

IOWA STATE UNIVERSITY

Division of Academic Affairs

2017-18 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, and support the university's FY2017-2022 Strategic Plan, Goal 4, to *Continue to enhance and cultivate the ISU Experience where faculty, staff, students, and visitors are safe and feel welcomed, supported, included, and valued by the university and each other.*

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. New Initiatives and 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; curriculum changes for diversity related courses; co-curricular programs that enhance underrepresented students' success; and community based programs that benefit Iowans in all corners of the state.

2.1 New initiatives

- The College of Engineering added a learning outcome to its required freshman orientation class (ENGR 101) focused on the importance inclusion in the context of engineering. Activities and course content related to this outcome will be offered in Fall 2018, including videos by alumni and industry partners speaking to students on the importance of valuing diversity and practicing inclusion from the corporate perspective.
- The Kin Collective, a Kinesiology-based student organization, was established to build stronger sense of community within students of color in the Kinesiology department, connect them to more resources and opportunities, and to help create a departmental connection so that students can foster the relationships necessary to excel in their field of study.
- During Fall teaching assistant orientation, the Department of Chemistry used a resource designed to provide education on hidden biases, to help TAs identify and avoid potential hidden biases in the laboratory and classroom. The department invited an Iowa State multicultural liaison officer to lead an inclusive classroom workshop to help address issues of disrespect directed toward TA's due to cultural differences. A member of the Office of Equal Opportunity also delivered discrimination and harassment prevention training.
- Human Sciences Extension and Outreach works with the Family Alliance of Veterans of America to teach finance classes, help veterans with personal finances, and provide materials. Staff are taught financial coaching so they can assist veterans with budgeting and works one-on-one with families and individuals in the program. The impact is significant in helping protect veterans from fraud.
- The College of Design Global Design Connection is an international learning community that promotes cross-cultural exchange among students, staff and faculty. Students are grouped in small "Design Families" and paired with faculty/staff mentors to build community and friendship between international and domestic students and encourage greater international student involvement on campus. The college also created an international adviser position to coordinate programming, provide support and address the needs of its 300+ international students.
- The Library became a full partner in the HathiTrust Print Disability Access program, a collection of more than 15 million full-text books, journals, and other materials. Library staff also led an effort to ensure that all newly scanned documents for Course Reserves be accessible for patrons using assistive technologies; and created an Accessibility and Library Materials Guide to outline available services and provide instruction for creating accessible documents, PDFs, and guides.

2.2 Key findings

- The Program for Women in Science and Engineering was recognized at the 2018 Women in Engineering ProActive Network (WEPAN) National Conference with the Women in Engineering Initiative Award for serving as a model for other institutions.
- The Ivy College of Business continued to increase its percentage of women faculty in FY18. The latest report prepared by the college's Diversity Committee showed Iowa State to be first in the Big 12 with 32.6% female faculty. The college is also second for untenured female faculty, and third for tenured female professors. Women represent 29% of 2018 tenured/tenure-eligible faculty hires.
- Iowa State's multicultural liaison officers (MLOs) created the #SquadCare Series, a monthly discussion that gives students from underrepresented communities the space to care for their own welfare and success, while they work to uplift their respective communities. In February 2018, the MLOs acquired gently used business attire from faculty and staff and provided free clothing to 70 students.
- The University Honors Program has initiated several new recruitment strategies over the last two years explicitly focused on increasing minority enrollment in the program. Research shows the three main reasons high-ability students do not enter honors programs are perceived notions that the work in honors courses is harder, "more stressful" and will lead to a lower grade point average. Such perceptions are even higher among underrepresented students. To combat these perceptions, the Honors Program started a peer-to-peer call-a-thon, using undergraduate Honors Ambassadors. As a result of our call-a-thon, minority student enrollment grew by 29% in Fall 2017.
- Improving diversity among the College of Veterinary Medicine student body was a top priority for the college in FY18. Changes were made in recruitment processes (e.g. open houses, virtual tours, dean's video messages, dean's personal calls to students etc.), admissions criteria (interviews were dropped), recruitment scholarships (including two new Frederick Douglass Patterson Diversity Scholarships), and the process of awarding scholarships for incoming students. Overall applications increased by 300 (32%), underrepresented applicants increased by 43% and qualified underrepresented applicants increased by 67%. The Class of 2022 is the most diverse (17%) and has the highest GPA of any class in the last 10 years.
- Beginning in fall 2018, the College of Agriculture and Life Sciences will pilot an online diversity and inclusion training course. The course will be offered to students, faculty, staff and postdocs as part of a larger effort to promote cultural competency and inclusion throughout the college. The program will emphasize innovation, extensive research, best practices and highly qualified designs to assist delivery of practical applications.
- The first cohort of ISU 4U Promise students is enrolling at ISU for Fall 2018. Of the 23 students from the first year of the program, 15 have been accepted by ISU and 11 have officially enrolled.

3. Highlights – Office of the Senior Vice President and Provost

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). Four departments went through this program in FY18 (Electrical and Computer Engineering, Geological and Atmospheric Sciences, Horticulture, and University Library), and four additional departments are planned for FY19.

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. The Senate, an advocate for diverse faculty and students, continued a comprehensive review of Iowa State's U.S. Diversity/ International Perspectives courses in FY18.

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. As a result of these efforts, Iowa State continues to have success advancing female faculty and faculty of color through the promotion and tenure process, as well as initiatives to promote term faculty.

3.5 Program for Women in Science and Engineering (WiSE)

WiSE 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 STEM majors through learning communities, academic support, scholarships, leadership and personal development. In addition, WiSE reaches over 10,000 K-12 students annually through its signature outreach programs: STEM Fest, Taking the Road Less Traveled, WiSE University summer camp and Student Role Model Program. WiSE was recognized at the 2018 Women in Engineering ProActive Network (WEPAN) National Conference with the Women in Engineering Initiative Award for serving as a model for other institutions.

3.6 University Lectures Program

In 2017-18, Iowa State's Lectures Program hosted several speakers who addressed topics related to diversity and inclusion, including medical ethicist Harriet Washington; MSNBC anchor Ali Velshi; authors Roxanne Gay and Tim Wise; Lt. Col. (ret) Consuelo Castillo Kickbusch; the Meskwaki Nation dancers; Tarana Burke, founder of the #MeToo movement; Consul General Faisal Niaz Tirmizi of Pakistan; Bryan Stevenson, founder and executive director of the Equal Justice Initiative; a panel discussion on land grant institutions collaborating with Native Communities; and a campus conversation on balancing freedom of expression and diversity on college campuses.

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.

