although students are utilized more than merit employees. A total of 7.5 FTEs for student employees is used, ranging from .15 to 2.3 FTEs per unit. In contrast, a total of 1.725 FTEs for merit employees is reported, ranging from .10 to .625 FTEs per unit.

According to our survey results, the total FTE allocated by Iowa State to MDWAPS is almost 26 (25.725).

It is not possible to discern from the data collected the extent to which the FTEs are allocated to specific activities, e.g., recruitment vs. support vs. awareness programs. However, given the relatively few staff in any given unit, it is assumed that the staff members participate to some extent in all of the MDWAPS-related activities of the unit. Most likely, additional employees across campus who contribute to these activities and programs are not accounted for in these data.

F. Funding: We attempted to collect information on the costs of staffing and programs devoted to MDWAPS, including the funding source (general, external or both). Information provided on staffing costs was inconsistent, although most faculty, P&S and merit staff are supported with general funds whereas graduate and undergraduate assistants are sometimes supported with external funds.

Based on the information provided on programming costs (which was not to include staffing), approximately 34% are supported with external funds only, 16% are funded with a mix of general and external funds, and 50% are funded with general funds only. Almost all of the programs offered by ADVANCE, the Carrie Chapman Catt Center for Women and Politics, and PWISE are funded externally. Other areas with significant program funding from external sources include the Agriculture Multicultural Student Office, Athletics, Engineering Diversity Affairs, Engineering Graduate Programs, Lectures Program, Sexual Assault Response Team (SART), and the Student Support Services Program (TRIO).

G. Compliance: Regular affirmative action reporting to federal agencies is required. Various state and federal statutes also require compliance reporting for job applicants, student recruitment, athletic and academic program participation, and recruitment of domestic minorities and women. Additionally, student support programs, including financial assistance and grants, require compliance reporting. Most compliance responsibilities are satisfied through central or divisional offices. There appear to be clear delineations regarding responsibilities based on beneficiaries. Due to these delineations, there does not appear to be extensive collaboration between offices, with the exception of the Dean of Students Office and the EOD Office regarding the university's sexual misconduct policy.

Compliance also requires choosing the appropriate metrics for diversity goals. For example, student diversity is measured by Board of Regents thresholds for domestic students. Compliance is a required and necessary function of the university's equal opportunity and diversity efforts.

IV. **Conclusions**

- It is critical that the investments in MDWAPS be quantified in their value to and impact on the university.
- Based on the data gathered, the various MDWAPS have had mixed results.
- There is no clear correlation between investments and successes.

- Individual program goals and efforts are often not connected by the university administration in the context of the overall vision of Iowa State.
- As our review was focused on the central and college levels, a more complete analysis should include department-level MDWAPS. This could help provide a more complete picture of the effectiveness, impact and efficiency of central and college programs.
- Several units indicated a need for increased faculty engagement.
- Services and programs for multicultural and women graduate students, faculty and staff are limited.
- There are not adequate opportunities for collaboration due to: Iowa State's decentralized structure, the impact of the budget model on further decentralization, lack of communication between programs, staffing inflexibilities, facilities that create physical barriers between programs that could collaborate, the size of the organization, and lack of central oversight.
- A wide variety of MDWAPS have a broad impact for small or negligible investment. These need to be identified and expanded or disseminated as best practices.
- Not enough people are doing this work. And, not enough of a percentage of the people doing this work is devoted exclusively to MDWAPS, but rather to a myriad of other duties and responsibilities, which impacts continuity.
- Building strong connections to communities with multicultural populations is an approach that can be spread more widely throughout the university – particularly in the recruitment of faculty, staff and undergraduate students – based on success with recruiting graduate students.
- Connecting more of the MDWAPS efforts to scholarly work has been shown to engage more faculty and increase external funding, which leverages more human resources than available on internal funds
- Academic units, especially college student service offices, could work more closely with Student Affairs in MDWAPS for students.
- Better marketing of ISU's mission and priority to achieve excellence through diversity needs to be a real awareness and educational tool.
- More collaboration and better communication is needed between the Office of Sponsored Research and Programs Administration, EOD, and the Division of Student Affairs regarding their various compliance efforts.