- More than 200 people participated in CELT programs related to diversity and inclusion during AY2017, including:
 - Inclusive Classroom Development Workshop (offered 11 times in FY18, including to the College of Business, CELT Advisory Board, and Association of American Universities guests)
 - This workshop was also expanded in FY18 to include a *Conversations on Teaching Inclusively* program (offered 6 times), which featured tips on creating accessible, inclusive, and learner-centered courses and syllabi
 - Offered workshops on course accessibility, in collaboration with the offices of the Vice President for Diversity and Inclusion and Vice President for Student Affairs, and in coordination with Iowa State's transition to the Canvas learning management system
 - Led additional workshops on creating diversity statements for future faculty, building bystander intervention skills, and hosted a webinar for Global Accessibility Awareness Day
- CELT's inclusive classroom web resources were accessed 22,000 times in the last year, with 50% of visitors downloading the *Mindful and Learner-Centered Syllabus Checklist*, and *Strategies to Create and Inclusive Course*. The Center's accessibility and University Design resources were accessed 5,000 times in FY18.

- Worked with faculty who received mini-grants through the Diversity Course Development Initiative, a collaborative effort with the SVPP and Faculty Senate.
- CELT staff contributes as active members of numerous university committees, including the VPDI Council, Strategic Plan Goal 4 Implementation Team, ISCORE and NCORE project committees, and University Committee on Accessibility.

3.9 University Honors Program

Over the past two years, the Honors Program initiated several new recruitment strategies explicitly focused on increasing minority enrollment in the program. Research shows the main three reasons high-ability students self-select not to enter honors programs have to do with perceived notions that the work in honors courses is harder, “more stressful” and will lead to a lower grade point average. Such perceptions are even higher among underrepresented students. To combat these perceptions, the Honors Program started a peer-to-peer call-a-thon, using undergraduate Honors Ambassadors. As a result of our call-a-thon, minority student enrollment grew by 29% in Fall 2017.

4. Highlights – Academic Colleges

4.1 College of Agriculture and Life Sciences

- Beginning in fall 2018, CALS will pilot an online diversity and inclusion training course. The course will be offered to students, faculty, staff and postdocs as part of a larger effort to promote cultural competency and inclusion throughout the college. The program will emphasize innovation, extensive research, best practices and highly qualified designs to assist delivery of practical applications.
- The CALS Dean, associate and assistant deans and multicultural liaison officer met with multicultural students to hear their stories and experiences in the college. Students shared their personal narratives, spoke about people who empowered them to continue their academic journeys, and identified barriers to success and expectations of faculty, staff and administration. One outcome of this work was the establishment of a Multicultural Peer Mentor program, led by Associate Dean Howard Tyler. The program features nine peer mentors who will work with incoming multicultural students in Fall 2018.

4.2 College of Business

- The Ivy College of Business continued to increase its percentage of women faculty in FY18. The latest report prepared by the college's Diversity Committee showed Iowa State to be first in the Big 12 with 32.6% female faculty. The college is also second for untenured female faculty, and third for tenured female professors. Women represent 29% of 2018 tenured/tenure-eligible faculty hires.
- At the beginning of the academic year – in the wake of events in Charlottesville and other places – the equity adviser, multicultural liaison officers, and communications staff prepared a welcome video affirming the college's support for diversity and the Principles of Community. The video was shared on social media and displayed on screens throughout the building.

4.3 College of Design

- In spring 2018, the multicultural liaison officer, Audrey Kennis, hosted the Professional Learning Community on Diversity (PCLD), a series of workshops for faculty and staff in the College of Design. The goal was to create an environment where educational resources and constructive dialogue allowed participants to develop greater awareness in terms of diversity, equity and inclusion. Each session focused on specific topics — including microaggressions, implicit bias, gender inequity and cultural context — and how these subjects impact the individual experience in the classroom, studio and workspace.
- The college's international programs director, Jen Hogan, developed the Global Design Connection (GDC), an international learning community that promotes cross-cultural exchange among students, staff and faculty. Students are grouped in small "Design Families" and paired with a faculty/staff mentor. GDC helps build community and friendship between international and domestic students within the College of Design and encourages international student involvement in the greater ISU community. The college also created an international adviser position to coordinate programming, provide support and address the specific needs of its 300+ international students.

4.4 College of Engineering

- Engineering added a learning outcome the required freshman orientation class (ENGR 101) focused on the importance of being inclusive in the context of engineering. Activities and course content related to this outcome will be offered in Fall 2018, including videos by alumni and industry partners speaking to students on the importance of valuing diversity and practicing inclusion from the corporate perspective. The immediate intent is to use these videos in ENGR 101, and then make them available to all instructors to promote diversity and inclusion to students.
- The multi-tiered strategy developed by Agricultural and Biological Systems Engineering in 2016 to create a more inclusive department is being adapted for implementation across the college. This includes training for faculty and students, peer mentors and teaching assistants on topics ranging from inclusion to addressing in-classroom issues.

4.5 College of Human Sciences

- The college established *Mission Inclusion* in FY18, the result of a 2017-2018 CHS Innovative Teaching Initiative Grant. A cohort of six faculty and staff engaged in bi-weekly interactive workshops throughout the academic year. The program has broadened perspectives of faculty and staff through introspection of their curriculums and practices. We are currently recruiting our second cohort of ten participants.
- The Kin Collective, a Kinesiology-based student organization, was established to build stronger sense of community within students of color in the Kinesiology department, connect them to more resources and opportunities, and to help create a departmental connection so that students can foster the relationships necessary to excel in their field of study.

4.6 College of Liberal Arts and Sciences

- During Fall teaching assistant orientation, the Department of Chemistry used a resource designed to provide education on hidden biases, to help TAs identify and avoid potential hidden biases in the laboratory and classroom. The department invited an Iowa State multicultural liaison officer to lead an inclusive classroom workshop to help address issues of disrespect directed toward TA's due to cultural differences. A member of the Office of Equal Opportunity also delivered discrimination and harassment prevention training.
- The college continues to focus on recruiting more underrepresented students to its graduate programs. The Department of Mathematics established a graduate certificate, led by associate professors Michael Young and Bernard Lidicky, to attract students from underrepresented groups, women, veterans, and non-traditional students. The program serves students whose undergraduate preparation may need to be strengthened in order to facilitate their transition and success in graduate school. Their first cohort of six students will arrive in Fall 2018. Chemistry professor and LAS Equity Advisor Javier Vela continues to work with Prairie View A&M (an HBCU) and the University of Texas Rio Grande Valley (an HSI) to establish a bridge program which provides a direct path for their M.S. students into our Ph.D. program.

4.7 College of Veterinary Medicine

- Improving diversity among the student body was a top priority for the college in FY18. Changes were made in recruitment processes (e.g. open houses, virtual tours, dean's video messages, dean's personal calls to students etc.), admissions criteria (interviews were dropped), recruitment scholarships (including two new Frederick Douglass Patterson Diversity Scholarships), and the process of awarding scholarships for incoming students. Overall applications increased by 300 (32%), underrepresented applicants increased by 43% and qualified underrepresented applicants increased by 67%. The Class of 2022 is the most diverse (17%) and has the highest GPA of any class in the last 10 years.
- The Veterinary Medicine Summer Food Animal Experience for Undergraduate Students was launched in 2018. The program provides a structured educational experience for underrepresented undergraduate students to learn more about animal agriculture and the veterinary medical profession, as well as the necessary hours of required veterinary experience on the CVM application (200 hours). A combination of diverse and relevant animal and veterinary experience create an immersive experience aimed at recruiting and retaining pre-veterinary students into the veterinary medicine curriculum at Iowa State.

4.8 Graduate College

- The Ronald E. McNair Postbaccalaureate Achievement Program returned to the Graduate College for five years with \$1.1 million from the U.S. Department of Education. The program prepares first-generation, low-income, underrepresented junior and senior undergraduate students for entry to graduate school and the attainment of the Ph.D. The core components of McNair are research preparation, graduate school preparation, and personal and professional development. McNair serves about 30 students each year and of those who graduate, close to 90% enter graduate school immediately.
- The college has created a Recruitment and Admissions Committee charged with proposing innovations that connect with the Office of Admissions and graduate units across campus. The committee has been considering ways to assist academic departments and graduate majors in the recruitment of graduate students from underrepresented populations. Newly created Graduate Dean and Graduate College scholarships also help enhance diversity within Iowa State's academic programs, and on campus generally.

5. Highlights – Academic Units

5.1 University Library

- The University Library Committee on Diversity is working to lay the groundwork for In December 2017, Dean Beth McNeil led a library-wide discussion on ISU's Principles of Community to demonstrate the important role that libraries and all staff play in fostering respectful and open-minded inquiry. This session included small table discussions on specific questions, as well as feedback from participants to indicate areas of strength and areas needing improvement, both for the Library and for themselves as individuals.
- The Library became a full partner in the HathiTrust Print Disability Access program, a collection of more than 15 million full-text books, journals, and other materials. Library staff also led an effort to ensure that all newly scanned documents for Course Reserves be accessible for patrons using assistive technologies; and created an Accessibility and Library Materials Guide to outline available services and provide instruction for creating accessible documents, PDFs, and guides.

5.2 Extension and Outreach

- ISUEO Professional Development and Advancement are leading the way on Universal Design implementation for compliance with ADA. Extension and Outreach is building capacity in staff and systematically implementing Universal Design into publications and websites when they are created or updated. Extension and Outreach has also hired a half-time staff member to translate priority publications in to Spanish.
- Human Sciences Extension and Outreach, works with the Family Alliance of Veterans of America to teach finance classes, help veterans with personal finances, and provide materials. Staff are taught financial coaching so they can assist veterans with budgeting and works one-on-one with families and individuals in the program. The impact is significant in helping protect veterans from fraud.

5.3 Research

- VPR Sarah Nusser, Associate Provost Dawn Bratsch-Prince, and P&S Council Past President Tera Lawson, piloted a summer training program, *Playing Big: Developing Leadership Skills for Women Staff and Faculty*, funded through the Women's and Diversity Grant Program. A diverse cohort of 14 women participated, and seven cohort members presented on the program at the 2018 P&S Council Professional Development Conference. As an outcome of this pilot, the leadership program "Cardinal Women", a four-session fall series, is being developed for Fall 2019.
- VPR hosted the VP Diversity & Inclusion, Assistant VP for D&I and Equal Opportunity, and the D&I Project Director in Hispanic/Latinx Affairs at the VPR Unit Leader Retreat in January 2018 to discuss the importance of developing diverse applicant pools and hiring best practices. Following up, the Unit Leaders participated in implicit bias training, and Unit directors are in the process of offering implicit bias training to their staff.

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

- Ames Laboratory Human Resources and Diversity hosted the third annual National Laboratory Directors' Council Diversity and Inclusion Workshop, titled 'Diversity + Inclusion: Putting the Pieces Together.' Each of the 17 National Laboratories were represented including Laboratory Directors, Human Resources Directors, and Diversity and Inclusion Managers. Iowa State University and Department of Energy officials who share common interest in diversity and inclusion were also present.
- In conjunction with the workshop, a keynote program was offered to Laboratory employees titled "Dumb Things Well-Intended People Say: 10 Skills to Increase Your Diversity and Inclusion Competence" by Dr. Maura Cullen. Employees gained a higher level of knowledge and understanding of how to address and avoid communication traps associated with Diversity and Inclusion, and the tools to use in their place. The program was funded through Iowa State's Women's and Diversity Grant Program.

7. Expanded Descriptions

7.1 College of Agriculture and Life Sciences

- CALS collaborated with Tuskegee University on workshops in Alabama and Iowa to help empower limited-resource farmers benefit from “Big Data” decision-making. The project represented an ongoing partnership in research, education and extension and outreach by a diverse team of faculty and staff at Tuskegee and Iowa State. Although many efforts have focused on Big Data and digital agriculture applications, the Tuskegee-Iowa State workshops may have been the first to focus on farmers of small- and medium-sized with limited resources. Theresa Cooper, CALS Assistant Dean for Diversity, and five Iowa farmers represented Iowa at a Big Data meeting hosted at Tuskegee University, which was supported by the USDA National Institute of Food and Agriculture’s Agriculture and Food Research Institute Foundational Program.
- Beginning in fall 2018, CALS will pilot an online diversity and inclusion training course. The course will be offered to students, faculty, staff and postdocs as part of a larger effort to promote cultural competency and inclusion throughout the college. The program will emphasize innovation, extensive research, best practices and highly qualified designs to assist delivery of practical applications.
- In its second year, students on CALS’ Leaders Engaging in Agriculture, Diversity, Inclusion and Trust (LEAD IT) team continue to serve as diversity liaisons to student organizations and academic departments and assist in the development and implementation of college-specific projects. Through professional development and mentorship, the LEAD IT team is committed to building strong leaders and community partners who acknowledge the values of diversity, multiculturalism and inclusion and become skilled with intercultural competency activities. The LEAD IT team is an invaluable link to students as representatives of the Dean’s Office. LEAD IT student leaders meet with CALS Dean and administrators at least once a semester and meet regularly to discuss topics of diversity, inclusion, power, oppression and privilege. The group has a presence on the [CALS diversity website](#), where members can be booked for speaking engagements or presentations.
- Elizabeth Martinez-Podolsky, CALS multicultural liaison officer, and Theresa Cooper, CALS assistant dean for diversity, took eight LEAD IT students to the 2018 National Conference on Race and Ethnicity to experience its program on creating and sustaining comprehensive institutional change to improve racial and ethnic relations on college campuses and expand opportunities for educational success.
- The CALS Equity Adviser and the Assistant Dean of Diversity organized an intensive one-and-a-half-day leadership retreat for CALS George Washington Carver Summer Research Internship Program interns. The retreat worked to enhance the leadership skills and future success of the summer interns, the great majority of whom are members of underrepresented groups in agricultural sciences. Five off-campus experts — all ISU alumni and professionals from underrepresented groups (race, gender, sexual orientation) — served as role models, presenters and mentors. The fast-paced, interactive retreat included development of personal mission statements, a readers’ theater, lightning interviews with mentors and expert panels on setting one’s self up for success.