V. Opportunities

A. For Additional Collaboration: Some units surveyed believed that consolidation would be detrimental. Some suggested better collaboration between the colleges and departments. Other suggestions include centralizing programs (e.g., under a VP of Equity and Diversity); pooling resources; sharing staff; training staff jointly; and involving community and alumni more in programming efforts.

B. To Eliminate Overlap: As mentioned in the conclusions section, ISU's decentralized structure, the current budget model and lack of communication between units inhibits collaborative efforts and encourages duplication in many areas (not just MDWAPS) throughout the university.

Better communication could lead to better programming. Gaps and overlaps occur because there is a perceived lack of services for a particular group, which results in individual units creating their own programs. Providing a central area to ensure the consistent delivery of services for MDWAPS – similar to the model of the Women's Leadership Consortium, which has resulted in better communication and collaboration among the women's programs on campus – would be beneficial to the units offering such services. Better communication would also educate units of the various programs available to multicultural and women students, faculty and staff. Many units create programs because they simply do not know about the existence of a particular program serving a specific group.

Using existing programs and committee structures to implement a cross-unit, cross-college and/or university-wide collaboration model would not only save staff time and money, but would also build a broader community of support and send a consistent message to the ISU community about the importance of providing these individualized services.

C. For Enhancing Services: MDWAPS could be enhanced by: (1) increased faculty engagement by linking MDWAPS efforts to research and scholarship; (2) distributing ISU-funded resources evenly among all students; and (3) leveraging professional development opportunities for all faculty, staff, and graduate students.

Currently, three colleges – Liberal Arts and Sciences (LAS), Agriculture and Life Sciences (CALS) and Engineering – have highly specialized MDWAPS. One college, Business, has strategically decided to work with available programs to minimize its costs. There is no clarity if the specialized services in LAS, CALS and Engineering are needed or if stronger collaborations among the colleges and other units, such as Multicultural Student Services in Student Affairs, could more effectively accomplish their programs' goals. The current system – which centralizes efforts and resources in these three colleges – appears to result in unequal distribution of ISU funded programs to serve students in the other colleges. Further, the vast majority of services, even at the college level, are specialized toward undergraduate students.

A review of several similar-size universities focused on examples of centralized MDWAPS efforts. One interesting feature is that there appears to be more programming available for faculty, graduate students and staff at centralized campuses than currently available at ISU. Further, it was the experience of one committee member that faculty engagement was higher in a more centralized system.

Some of the specific suggestions received include:

- Professional and personal development and recruiting for faculty and graduate students.
- Coordinating services for current graduate students provided by the Preparing Future Faculty program and elements of the Graduate College, Engineering Graduate Programs and Agriculture Multicultural Programs Office.
- Combine current programs under a Center for Women and Gender Studies (Women's Center, Women's Studies, LGBTSS) or Equity and Social Justice Center (MSA and LGBTSS).
- Coordinating SPEED and APEX.

D. To Fill Gaps: Overall, the team observed that there is a need to provide consistent and targeted efforts that avoid duplication of services. The majority of ISU programs support undergraduate students. Very few programs specifically support graduate students, faculty or staff. Greater faculty involvement in MDWAPS is needed. Connecting MDWAPS efforts to scholarly work could create opportunities to engage more faculty and increase external funding.

There is also a need to address ISU climate/environment concerns and a more inclusive curriculum such as infusing more multicultural and women's programs into high profile events. Lastly, efforts to provide more 1:1 mentoring and retention activities for women and minorities – in particular for the science, technology, engineering, mathematics and agriculture fields – are needed.

E. For Better Accountability: Most programs report to deans, associate deans, provost, associate provost, vice presidents, directors, or the funding agency. Many programs submit annual reports or end-of-year data in response to individual unit responsibility. However, there is no comprehensive accountability for how multicultural, diversity and women's units and services fit together. Perhaps developing individualized goals or outcomes for each MDWAPS unit through a central coordination will ensure better accountability and a more cost-effective and broader impact. This central coordination could be accomplished through a central office, committee or better communication.