- The CALS Dean, associate and assistant deans and multicultural liaison officer met with multicultural students to hear their stories and experiences in the college. Students shared their personal narratives, spoke about people who empowered them to continue their academic journeys, and identified barriers to success and expectations of faculty, staff and administration.
- CALS established a Multicultural Peer Mentor program with 9 peer mentors who are trained to work with incoming multicultural students for fall 2018, led by Howard Tyler, Associate Dean of Student Services.
- CALS continued the ongoing Cultural Competency Seminar Series for faculty and staff in FY18, with leaders addressing topics of:
 - Understanding Persistence and Grit of At-Risk Student Populations
 - If These Walls Could Talk (CALS multicultural students discussing their perspectives of life on campus)
 - White Like Me book discussion, linked to University Lecture by Tim Wise
 - Breaking Bias, exploring concept of unconscious bias
 - Privileging the Privileged: How bias, power and privilege impact graduate school funding and admissions
 - That's Not What I Meant! Understanding intent versus impact in an academic environment
 - Blindspot: Hidden Biases of Good People book discussion
 - Cross cultural communication: Creating mutual understanding in a diverse academic environment
- Theresa Cooper, CALS Assistant Dean of Diversity, participated in Iowa State Day at North Carolina A&T University, an 1890 land-grant institution, making classroom visits, interviewing students and meeting with faculty from NC A&T.
- CALS Multicultural Liaison Officer Elizabeth Martinez-Podolsky leads many efforts to ensure the retention and professional development of CALS multicultural students:
 - Presentations on diversity and inclusion in 110 introductory courses, helping new students in CALS majors understand the importance of these issues as they pursue their degrees and their careers.
 - Administration of an MLO Scholarship that helps multicultural students needing emergency financial assistance, as well as grants to help students with expenses linked to attending conferences and other professional development opportunities. CALS has helped several students attending national professional conferences such as the Minorities in Agriculture, Natural Resources and Related Sciences — MANRRS — Conference; the Latinos in Agriculture Conference; and the Agriculture Future of America Conference. She conducted diversity training for ISU Extension and Outreach's Regional Food Systems Working Group; USDA for Latinx Heritage Month; Department of Animal Science peer mentors; and ISU Division of Student Affairs on a panel on "racial battle fatigue."
 - Advising to several multicultural student organizations, including: Leaders Enhancing Agriculture, Leadership, Diversity, Inclusion and Trust (LEAD IT); Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) Chapter; Latinx Graduate Student Organization; Sigma Lambda Gamma multicultural women's sorority; and Minority Association for Pre-Health Students.

- Martinez-Podolsky collaborated with other ISU MLOs to lead #SquadCare Series, a monthly discussion that gives students from underrepresented communities the space to care for their own welfare and success, while they work to uplift their respective communities. In February 2018, the MLOs acquired gently used business attire from faculty and staff and provided free clothing to 70 students, open to majors and backgrounds (two-thirds identified as students of color).
- CALS Equity Adviser Susan Lamont developed and implemented programming to increase diversity and reduce implicit bias in faculty and administrative searches, and to support the development and retention of underrepresented groups at ISU, including women in STEM fields. New initiatives for 2017-18 included:
 - Organizing university-wide ADVANCE workshops by the Cornell University Interactive Theatre Ensemble. Over 100 faculty and staff participated in the interactive Diversity and Inclusion workshop, “It Depends on the Lens.”
 - Serving on a panel of ISU women leaders for ISU Graduate Leadership Academy to provide personal perspectives on the journey to successful leadership positions for women at ISU.
 - CALS Equity Adviser and CALS Assistant Dean for Diversity jointly developed and led a workshop on cross-cultural communications competencies for cohorts of two semesters of National Science Foundation-sponsored Innovation Corp project.
 - Leading development of a Higher Education Challenge grant proposal that will, if funded, provide students from Iowa State and North Carolina A&T with intensive experiential learning in research, leadership skills and global competencies. Goals are to enhance success and persistence of members of underrepresented groups in agricultural leadership, and to strengthen ISU relations with an historically black (1890 land-grant) college. Co-PIs include CALS Assistant Dean for Diversity and North Carolina A&T faculty.
- Lamont also continued her leadership of ongoing initiatives related to diversity and inclusion, including:
 - Four Lunch & Learns events for CALS faculty women (tenured, tenure-eligible, and non-tenure eligible) to build community and enhance professional development. Topics included discussion of “Women in Global Science,” a book by Kathrin Zippel, in advance of Dr. Zippel’s workshop at ISU, and work-life satisfaction.
 - Each individual faculty and administrative search committee in CALS participated in a training workshop led by the CALS Equity Adviser in best practices and avoidance of implicit bias for the search.
 - CALS Equity Adviser led training sessions for university-level searches for vice president for extension and outreach, the new CALS dean and assistant dean of the Graduate College.

7.2 Ivy College of Business

- The Ivy College of Business continued to increase its percentage of women faculty in FY18. The latest report prepared by the college's Diversity Committee showed Iowa State to be first in the Big 12 with 32.6% female faculty. The college is also second for untenured female faculty, and third for tenured female professors. Women represent 29% of 2018 tenured/tenure-eligible faculty hires.
- Multicultural enrollment grew 6.9% in Fall 2017. Multicultural students now represent 13.3% of the college's enrollment, up from 10.5% in Fall 2012.
 - Latinx enrollment grew 25.9% in Fall 2017 and has grown 133% since 2012.
 - Female enrollment has increased by 27.3% since 2012.
- At the beginning of the academic year – in the wake of events in Charlottesville and other places – the equity adviser, multicultural liaison officers, and communications staff prepared a welcome video affirming the college's support for diversity and the Principles of Community. The video was shared on social media and displayed on screens throughout the building.
- Diversity and inclusion events in the college included:
 - In October, the college hosted an event for members of Iowa State's multicultural Faculty and Staff Associations.
 - In February, the college held its second annual community building event, sponsored by the Business Council and Multicultural Student Business Network, bringing together faculty, students, and staff to discuss the climate in the college and ways to improve it.
 - The inaugural Women in Business Awards ceremony, co-sponsored by the Collegiate Women in Business, was held in March. Awards included a Champion Award, Inspiration Award, and Young Alumna Award.
 - In April, the college hosted its first Hispanic and Latinx Student Networking Social, which was well attended by students, faculty, and staff.
 - The second annual Women in Business Leadership Camp will be held in July 2018 to encourage women, including multicultural women, to pursue degrees in the college.

7.3 College of Design

- In spring 2018, the multicultural liaison officer, Audrey Kennis, hosted the Professional Learning Community on Diversity (PCLD), a series of workshops for faculty and staff in the College of Design. The goal was to create an environment where educational resources and constructive dialogue allowed participants to develop greater awareness in terms of diversity, equity and inclusion. Each session focused on specific topics — including microaggressions, implicit bias, gender inequity and cultural context — and how these subjects impact the individual experience in the classroom, studio and workspace.
- The college's international programs director, Jen Hogan, developed the Global Design Connection (GDC), an international learning community that promotes cross-cultural exchange among students, staff and faculty. Students are grouped in small "Design Families" and paired with a faculty/staff mentor. GDC helps build community and friendship between international and domestic students within the College of Design and encourages international student involvement in the greater ISU community.

- The college recently created an international adviser position to coordinate programming, provide support and address the specific needs of its 300+ international students.
- The College of Design hosted its second annual “Expanding Diversity Perspectives” workshop, this year structured as a morning in-service for all faculty, staff and graduate assistants. More than 50 people attended the workshop led by Dr. Mark Gray on the changing cultural landscape in Iowa and how to better serve a growing multicultural student population. The college will continue offering an annual workshop to provide faculty, staff and graduate students support, training and professional development to better serve students and foster inclusive classrooms.
- Kennis created the Design Closet, a supply repository that recycles gently-used materials to students who exhibit financial need. In the first year, more than 30 students utilized the closet free of charge. The goal is to provide an equitable learning environment for all students irrespective of their financial circumstances.
- Kennis was a part of the CIRTL AGEF project through the Graduate College. She co-facilitated a three-hour workshop for the Department of Kinesiology on building more inclusive classrooms.
- The college has played a key role in supporting the NCORE-ISCORE Project. Professor Brenda Jones continues to create primary art for the program and illustrates the social connections between art, design and social activism. Kennis co-facilitated the Professional Learning Academy, a cohort of 20 professionals staff committed to participating in a year-long dialogic process focused on the impact of race and ethnicity in our professional workspaces.

7.4 College of Engineering

- The college’s Committee on Diversity and Inclusion completed a set of focus groups on the climate experiences of students in several underrepresented groups, included multicultural, female, international, and LGBTQ students. Results are being used to design new initiatives to promote inclusion in the college, to target efforts, and guide investments, including the activities described below.
- Engineering added a learning outcome the required freshman orientation class (ENGR 101) focused on the importance of being inclusive in the context of engineering. Activities and course content related to this outcome will be offered in Fall 2018, including videos by alumni and industry partners (see below).
- The college began creating short videos in FY18 that feature alumni and industrial advisory council members speaking to students on the importance of valuing diversity and practicing inclusion from the corporate perspective. To date, videos have been created with alumni and council members from Boeing, Danfoss, Rockwell Collins and John Deere, with others in the process of being developed. The immediate intent is to use these videos in the orientation class (ENGR 101) and in the future, to make them available to all instructors to promote diversity and inclusion to students.
- The college piloted a research track for engineering students in the APEX program for incoming multicultural students in Summer 2018. Students spend 15 hours a week on a research project under the guidance of a faculty member. This activity is intended to provide these students with an introduction to research, build connections with faculty members and graduate students and ultimately inspire them to continue to pursue research during their degree program and beyond.

- Unconscious bias training has been expanded beyond search committees to include the Awards and Honors and Promotion and Tenure committees.
- Mechanical Engineering's gender-balanced curricular learning communities, launched in 2016, together with the programming through the Women in Mechanical Engineering program, have contributed to increased retention of women students.
- The multi-tiered strategy developed by Agricultural and Biological Systems Engineering in 2016 to create a more inclusive department is being adapted for implementation across the college. This includes training for faculty and students, peer mentors and teaching assistants on topics ranging from inclusion to addressing in-classroom issues.

7.5 College of Human Sciences

- The college established *Mission Inclusion* in FY18, the result of a 2017-2018 CHS Innovative Teaching Initiative Grant. A cohort of six faculty and staff engaged in bi-weekly interactive workshops throughout the academic year. The program has broadened perspectives of faculty and staff through introspection of their curriculums and practices. We are currently recruiting our second cohort of ten participants.
- The CHS Diversity, Equity and Community Committee hosted a Brown Bag Series for faculty and staff. Topics presented included: civility and political correctness; students and disability; and international students and microaggressions.
- The AESHM Leadership Team read *Mastering Civility: A Manifesto for the Workplace* and engaged in intergroup dialogue.
- The CHS Student Services created *The Bridge*, an ongoing Intergroup Dialogue in Spring 2018 addressing issues of diversity and inclusion.
- CHS co-sponsored, along with campus MLOs and ISU Dining, a community dinner for students remaining on campus during the F17 break.
- CHS MLO Carmen Flagge presented/facilitated over 20 discussions/trainings on various topics of diversity, inclusion and equity.
- As part of CHS Week, a multicultural and international dinner was hosted in the Joan Bice Underwood Tea Room for 45 faculty, staff and students.
- The ISU Principles of Community have been incorporated into CHS orientation and learning community curriculum.
- The Kin Collective, a Kinesiology based student organization, was established to build stronger sense of community within students of color in the Kinesiology department, connect them to more resources and opportunities, and to help create a departmental connection so that students can foster the relationships necessary to excel in their field of study.
- Twelve students from a variety of backgrounds participated in GRO (Growing through Relationships and conversations with Others), a small-group meeting throughout the academic year. The purpose of GRO is to increase understanding of social justice issues by building cross-cultural relationships and discussing issues related to diversity (race, ethnicity, gender, sexual orientation, nationality, etc.).
- Kinesiology sponsored Dr. Scherezade Mama from Penn State University, to deliver a diversity-focused public lecture entitled "Promoting physical activity in underserved populations."

- The School of Education (SOE) established a Climate, Culture and Community standing committee to identify initiatives that the SOE might undertake to enhance the climate and sense of community within the school.
- Dr. Kelly Reddy-Best and doctoral student Dana Goodin produced the exhibit entitled, *Queer fashion & style: Stories from the heartland* in the Mary Alice Gallery, Morrill Hall, Iowa State University, spring 2018.
- Science Bound continues to offer excellent college preparation for future STEM students, and ongoing curricular and co-curricular programming to currently enrolled Science Bound students at ISU. The Science Bound program was the program highlight at the CHS Dean's Advisory Council meeting.
- The Fall 2018 edition of Matters, the CHS print and online magazine which reaches more than 36,000 alumni, will focus on how CHS prepares future professionals to succeed in a diverse society.
- The first cohort of ISU 4U Promise students is enrolling at ISU for Fall 2018. Of the 23 students from the first year of the program, 15 have been accepted by ISU and 11 have officially enrolled.
- CHS was a 2018 ISCORE champion. SOE faculty member, Dr. Rosie Perez, provided the keynote address for the pre-conference on Iowa Nice and microaggressions. SOE faculty member, Dr. Ann Gansemer-Topf and CHS Director of Operations, Jenn Plagman-Galvin, delivered a workshop on multicultural competency development for faculty and staff.

7.6 College of Liberal Arts and Sciences

- The Department of English and the Greenlee School of Journalism and Communication successfully recruited Dr. Novotny Lawrence as a new tenured faculty member. Dr. Lawrence's research focuses on race and the media and how we understand black characters in film. Inclusive hiring efforts also resulted in successful faculty recruitments in the Department of Geological and Atmospheric Sciences and the Department of Computer Science.
- The Department of Mathematics established a graduate certificate, led by associate professors Michael Young and Bernard Lidicky, with the goal of attracting students from underrepresented groups, women, veterans, and non-traditional students. The program serves students whose undergraduate preparation may need to be strengthened in order to facilitate their transition and success in graduate school. Their first cohort of six students will arrive in Fall 2018.
- Chemistry professor and LAS Equity Advisor Javier Vela continues to work with Prairie View A&M (an HBCU) and the University of Texas Rio Grande Valley (an HSI) to establish a bridge program which provides a direct path for their M.S. students into our Ph.D. program. This will increase the representation of students of color at Iowa State University and contribute to growing the number of highly qualified faculty candidates from diverse backgrounds.
- The Department of Physics and Astronomy hosted the 2018 Conference of Undergraduate Women in Physics (CUWiP), sponsored by the American Physical Society. Attendance was excellent, with 160 female undergraduate physics majors. CUWiP conferences are excellent professional development opportunities for physics majors. The host department can showcase its graduate programs and build a strong recruitment pipeline.

- The Department of Biochemistry, Biophysics and Molecular Biology's long-term presence at the Annual Meeting of the Society for the Advancement of Chicanos, Latinos and Native Americans in Science (SACNAS) is yielding an increase in underrepresented minority enrollment in Iowa State University's graduate programs. Gustavo MacIntosh, the faculty member who coordinates Iowa State's presence, also attended the Annual Biomedical Research Conference for Minority Students (ABRCMS) and the Annual Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS) to extend the university's reach to diverse populations. He performs volunteer roles such as poster judging and "meet a scientist" to engage with students directly.
- The Department of Computer Science initiated a graduate recruitment booth at the Grace Hopper Celebration for Women in Computing in Houston, Texas. The conference drew a record number of 18,000 attendees.
- The Iowa State Cluster of Enhancing Diversity in Graduate Education (EDGE) partnered with the Mathematics of Color Alliance (MOCA) to host a new, joint speaker series, which hosted women and individuals from other underrepresented groups to share their experiences in mathematics research. Both MOCA and EDGE are programs sponsored by the Department of Mathematics. LAS and the Graduate College also provide support for the speaker series which is now in its second year.
- During Fall teaching assistant orientation, the Department of Chemistry used a resource designed to provide education on hidden biases, to help TAs identify and avoid potential hidden biases in the laboratory and classroom. The department invited an Iowa State multicultural liaison officer to lead an inclusive classroom workshop to help address issues of disrespect directed toward TA's due to cultural differences. A member of the Office of Equal Opportunity also delivered discrimination and harassment prevention training.
- The Department of Music and Theatre successfully recruited a diverse group of students for the production of "Iphigenia." One-third of the cast and crew were persons of color.
- The Department of Psychology's counseling psychology program hosted its fourth annual Multicultural Day. Students, faculty, and staff explored their implicit bias during a one-day workshop. The increased awareness will help better serve students in the classroom and in counseling settings.
- The Department of Sociology helped students develop a new organization - Students for Open Discussion. The goal is to provide a safe place to facilitate discussion among all students about polarizing and current issues to build community and understand differing points of view. (@StudentsOpen).
- Faculty from the Departments of Chemistry and Math collaborated across campus to co-found Lazos, a mentoring group for Latino freshmen. Meeting monthly and co-sponsored by Iowa State's Office of the Vice President for Diversity and Inclusion, Lazos provides informal mentoring and support, helping increase the retention rate of at-risk students.
- Two undergraduate students from the Greenlee School of Journalism and Communication worked with Greenlee faculty, staff, administrators and the diversity subcommittee to start a new student organization for minority students in the school.

- The LAS BOLD learning community partnered with our Leadership Studies program to offer LD ST 122: *Leading With Purpose*, Fall 2017. Taught by Chelsea Smith, Graduate Assistant for Multicultural Student Success, enrollment included 10 BOLD peer mentors. A collaboration of college multicultural liaison officers led to the creation of #SquadCare Series, a monthly discussion giving underrepresented students the space to care for their own welfare and success, while working to uplift their respective communities. In February 2018, the LAS multicultural liaison officer led an event that provided gently used business attire to 70 students from all majors via a “pop up shop” right before career fairs began. Of the students who availed themselves of this opportunity, 40% identified as Pell-Grant eligible, and 66% identified as students of color.
- The [STEM Scholars](#) program completed its second year with 34 members, celebrating their first two ISU graduates in May 2018. The students in the program are 70% female, 67% underrepresented minority, 73% first generation, and 76% low income. Three STEM Scholars were accepted as McNair Scholars, and 47% of the students obtained paid undergraduate research positions or internships.
- The department of Mathematics established an Association of Women in Mathematics chapter, advised by Dr. Leslie Hogben, and collaborated with the ISU Veterans Center to provide finals week tutoring to student veterans.
- In November, Iowa State’s chapter of the Society for Professional Journalists hosted “Muslimedia,” an event held with the Darul Arqum Islamic Center in Ames to address how the news media cover Islam. The workshop was attended by about 15 Muslim community members and 15 journalists, including Greenlee students and faculty.

7.7 College of Veterinary Medicine

- Improving diversity among the student body was a top priority for the college in FY18. Changes were made in recruitment processes (e.g. open houses, virtual tours, dean’s video messages, dean’s personal calls to students etc.), admissions criteria (interviews were dropped), recruitment scholarships (increased by \$219,000 including two new Frederick Douglass Patterson Diversity Scholarships for \$10,000/year) and the process of awarding scholarships for incoming students. Overall applications increased by 300 (32%), underrepresented applicants increased by 43% and qualified underrepresented applicants increased by 67%. The Class of 2022 is the most diverse (17%) and has the highest GPA of any class in the last 10 years.
- The Veterinary Medicine Summer Food Animal Experience for Undergraduate Students was launched in 2018. The program provides a structured educational experience for underrepresented undergraduate students to learn more about animal agriculture and the veterinary medical profession, as well as the necessary hours of required veterinary experience on the CVM application (200 hours). A combination of diverse and relevant animal and veterinary experience create an immersive experience aimed at recruiting and retaining pre-veterinary students into the veterinary medicine curriculum at Iowa State.
- The Frederick Douglass Patterson Diversity and Inclusion Award for faculty and staff was established in FY18.

- Diversity and inclusion listening sessions were initiated in 2018. An emphasis on listening to students, and having an open door policy, has greatly improved the relationship between administration and students. Students have been engaged in initiatives such as “Revolution Wellness,” design of the new fitness room, and providing input into exam schedules. “Year Coordinators” have worked closely with students on continued improvements to instruction in surgery and improved vertical integration across years. All of these improvements are beneficial for overall college climate, including for members of underrepresented groups.
- CVM established the first “Martin Luther King Jr. Day of Service” at the Boys and Girls Club of Ames in January 2018, providing opportunities for kids at the club to interact with students and faculty, and utilizing models from the Clinical Skills Lab.
- Establishment of a local Title IX Coordinator and emphasis on a safe and professional environment have led to students and others feeling more comfortable voicing concerns.
- ISU CVM is a partner in a semester-long program that mentors undergraduate students from underrepresented populations with an interest in toxicology. Coordinated by Dr. Wilson Rumbelha, the program is funded through a grant from the National Institutes of Health. The program, held in conjunction with Tuskegee Institute and the Ohio State University, links undergraduate students with aptitudes in science and mathematics with professional toxicologists in academia, government and industry.
- Seven students and 10 faculty are enrolled in the Purdue Online Certificate Program for Diversity and Inclusion in Veterinary Medicine. This program is designed for veterinary medical, veterinary technology, and pre-vet students and faculty who want to foster inclusive learning environments at their educational institutions and develop the skills to succeed as veterinary professionals. Participants also perform community service and submit a capstone paper on how they will use information from the program to strengthen diversity and inclusion in veterinary medicine.
- CVM faculty continue to lead a two-week fourth-year rotation, *Clinical Practice in Diverse Communities*, that encourages students to expand their understanding of working in diverse cultural communities. They participate in and lead topic rounds, which explore cultural immersion, cultural inclusion, health disparities, and more. For a capstone project, students work with VCS faculty, alumni, and community members providing veterinary services to pet owners of the Crow Creek Reservation in Fort Thompson, South Dakota. Students gain experience in practicing clinical skills in both small animal and equine clinics in a cultural setting that is not familiar to many of them. They work closely with tribal pet owners discussing findings on physical examinations and reviewing instructions for preventative health care and post-surgical care. Students work with horse owners handling and restraining patients and communicating instructions for care of medical problems, preventative care and post-surgical care. An emphasis is placed on encouraging children in the community to participate in examining animals and discussing their health care. The hope is that this program provides young people on the reservation inspiration to consider the possibility of pursuing a career in veterinary medicine.

- Diversity and inclusion videos are produced each month to highlight impactful alumni, and the breadth of opportunities provided by a degree in veterinary medicine. These are promoted to the entire college and posted on the college website for continued reference. (<https://vetmed.iastate.edu/about/about-college/diversity-and-inclusion>)

7.8 Graduate College

- The Ronald E. McNair Postbaccalaureate Achievement Program has returned to the Graduate College at Iowa State for five years with \$1.1 million from the US Department of Education. The program prepares first-generation, low-income, underrepresented junior and senior undergraduate students for entry to graduate school and the attainment of the Ph.D. Thelma Harding leads the program, which is one of four federally funded TRIO programs at Iowa State. The other three programs, Student Support Services, Upward Bound, and Education Talent Search, are under the Division of Student Affairs. The core components of McNair are research preparation, graduate school preparation, and personal and professional development. McNair serves about 30 students each year and of those who graduate, close to 90% enter graduate school immediately.
- The college has created a Recruitment and Admissions Committee that is charged to propose innovations that connect with the Office of Admissions and graduate units across campus. The committee has been considering ways to assist academic departments and graduate majors in the recruitment of graduate students from underrepresented populations.
- The college has a strong connection to the NCORE-ISCORE project through Ashley Garrin, full-time McNair staff. Ashley is a member of the NCORE-ISCORE leadership team in charge of student development. In this role, Ashley teaches the NCORE class, *U ST 321 Race and Ethnicity in the US*, for participating students. She facilitates the student pre-departure meetings, travels with the students to the National Conference on Race and Ethnicity (NCORE) and is a member of the ISCORE conference planning committee.
- The college provided funding to enable graduate programs to offer Graduate Dean and Graduate College scholarships to exceptional applicants. Nominated applicants are reviewed based on numerous criteria, including how they would enhance diversity within their programs, and on campus generally. Approximately 40 new scholars are expected to be registered for Fall 2018 as new graduate students.
- Iowa State is the lead university of an NSF AGEP grant (www.cirtlagep.net) focused on improving the inclusive environment for graduate students. CIRTLL AGEP is a collaboration of nine R1 universities that are working to improve campus climates. In the first year of work on the grant in FY18, six Iowa State graduate programs hosted inclusion workshops to plan how to make research groups and graduate programs a welcoming environment for diverse scholars. Eight more graduate programs will join the project in FY19.
- Iowa State is in final negotiations with the National Science Foundation of an INCLUDES Alliance grant jointly led by APLU/CIRTLL. Our institutional role will be to lead the national work to prepare graduate students for future careers as faculty members who will help to create inclusive and supportive learning environments at community colleges. The project also will address increasing the diversity of STEM faculty teaching at community colleges.

7.9 University Library

- In December 2017, Dean Beth McNeil led a library-wide discussion on ISU's Principles of Community to demonstrate the important role that libraries and all staff play in fostering respectful and open-minded inquiry. This session included small table discussions on specific questions, as well as feedback from participants to indicate areas of strength and areas needing improvement, both for the Library and for themselves as individuals. Approximately 95 library staff attended this session.
- Susan Vega Garcia was appointed assistant dean for inclusion and equity in May 2018. This new position includes responsibilities for administering the new Residency Program, managing the Library's mentoring program, and chairing the Library's Committee on Diversity & Inclusion.
- In January 2018, DeEtta Jones, of DJA Consulting and formerly with the Association of Research Libraries, delivered a presentation to all Library staff on the topic of "Cultural Proficiency: Building on ISU's Principles of Community." Jones also led a two-day workshop for the Library Management Team and supervisors on the topic of "Cultural Proficiency for Library Leaders." Approximately 45 staff attended the all-staff meeting, and 40 library management staff and leaders participated in the rigorous 2-day workshop.
- Members of the Library's Committee on Diversity & Inclusion designed a small-group book discussion series for Library staff, choosing the book *Bad Feminist* by noted culture critic Roxane Gay, which focuses on intersectional issues of race, feminism, gender, sexuality, media studies, and becoming an ally. The series featured assigned readings and questions, a facilitated weekly discussion, and a syllabus with additional readings for those who wished to learn more.
- Library staff completed training opportunities related to the Green Dot program, focused on recognizing and deterring power-based violence; and Kurzweil software to enhance accessibility for students, faculty, staff, and visitors.
- Facilities projects supporting accessibility, diversity and inclusion in FY18 include restroom renovations to improve accessibility and create gender inclusive and family friendly spaces; renovations to the Accessibility Resources room, a dedicated space for accessibility hardware and software; and relocation and improvements to the Library's lactation room.
- The Library became a full partner in the HathiTrust Print Disability Access program, a collection of more than 15 million full-text books, journals, and other materials. Library staff also led an effort to ensure that all newly scanned documents for Course Reserves be accessible for patrons using assistive technologies; and created an Accessibility and Library Materials Guide to outline available services and provide instruction for creating accessible documents, PDFs, and guides.
- Library staff participated in numerous diversity and inclusion-related workshops, and training sessions, including becoming allies and working to increase understanding of mental health issues; ISU ADVANCE workshops on gender bias and unconscious bias; accessibility issues including digital accessibility; First Amendment issues and freedom of speech; LGBTQIPA+ issues; inclusive classrooms; the SEED training program; students and religion issues; overcoming resistance to change; understanding age and generational differences in the workplace; teaching social justice; and participating in Women's Center Feminist Friday discussions.

7.10 Extension and Outreach (ISUEO)

- ISUEO Professional Development and Advancement are leading the way on Universal Design implementation for compliance with ADA. Extension and Outreach is building capacity in staff and systematically implementing Universal Design into publications and websites when they are created or updated. Extension and Outreach has also hired a half-time staff member to translate priority publications in to Spanish.
- ISU Extension and Outreach continues to provide “Navigating Difference,” an 18-hour cultural competency training program. To date 325 ISUEO faculty and staff have completed the training, including 155 in FY18. Another 220 from external individuals have completed the program including staff from United Way of Central Iowa and the City of West Des Moines. A one-hour overview has also been offered.
- Human Sciences Extension and Outreach, works with the Family Alliance of Veterans of America to teach finance classes, help veterans with personal finances, and provide materials. Staff are taught financial coaching so they can assist veterans with budgeting and works one-on-one with families and individuals in the program. The impact is significant in helping protect veterans from fraud.
- Human Sciences Extension and Outreach (HSEO) family life specialists also continue to implement the “OUCH! That Stereotype Hurts: Communicating Respectfully in a Diverse World” workshop, based on the book by Leslie C. Aguilar. The program helps participants understand the impact of stereotypes and biased statements, identify the most common reasons people sit silently in the face of bias and stereotypes, and enhance skills for speaking up against stereotypes. The program is also targeted for implementation through HSEO for Iowa residents.
- 4-H Youth Development’s Culturally based Youth Leadership Accelerators (CYLAs) are a launching pad for underrepresented and underserved youth in grades 8-12 to begin engaging with their local 4-H programs. *Maize*, a Latino/a and Native American youth leadership program, now in its fourth year, had 140 youth participate in a 3-day camp in April. *Ujima*, an African and African-American and accelerator in its second year, was attended by 100 youth in September. Both programs serve as recruitment platforms into post-secondary education. Six colleges hosted educational workshops and tours of campus.
- The ISUEO Professional Development unit developed educational modules for county staff and county councils regarding Civil Rights and Diversity and Inclusion expectations and implementation. This training will help our county partners better connect with local audiences to assess need and deliver programs to all Iowans.
- Through “Juntos Para Una Mejor Educación (Together for a Better Education),” Human Sciences Extension and Outreach worked with local school districts and community organizations to bring together 112 community volunteers, 193 Latino youth, and 177 Latino parents to assist youth in graduating from high school and pursuing higher education.
- ISUEO Organizational Advancement’s Civil Rights Employment and Programming Task Force reviews and discusses ongoing diversity and inclusion employment related matters such as: employee engagement, human resources related training for employees, reviewing position descriptions, diverse employee recruitment and retention, etc.

7.11 Office of the Vice President for Research (VPR)

- VPR Sarah Nusser, Associate Provost Dawn Bratsch-Prince, and Past President of P&S Council Tera Lawson, received funding through the Women's and Diversity Grant Program by the Office of the Vice President for Diversity and Inclusion to pilot a summer training program, *Playing Big: Developing Leadership Skills for Women Staff and Faculty*. A diverse cohort of 14 women was selected from over 70 applicants to build the capacity of women to take on leadership roles in their careers at ISU, provide a forum where women could gain experience working together and understanding each other's professional lives and perspectives, and to evaluate a leadership program that could be used as a future training resource. In follow up to the summer program, seven members of the cohort presented an interactive session at the 2018 Professional and Scientific Council Professional Development Conference, *Besting the Bullies Inside Your Head: Silencing the Inner Critic*. As an outcome of this pilot, the leadership program "Cardinal Women", a four-session fall series, is being developed for Fall 2019.
- VPR hosted the VP Diversity & Inclusion, Assistant VP for D&I and Equal Opportunity, and the D&I Project Director in Hispanic/Latinx Affairs at the VPR Unit Leader Retreat in January 2018 to discuss the importance of developing diverse applicant pools and hiring best practices. Following up, the Unit Leaders participated in implicit bias training, and Unit directors are in the process of offering implicit bias training to their staff.

7.12 U.S. Department of Energy Ames National Laboratory

- Ames Laboratory Human Resources and Diversity hosted the third annual National Laboratory Directors' Council (NLDC) Diversity and Inclusion Workshop. The two-day workshop was titled 'Diversity + Inclusion: Putting the Pieces Together' with a primary topic of inclusion. Each of the 17 National Laboratories were represented including National Laboratory Directors, Human Resources Directors, and Diversity and Inclusion Managers. Iowa State University and Department of Energy officials who share common interest in diversity and inclusion were also present. Keynote speakers Lee Mun Wah and Dr. Maura Cullen presented thoughtful addresses on the topic of inclusion while participants also identified opportunities for collaboration to augment the diversity and inclusion paradigm.
- In conjunction with the NLDC workshop, a keynote program was offered to Laboratory employees titled "Dumb Things Well-Intended People Say: 10 Skills to Increase Your Diversity and Inclusion Competence" by Dr. Maura Cullen. Employees gained a higher level of knowledge and understanding of how to address and avoid communication traps associated with Diversity and Inclusion, and the tools to use in their place. The program was funded through Iowa State's Women's and Diversity Grant Program.
- The Department of Energy approved a second Ames Laboratory Awareness and Recruitment (ALAR) program grant which targets students at HBCU and HSI colleges and universities but also included recruitment at a national conference, the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE), which assists black and other minority students and professionals in recognizing their potential in STEM fields.

- The Laboratory hosted approximately 130 eighth-grade Science Bound students from targeted Iowa districts: Denison, Des Moines, and Marshalltown. This is an annual event where students are welcomed to the Laboratory by Dr. Adam Schwartz, Ames Laboratory Director, and are presented with an “I Love Science” video which provides highlights of DOE and the Laboratory. The students then rotate between five stations for scientific demonstrations facilitated by Laboratory scientists, postdoctoral research associates, and graduate and undergraduate students. The demonstrations included: 1) Lenz’s Law - copper tube and magnet; 2) World’s simplest electric train; 3) Rare earth materials; 4) Electron microscopes and atom imagery; and 5) Chemical Separation of Rare Earth Oxalates. Each year we have minority and female scientists as a part of these experiments, so that the young minority and women participants are able to relate and connect to a potential mentor. Overall, this event continues to be successful, and will be continued to be offered.
- Ames Laboratory’s Purchasing Office has a designated Small Business Liaison Officer to serve as a primary point of contact for small businesses seeking ways to contract with and support the overall Diversity and Inclusion vision at the Laboratory. The Laboratory continues to meet or exceed established goals in the categories of Small Business, Small Disadvantaged Business, Women-Owned Business, Certified Historically Underutilized Business, Veteran-Owned Business, and Service-Disabled Veteran-Owned Business.